



LEADS: Learners Engaged in Advocating for Diversity in Science

Bio 644 Syllabus

Instructors: -----

Course Credit: 4 units, including a 1.5-hour seminar course each week. Attendance at all course sessions and completion of all homework is required to receive credit for the course. Grading may be + / - letter, CR/NCR.

Prerequisites: The course is open by invitation only to upper division undergraduate student leaders. Congratulations!

Schedule: The seminar course will be held weekly, Wednesday from 2:00 - 3:30 pm in Hensill Hall, Room HH245.

Location: SFSU main campus

Independent Study Project Description:

This upper division science course is intended for undergraduate students interested in exploring science education research, gaining experience in the design of culturally inclusive curriculum, developing their skills in writing and communication and exploring issues surrounding equity, inclusion and diversity. This course will pair biology majors as curriculum co-developers with faculty to develop and implement culturally inclusive curriculum. This semester, SFSU students will learn about examples of and co-develop scientist spotlights that support diversity, inclusion and equity. SFSU students will also meet weekly to discuss issues of classroom equity, diversity and inclusion and explore science education literature and science specific teaching strategies.

Independent Study Project objectives are that SFSU students will:

- 1) reflect and share stories of inclusion and exclusion as SFSU undergraduate biology students
- 2) develop and pilot Scientist Spotlight homework assignments to highlight diversity in science
- 3) pilot assessments to gauge all biology students' experiences of inclusion and exclusion
- 4) candidly share and listen about experiences relating to equity, diversity and inclusion in science with each other and with the LEADS faculty and postdoc team.

Expectations and Grading:

Students enrolled in this course are expected to conduct themselves professionally at all times. Professional behavior includes: 1) attentiveness to on-time arrival and preparedness for class and scheduled meetings, 2) clear and frequent communication in-person, by phone, and by email with the LEADS team and fellow SFSU students, 3) professional behavior, language, and dress.

Percent	Course Activity
40%	• Submit final drafts of 4 scientist spotlights
25%	• Submit 6 weekly reflective journal entries prior to class
25%	• Attend and actively participate in all 15 independent study project sessions. Only one excused absence from class is permitted during the semester. Excused class absences must be approved by the instructor prior to the class session.
10%	• Submit a final reflection for the course.

iLearn: Course documents and classroom handouts will be posted on iLearn (ilearn.sfsu.edu) under the course Bio 644. Students will post their weekly reflective journals and their periodic lesson plans directly to iLearn.

Disability access: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).” (<http://www.sfsu.edu/~dprc>).

Policy on observance of religious holidays: The faculty of San Francisco State University shall make reasonable accommodations for students to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, *in writing*, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. (*SFSU Policy F00-212*).

Statement on plagiarism and cheating: Students are expected to maintain academic integrity in all work pursued at San Francisco State University. Cheating on tests may, at the discretion of the instructor, result in the automatic disqualification of the test and the student receiving zero points for that test. Cell phone use (text messaging included) during a test for *any* reason (personal or otherwise) is considered cheating. Plagiarism, defined as either **1) direct copying or loose paraphrasing of text from a published work or from an online source without appropriate referencing, or 2) use of another student’s work or ideas without appropriate attribution**, will result in zero points earned for that assignment.

Student disclosures of sexual violence:

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

Departmental and University Procedures and Deadlines:

Credit/No Credit Option: Students are responsible for choosing this option. The **deadline to request credit/no credit grading -----**. The option cannot be reversed after the request.

Dropping a Course: The student is responsible for dropping via the WEB or Touch Tone until the **last day to drop -----**.

Withdrawal from a Course: After the first two weeks of instruction, withdrawal from a course is not permitted except for serious and compelling reasons. If the withdrawal is approved, the student will receive a “W” grade. Requests for withdrawal are reviewed by the Instructor and Department Chair. Students must submit their unofficial transcripts along with their petitions. **Last day to withdraw is, -----**.

Withdrawal by Exception: Withdrawals **beyond -----** are only accepted in cases of verified accident or serious illness where the cause of withdrawal is due to circumstances clearly beyond the student’s control and where the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve a total withdrawal from the University. All requests during this period must be reviewed by the Instructor, Department Chair, and Associate Dean. Students must submit their unofficial transcripts and appropriate documentations along with their petitions.

Bio 644: LEADS Service Learning Course

Class Topic Sequence

(The topic sequence is approximate and almost certainly will change.)

Week	Course Activity	Course Content
1	Class Topic: Fieldwork:	Welcome, Expectations, and Introduction to LEADS course (Rock Stars of Science) <i>Sharing Stories of Belonging and Inclusion Journal Reflection</i>
2	Class Topic: Fieldwork:	Discussion on Inclusion and Belonging in Science <i>Scientist Spotlight Planning</i>
3	Class Topic: Fieldwork:	<i>Partnership Orientation: Meet Your Faculty Partners!</i> <i>Create a faculty meeting schedule for the semester</i>
4	Class Topic: Fieldwork:	How to Start: Anatomy of a Scientist Spotlight <i>Scientist Spotlight Journal Reflection</i>
5	Class Topic: Fieldwork:	Library Orientation and Scientist Spotlight Jigsaw <i>Scientist Spotlight Ideas Due (Names and Resources) and Meet with Faculty Partners</i>
6	Class Topic: Fieldwork:	Scientist Spotlight Class Review and Presentations <i>Scientist Spotlight Planning and Journal Reflection</i>
7	Class Topic: Fieldwork:	Scientist Spotlight Peer Review <i>Scientist Spotlight #1 Due and Meet with Faculty Partners</i>
8	Class Topic: Fieldwork:	What's in Your Resource Bag? Considerations for What Our Students Bring to the Classroom <i>Scientist Spotlight Planning and Journal Reflection</i>
9	Class Topic: Fieldwork:	Jigsaw on Stereotype Threat <i>Scientist Spotlight #2 Due and Meet with Faculty Partners</i>
10	Class Topic: Fieldwork:	Student Topics / Peer Review Session <i>Scientist Spotlight Planning and Journal Reflection</i>
11	Class Topic: Fieldwork:	Panel Discussion <i>Scientist Spotlight #3 Due and Meet with Faculty Partners</i>
12	Class Topic: Fieldwork:	Bringing Student Voices to Bio 644 Classroom: Looking at Student Assessment Data & Case Study Discussion <i>Scientist Spotlight Planning and Journal Reflection</i>
13	Class Topic: Fieldwork:	Making Bio 644 Better in Future Years! – Evaluations and Feedback Preparing Posters to Showcase Our Work! <i>Scientist Spotlight #4 Due and Meet with Faculty Partners</i>
14	Class Topic: Fieldwork:	<i>Partnership Poster Session with Faculty Partners and SFSU Students</i> <i>Work on Final Reflections</i>
15	Class Topic:	Final Exam; Final Reflection Due