



Corwin-School Improvement Network

Online Course Syllabus – Version: 04/26/11

Courageous Conversations About Race by Glenn Singleton

Seattle Pacific University

1-800-482-3848 to register for credits or download the online registration form here:

<http://www.spu.edu/depts/soe/spiral/registrationfinancial/SpiralWin06Reg.pdf>

Course Information:

Course Subject and Number – EDCT 5190

Number of Quarter Credits Offered for the Course – 3 graduate credit hours

Complete Course Title: Courageous Conversation About Race with Glenn Singleton

Prerequisites (if any) - N/A

Instructor information - N/A

Instructor Description (20-50 words) to Include Academic Degrees, Title of Position, and Experience Related to the Course Being Taught:

Glenn Eric Singleton hails from Baltimore, Maryland. A product of public elementary and independent secondary school, Singleton earned his Bachelors degree from the University of Pennsylvania and his Masters degree from the Graduate School of Education at Stanford University. Singleton began his career as an Ivy League admission director. In 1992, he founded Pacific Educational Group, Inc. (PEG) to more closely support families in their transitions within and between K–12 and higher education. His company later grew into its intended mission of addressing systemic issues of educational inequity by providing guidance to districts as to how to meet the needs of underserved student of color populations.

Singleton and his associates design and deliver individualized, comprehensive support for school districts and state department offices in the form of leadership training, coaching and consulting. Working at all levels from the superintendent to beginning teachers, PEG helps educators focus on heightening their awareness of institutional racism and developing effective strategies for eliminating racial educational disparity in their schools. In 1995, Singleton developed “Beyond Diversity,” a nationally recognized seminar aimed at helping administrators, teachers, students and parents identify, define and examine the powerful intersection of race and schooling. The “Beyond Diversity” seminar has provided a foundation for PEG-led principal leadership development and teacher action-research work. Today, thousands of seminar participants throughout the country practice the agreements and conditions of “Courageous Conversation” as they struggle to usher in culturally proficient curriculum, instruction and assessment.

In 2003, Singleton was the recipient of the National School Public Relations Association Eugene T. Carothers Human Relations Award for outstanding service in the fields of human rights and human relations. He has appeared on ABC's "Good Morning America," has hosted and produced educational programs for cable access television, and has written numerous articles on the topics of equity, institutional racism, leadership and staff development for national journals, magazines and newspapers. He is also the author of a book entitled *Courageous Conversations About Race: A Strategy for Achieving Equity in Schools*. Since its publication in 2006, the book has earned a "Book of the Year" award from the National Staff Development Council and "One Million Dollar Author" recognition from Corwin Press.

Course Evaluator:

Joe Pierce, SPU adjunct faculty, will be grading the course work.

Course Description:

"Courageous Conversations About Race" is a powerful, personally transforming course designed to help teachers, students, parent/guardians, and administrators understand the impact of race on student learning and investigate the role which racism plays in institutionalizing academic achievement disparities. Participants will explore educational reform, which has led to unsatisfactory incremental systemic changes; learn to use a protocol that will facilitate Courageous Conversations in their personal and professional lives; and learn strategies to implement systemic equity anti-racism transformation in their schools.

Course Objectives/Student Expectations:

Students will be able to have courageous conversations and engage in sustained interracial dialogue about race. They will be able to establish a racial context that is personal, local, and immediate, isolate race, normalize social construction of knowledge and multiple perspectives, monitor the agreements, conditional and establish parameters, establish a working definition for race that is differentiated from that of ethnicity and nationality, examine the presence and role of "whiteness" and its impact on the conversation and the problem being addressed. This interactive online course engages teachers, students, staff developers, trainers, teacher leaders, administrators, and parent/guardians who are interested in educational reform through a variety of activities and exercises that include:

- "Candid Camera" video of everyday people grappling with topics on race
- Instructional video of Glenn Singleton and other professionals in the field
- Activities to challenge individual thinking
- Group discussions and forums to allow for deeper interaction with peers in the field

Course participants must assume responsibility for their own learning and success as presented in an online course environment in the following areas:

Group Forums:

This online course requires a substantial number of group forums in which participants are asked to commit and contribute. The group forums enable participants to develop collaborative relationships with other participants in the course around learning lessons in each module.

Video Viewing:

This course is video driven thus the value lies in watch all the video provided throughout the course. Multiple perspectives will be presented through this medium therefore it is essential to the learning process.

Activities:

Throughout the course participants will be asked to complete several activities that will deepen understanding about race, racism and achievement disparities in education. These activities challenge participants to engage in meaningful self-reflection and encourage a greater analysis of the systems that surround us.

Required Learning Resources/Methods of Instruction (i.e., videos, audio tapes, hands-on, field trips, Internet, etc.): Instructional strategies include video, readings, reflection questions, forum participation, class implementation of strategies, peer review, and collaboration.

Text and/or Required Reading List:

Video and text are provided as part of the course work and tasks for each course unit. Participants will be required to access and read e-chapters from the following book:

Singleton, Glenn E. and Linton, Curtis (2006). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press.

Content/Topics and Outline for Each Session

Introduction

Description: In this module, the author, Glenn Singleton, welcomes the participants to the online course experience. In addition, participants will 1) understand the course content and resources, 2) be trained in how to navigate through the course, and 3) join the online discussion forum.

Component	Description
Information	Overview of course
Information	Welcome letter from Glenn Singleton
Video Segment	How to Use PD 360
Information	System Requirements
Information	Tech Support information
Information	Course Syllabus
Group Forum	Course Group Forum registration
Group Forum	Discussion - Introduce Yourself

PART 1 - PASSION

Description: Passion: An Essential Characteristic of Anti-Racist Leadership

The essence of passion is engagement and willingness to change. There is little honor in holding back, limiting participation, accepting mediocrity, and finding comfort in the status quo. With passion, we engage our soul and our being in this work, along with our mind and our body. With passion, we reclaim our hope and belief in the possibility of a future devoid of racial injustice—a future governed by equity and anti-racism. With passion, we will survive the conflict, the lack of support, and the passive resistance that comes with challenging institutionalized racism in our schools. And with passion, we will have the

strength not only to stand up for what is right for our children, but to do what is right for them as well.

Component	Description
Information	About this section - Passion

**Module 1:
Breaking the Silence**

Description: This module gives an overview and introduction to Courageous Conversation About Race.

Component	Description
EChapter	Reading Assignment
Video Segment	Overview and introduction to Courageous Conversation About Race
Reflection Questions	Essential Questions for educators

**Module 2:
Why Don't We Talk About Race?**

Description: This module looks at ordinary people on the streets of Chicago and Portland in a "candid camera" experience and helps participants begin to ask the question, "Why Don't We Talk About Race?"

Component	Description
Video Segment	Candid Camera: Do you talk about race?
Group Forum	Discussion Board: Reflect on candid interviews

**Module 3:
Defining Courageous Conversation**

Description: In Module 3, Glenn begins to define Courageous Conversation About Race and how the use of the protocol allows participants to have the difficult conversations that tend to be avoided.

Component	Description
EChapter	Reading Assignment: Defining Courageous Conversation
Reflection Questions	Reflect on poem on page 13
Video Segment	Protocol Overview
Exercise	"Got Passion"

Module 4: Why Race?

Description: Participants will learn why the focus is on race and not some of the other "isms" that educators think are equally important.

Component	Description
EChapter	Reading Assignment: Why Race?
Resource	Download Equity Terms worksheet
Group Forum	Discussion: Equity Terms

Module 5: The Four Agreements

Description: The purpose of this module is to introduce and become familiar with the Four Agreements as the protocol for having the conversation. It will also provide a scenario of how the Four Agreements are use to support the conversation.

Component	Description
EChapter	Reading Assignment: The Four Agreements for Courageous Conversation
Video Segment	Four Agreements for Courageous Conversation
EChapter	Reading Assignment
Video Segment	Affiliates define the Four Agreements
Video Segment	Chicago Affiliates model use of the Four Agreements in a scenario
Group Forum	Discussion: Using the Agreements

PART 2 - PRACTICE

Description: Practice: The Foundation of Anti-Racist Leadership

When a school system's educators have developed sufficient passion for addressing its racial achievement gap, leadership needs to develop the skills necessary to tackle institutionalized racism. For this reason, practice is the second quality of systemic equity/anti-racist transformation. By developing and implementing effective practices, educators find meaningful opportunities to use and enhance the knowledge, skills, and capacity they have gained through Courageous Conversation.

Component	Description
Information	About this section - Practice

Module 6:

The Six Conditions, Part 1

Description: This module will define the Six Conditions and specifically go into detail about Conditions 1 and 2. Participants will have the opportunity to engage with peers as they learn to use the conditions to facilitate Courageous Conversation.

Component	Description
EChapter	Reading Assignment: Six Conditions
Video Segment	Six Conditions for Courageous Conversation
EChapter	Reading Assignment: Condition 1
Video Segment	Condition 1: Personal, Local, and Immediate
Group Forum	Discussion: Condition 1
EChapter	Reading Assignment: Condition 2
Video Segment	Condition 2: Isolate Race
Group Forum	Discussion: Condition 2

Module 6:

The Six Conditions, Part 2

Description: This module will define and go into detail about Conditions 3 and 4. Participants will have the opportunity to engage with peers as they learn to use the conditions to facilitate Courageous Conversation.

Component	Description
EChapter	Reading Assignment: Condition 3
Video Segment	Condition 3: Multiple Perspectives
Video Segment	Candid Camera – Multiple Perspectives
Group Forum	Discussion: Condition 3
EChapter	Reading Assignment: Condition 4
Video Segment	Condition 4: Monitor the Parameters
Group Forum	Discussion: Condition 4

Module 6: The Six Conditions, Part 3

Description: This module will define and go into detail about Conditions 5 and 6. Participants will have the opportunity to engage with peers as they learn to use the conditions to facilitate Courageous Conversation. Examples of Racial Autobiographies will be shared to allow participants to examine racial identity development over time.

Component	Description
EChapter	Reading Assignment: Condition 5
Video Segment	Condition 5: Working Definition of Race
Group Forum	Discussion: Condition 5
EChapter	Reading Assignment: Condition 6
Video Segment	Condition 6: Presence and Role of Whiteness
Video Segment	Candid Camera – What Does it Mean to be White?
Group Forum	Discussion: Condition 6
EChapter	Reading Assignment: Racial Autobiographies
EChapter	Racial Autobiography: Curtis Linton
EChapter	Racial Autobiography: Katheryn
EChapter	Racial Autobiography: Glenn Singleton
Reflection Questions	Racial Autobiography Process
Reflection Questions	Personal Racial Autobiography Reflection

Module 7: The Compass

Description: Module 7 will have participants become familiar with the Compass, which is the third piece of the protocol. Participants will analyze video to see how the Compass is used to check in and move the conversation.

Component	Description
EChapter	Reading Assignment: The Compass
Video Segment	The Compass
Video Segment	Affiliate Compass Discussion: Chicago
Video Segment	Affiliate Compass Discussion: Portland
Reflection Questions	Evaluate participants in video ability to use the Compass
Group Forum	Discussion: The Compass

PART 3 - PERSISTENCE

Description: Persistence: The Key to Anti-Racist Leadership

In American education, our beliefs have perpetually conflicted with our reality. For example, we say we believe that all children can learn, but reality shows that many are not learning. The perennial achievement gaps between White students and most students of color groups have been among the more reliable education statistics. Perhaps we have not expended

sufficient time, effort, or resources necessary to close these gaps. Even clearer, however, is the fact that we have not maintained explicit focus on the way in which race impacts achievement. Thus, persistence is the third quality of equity/anti-racist leadership.

Persistence in this work means staying the course in pursuit of equity. Persistent educators consistently and collectively push forward with their transformation strategies. They take the time to learn what is needed to improve instructional effectiveness, and they commit to achieving the necessary results, no matter how difficult the challenges maybe.

Component	Description
Information	About this section - Persistence

Module 8: Stories of Change

Description: In this module, participants will be introduced to three individuals who have truly engaged in this work and here their stories of change and growth.

Component	Description
EChapter	Reading Assignment: Pages 213–224
Video Segment	Experiential Discussion: Daniel Cohen
Video Segment	Experiential Discussion: Kehaulani Minzghor
Video Segment	Experiential Discussion: Andrea Johnson
Group Forum	Discussion: Reflection

Module 9: Call to Action

Description: In this module, participants will apply what they have learned in this course and create an action plan for their next steps in eliminating racial achievement disparities.

Component	Description
EChapter	Reading Assignment: Pages 225 – 270
Video Segment	Impact of Courageous Conversation: Carla Randall
Group Forum	Discussion: Call to Action

Due Dates of Major Assignments, Projects, and Examinations:
All tasks in the folders must be completed to get credit for the course.

Course participants are required to complete all assignments throughout the course.

Grading Criteria/System and Evaluation Activities:
Grading will be evaluated by Seattle Pacific University and based on letter grades.

Plans for Transferring Skills into the Work Setting (if applicable):

Through the use of group collaboration and discussions, the goal is for participants to carry the collaborative relationships beyond the course environment and continue to support one another as they implement strategies long after completing this specific course.

Instructions on how to submit coursework for grading:

Coursework will be delivered strictly online as the PD 360 platform supports this method. Coursework will be managed by the course evaluator. The course evaluator will collect assignments and grade them according to the criteria outlined above. In addition, the course evaluator will have access to the task reports for each user. All information can be transferred to SPU upon request.

Bibliography of Course Content:

Singleton, Glenn E. and Linton, Curtis (2006). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press.



Welcome to Seattle Pacific University’s (SPU) Distance Learning program. We look forward to working with you on this distance learning course and hope you will learn a great deal from it. Read these Introductory Pages carefully and keep them for future reference.

These pages include:

- ✓ Suggestions for completing a distance learning course
- ☎ Key Contact Information
- 📄 General Policies, Procedures and Information
- 📄 Transcript Request Form

✓ **Suggestions for Completing a Distance Learning Course**

Please contact PD360 if you have any questions about course content or assignments.

1. Take particular note of assignments to be turned in for evaluation and any dates or deadlines for submitting these assignments. Please keep careful track of the final course deadline.
2. Set an initial schedule for completing the different sections of the course. Even if you end up revising the schedule, it will give you a goal on which to focus.
3. Keep a copy of all assignments that you mail to the instructor. This is a useful “back-up” in case an assignment is lost in the mail.

☎ **Key Contact Information**

Contact SPU regarding:

- Grades and Transcripts
- Due Dates and Extension Requests
- Course Completion/Grade Verification

Distance Learning Office800/482-3848

Student Academic Services

Transcript Information Line206/281-2034

Web access/PIN questions.....206/281-2032

Distance Learning Web Pagewww.spu.edu/spiral

Contact PD 360 regarding:

- Registration
- Tuition Payment, Course Fees or Proof of Payment
- Course Content
- Course Materials
- Questions about Final Assignment Submission

PD 360 Phone.....1-866-835-4185

PD 360 Emailsupport@schoolimprovement.com

Web Page: <http://www.schoolimprovement.com/products/pd360/>

General Policies, Procedures and Information

COURSE COMPLETION PROCEDURES

Where do I turn in my final assignment for grading? Once you have completed all course work, send your certificate of completion and your final assignment to the course instructor via email to:

Joseph Pierce
pierct@spu.edu

You will receive a Pass / Fail grade for this course. If you want a letter grade, you must request this in your course work submission email to the instructor. Requests after your course work has been submitted are not allowed.

All instructors have three weeks to grade course work once received.

GRADING & TRANSCRIPT ISSUES

How do I obtain a record of my grade after I have completed the course? SPU provides a record of your grade in two ways: official transcripts and unofficial transcripts.

- **Official transcripts** are \$5.00 per copy and must be requested in writing. A request form has been included with this packet. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an official transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. This will avoid the receipt of transcripts that still include your “N” grade. Submit your request *with the \$5.00 payment* to Student Academic Services at the address printed on the form. **Note: Grades are posted to transcripts no sooner than five working days after the receipt of grades by SAS.**
- **Unofficial transcripts** are printed free of charge. If you need an unofficial copy of your grade prior to the end of the quarter, please use the transcript request form provided with these Introductory Pages. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an unofficial transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. Mail the request to the address on the form.

Can I access my transcript and grades on the Internet? Yes. From any computer linked to the Internet you can

- view your unofficial transcript including courses for which you are registered and grades you have received, and
- print out an unofficial transcript for your personal records. (Your personal records will remain secure and private.)

Follow these steps to view your academic records on the Internet.

1. If you have not previously given SPU your birthdate, you must provide that information to the Student Academic Services office. You will need to fax an enlarged copy of your

driver's license, a request to add your birthdate to your student file, and your signature to fax number 206-281-2669. Questions about this can be directed to 206-281-2032.

2. Access the main SPU homepage: <http://www.spu.edu>
3. Under the "Current Students" tab select the "Banner" option. This is your entry point into SPU's academic record database.
4. Enter your username and password.

New Users: Click the "Are you a new user?" link and follow instructions to set up your account.

Previous Users: If you've previously logged into the Banner Info System click the "Having problems logging in?" link from any login page for assistance 24/7.

5. Choose the "Student Menu".
6. Choose the "Grades & Transcripts Menu" and select the option.

What if I am trying to get my grade back in time for a deadline? If you have a specific date by which you need your grade, we recommend that you send in your transcript request early, asking that the transcript be held for processing until after the grade you need has been received. Then, allow a **minimum of eight weeks** from the date you submit your final assignment.

Note: Student Academic Services (SAS) is the only official source for verification of student registration, course completion and grades. University instructors are not permitted to supply this type of verification and will refer all requests of this nature to SAS.

ACADEMIC INTEGRITY

The structure and format of most distance learning courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an SPU distance learning course are expected to adhere to the following standards of academic conduct.

Academic Work: Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they were one's own work is unacceptable.

Aiding Honesty in Others: The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violation of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

ADDITIONAL INFORMATION

What if I have any additional questions about SPU policies or my distance learning course? For other questions, call the appropriate department listed on the first page of these Introductory Pages. We are happy to assist you in successfully completing your distance learning course. We hope that you will enjoy your educational experience at SPU.