# Professional Development for Educators Syllabus

## Course Information

**Title:** *Exploring Implicit Bias and Talking About it Out Loud!*, T&L 2900

**Credits:** 2 Professional Development, S/U

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Instructor:** Tamara Waters-Wheeler, Ed.S., NCSP, NMT Phase 2 Trained

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### Instructor Feedback

Please email with any questions. A response should be provided within 24-48 hours of receipt.

**Technical Requirements:** Any up-to-date internet browser. You will use Microsoft Word to complete assignments. Students are expected to use their official UND email address.

**Course Material:** The following book is required for this course:

Gullo, G., Capatosto, K, Staats, C. *Implicit Bias in Schools: A Practitioner’s Guide* – 1st Edition. Dec. 2018. ISBN: 978-1138497061

## Description

The course content is organized into six lessons. Each lesson includes a reading assignment, a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics. Reflection posts, reflection activities, and a final paper/project will be used to assess your comprehension and application of those materials.

## Course Objectives/Outcomes

1. Understand what implicit biases are and how they impact instruction and learning in the classroom.
2. Explore and become aware of their own implicit biases and how they affect their personal practice and instruction.
3. Be able to apply basic strategies for reducing implicit bias in the classroom and school settings.

## Assessment and Grading

This course is made up of a series of assignments which will be graded. It requires reading assignments, videos, and articles. Students will work on a combination of reflection assignments and a final paper.

### Course Overview and Organization

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| Lesson | Chapters | Content/Resources |
| 1 | 1 and 2 | * Read Chapters 1 and 2 of “Implicit Bias in Schools: A Practitioner's Guide” (2 hrs) * Review Implicit Bias PowerPoint (30 min) * Article Hugenberg, K. & Bodenhausen, G., *FACING PREJUDICE: Implicit Prejudice and the Perception of Facial Threat, 6 Psych. Sci.* 14 (2003) (30 min) * Article Reflection Assignment (1 hr) |
| 2 | 3 and 4 | * Read Chapters 3 and 4 of “Implicit Bias in Schools: A Practitioner's Guide” (2 hrs) * Read [Unconscious Bias in the Classroom Report](https://services.google.com/fh/files/misc/unconscious-bias-in-the-classroom-report.pdf) (1 hr) * Watch Video and Reflect: [Verna Myers – How to Overcome Our Biases](https://www.youtube.com/watch?v=uYyvbgINZkQ) (30 min) * Complete Reflection Assignment(s) (1-2 hrs) |
| 3 | 5 and 6 | * Read Chapters 5 and 6 of “Implicit Bias in Schools: A Practitioner's Guide” (2 hrs) * Watch Video: [How Prejudiced Are You? Recognizing and Combating Unconscious Bias | Jennefer Witter | TEDxAlbany](https://www.youtube.com/watch?v=tEoajtG90qY) (30 min) * Video Reflection Assignment (30 min) * Complete at least 2 [Implicit Bias Tests](https://implicit.harvard.edu/implicit/takeatest.html) (1 hr) * Complete Reflection Assignment (1 hr) |
| 4 | 7 | * Read Chapter 7 of “Implicit Bias in Schools: A Practitioner's Guide” (1 hr) * Read [“Locked Out of the Classroom”](https://www.naacpldf.org/wp-content/uploads/LDF_Bias_Report_WEB-2.pdf) (2 hrs) * Watch Video: [Tracey Bensen: Unconscious Biases in Schools](https://www.youtube.com/watch?v=F75kbacFJN0) (1.5 hrs) * Video Reflection Assignment (30 min) * Reflection Assignment (2-3 hrs) |
| 5 | 8 | * Read Chapter 8 of “Implicit Bias in Schools: A Practitioner's Guide” (1 hr) * Read Article: “A Leader’s Guide to Talking About Bias” Harvard Graduate School of Education (1 hr) * Watch Video: [Courageous Conversations About Race-Glen Singleton](https://www.youtube.com/watch?v=KLsm8h9qSuQ) (30 min) * Review Example PowerPoint (1 hr) * Reflection Assignment (2-3 hrs) |
| 6 | 9 | * Read Chapter 9 of “Implicit Bias in Schools: A Practitioner's Guide” (1 hr) * Read Booklet: “The Impact of Implicit Bias Training” – Hanover Research, 2019 (1 hr) * Final Reflection Assignment (3-4 hrs) |

### Point Breakdown

* Reflection Assignments: 30 points each (180 total points)
* Video Reflections: 10 points each (20 total points)
* Final Reflection Assignments: 100 points

### Grading Scale

Satisfactory = Above 70%

Unsatisfactory = Below 70%

## Course Policies

The following policies will be used in this course.

### Netiquette

*Netiquette* is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

* ***Be scholarly.*** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas for others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
* ***Be respectful.*** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
* ***Be professional.*** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
* ***Be polite.*** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness, and writing in all capital letters (shouting) should be avoided.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).