Welcome to Anthropology and Education. A theoretically rich, seminar style doctoral course that explores the interrelationships among education, culture, and social inequities through an anthropological lens. Specifically, by engaging with critical readings of classic and contemporary educational ethnographies, this course examines the myriad ways that anthropologists of education have conceptualized learning and academic achievement as social processes and cultural products that are always situated within particular historical, political, economic and geographical contexts. In so doing, this course provides new insights into broader questions including but not limited to: What is a cultural analysis of learning and schooling? What are the different ways in which educational ethnographies have theorized “culture”? What unique insights does an ethnographic lens provide into key and enduring educational issues? How can a cultural analysis of education inform efforts to create more socially just learning and schooling?

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<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>1. Demonstrate understanding of and raise questions about key questions, methods, goals,</td>
<td>WRA Formative Assessment Participation</td>
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<td>and debates of the field of Anthropology of Education.</td>
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<td>2. Explain different conceptualizations of “culture” in Anthropology of Education</td>
<td>WRA Formative Assessment Participation</td>
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<td>and their uses and significance to educational scholarship and practice.</td>
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<td>3. Demonstrate understanding of competing theories of the “achievement gap” in</td>
<td>WRA Formative Assessment Participation</td>
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<td>Anthropology of Education.</td>
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<td>4. Demonstrate understanding of relationships among culture, power, and identity, as</td>
<td>WRA Formative Assessment Participation</td>
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<td>related to education and schooling and as posited by anthropologists.</td>
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<td>5. Explain the importance of cultural constructions, meanings, practices, and frameworks</td>
<td>WRA Formative Assessment Participation</td>
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<td>for understanding the ways that societies undertake schooling.</td>
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<td>6. Demonstrate understanding of seminal theories that inform and or come from</td>
<td>WRA Formative Assessment Participation</td>
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<td>educational ethnographies.</td>
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<tr>
<td>Week</td>
<td>Focus</td>
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</table>
| 1 Aug 25 OL | Introduction to the course | • Complete student survey (BB)  
• Review syllabus (BB)  
• Read guidelines for class meeting on September 1 (BB) |
| 2 Sept 1 F2F | Culture and Education: Introduction to the Anthropology of Education | Readings:  
• Levinson (BB)  
• Convertino, Levinson, & González (BB)  
• McDermott & Varenne (BB)  
• Henze (BB)  
Assignments:  
• WRA 1  
In-Class Activities:  
• Sign up for Discussion Board (DB) |
| 3 Sep 8 OL | Educational Ethnographies: An Overview | Readings:  
• Spindler & Spindler (BB)  
• Erickson (BB)  
• Jacob & Jordan (BB)  
• McDermott & Raley (BB)  
Assignments:  
• WRA 2  
• DB 1 |
| 4 Sep 15 F2F | Cultural Theories of Schooling and Achievement | Readings:  
• Ogbu (BB)  
• Gibson (BB)  
• Mehan, Hubbard & Villanueva (BB)  
• Eisenhart & Graue (BB)  
• Au & Jordan (BB)  
• McCarty (CT): Preface-Ch. 4  
Assignments:  
• WRA 3  
In-Class Activities:  
• FA 1  
• Sign up for choice theory |
| 5 Sep 22 OL | Cultural Production and Schooling | Readings:  
• Levinson & Holland (BB)  
• Foley (BB)  
• McCarty (CT): Ch. 5-Epilogue  
Assignments:  
• WRA 4  
• DB 2 |
| 6 Sep 29 OL | Practice Theory and Educational Ethnography | Readings:  
• Ortner (BB)  
• Bettie (CT): xiii-100  
Assignments:  
• WRA 5  
• DB 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>In-Class Activities</th>
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<td>Oct 20</td>
<td>OL</td>
<td>Transnationalism and Ethnographies of Education</td>
<td>- Oliveira (CT): 100-201</td>
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<td>Oct 27</td>
<td>F2F</td>
<td>Education and Making Citizenship</td>
<td>- DeJaeghere &amp; McCleary (BB)</td>
<td>- Belino (CT): Chs. 1-4</td>
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<td>Nov 3</td>
<td>OL</td>
<td>Educational Ethnography and Activism</td>
<td>- Belino (CT): Chs. 5-8</td>
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<td>Nov 10</td>
<td>F2F</td>
<td>Discourse in the Field of Anthropology of Education</td>
<td>- Bhabha (CT)</td>
<td>- Ngo (BB)</td>
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<td>- Galman &amp; Mallozzi (BB)</td>
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<td>- Woolley (BB)</td>
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<td>Nov 17</td>
<td>OL</td>
<td>Choice Theory Assignment</td>
<td>- Complete reading for choice theory</td>
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<td>Nov 24</td>
<td>OL</td>
<td>Choice Theory Paper</td>
<td>- Submit Choice Theory Paper (due 11:30 PM)</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Readings</td>
<td>Assignments</td>
<td>In-Class Activities</td>
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</table>
| Dec 1 | F2F  | Anthropology of Education and Political Praxis | • Dryness (BB)  
• Waters (CT) | • WRA 12 | |
|      |      |       |          |             |                   |
| Dec 8 | F2F  | Student Presentations of Choice Theory |          | • Submit power point presentation (due 9 am) | |

### REQUIRED COURSE MATERIALS

#### REQUIRED TEXTS:


#### REQUIRED COURSE READINGS (available on BB):


**RECOMMENDED EDUCATIONAL ETHNOGRAPHIES**


Riaz, S. (2014). New Islamic schools: tradition, modernity, and class in urban Pakistan. Springer. [Islamic schools in Pakistan]


**TECHNOLOGY REQUIREMENTS**
A significant amount of course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**GRADING & ASSIGNMENTS**

“**A**” means that assignments clearly exceed expectations. Assignments falling into this category will demonstrate clarity of purpose, organization, and will meet assignment requirements concisely and effectively. It will also demonstrate thoughtful engagement with and insights into course material.

“**B**” means that assignments meet expectations, meaning that all aspects of the assignment are completed, but lack some important aspects of “**A**” work, i.e., clarity of purpose, effective communication of ideas, adequate demonstration of reflection and comprehension.

“**C**” means that assignments are missing one or more required components, do not attend to specific assignment guidelines/requirements, demonstrate thin engagement with course content, represent superficial application of course topics, and /or are based on poorly constructed, unsupported, or inconsistent arguments. **Below a C is failing a graduate course or a graduate assignment.**

**Summary of course grade components:**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>%</th>
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<tbody>
<tr>
<td>PARTICIPATION</td>
<td>30</td>
</tr>
<tr>
<td>FORMATIVE ASSESSMENTS</td>
<td>30</td>
</tr>
<tr>
<td>CHOICE THEORY PAPER</td>
<td>30</td>
</tr>
<tr>
<td>CHOICE THEORY PRESENTATION</td>
<td>10</td>
</tr>
</tbody>
</table>

**PARTICIPATION (30% of grade)**
This is a seminar course that requires active participation. Participation in this course is comprised of three main areas: preparation, contribution, and reflection.

**Preparation** requires students to: (a) thoughtfully complete all assigned readings**, (b) prepare a written weekly WRA for each reading, (c) use the WRA to support your contributions to small and large group discussions (F2F and on discussion board). Each week’s WRA should address the following:

- a summary of the main purpose and or argument for each reading;
- theory(ies) that inform the argument of each reading;
- methodology for each reading where applicable;
- relationship of the argument (focus) of the reading to the field of anthropology and education;

To be clear, students will write one WRA each week. Each WRA will include multiple responses to correspond
directly with the number of readings assigned for that week. For example, there are 4 required readings for week 2, which means that the student will respond to the above WRA questions 4 times (one time for each reading). There is no word limit for the WRA, however, one of the purposes of the WRA is to help students develop the analytical thinking and writing skills needed to summarize, synthesize, and analyze in a succinct manner. The WRA is a good opportunity to practice these skills. Students also need to know that they will be randomly called on to read from their WRA and to further elaborate on what they read. This helps students to develop the skills needed to orally articulate and defend complex ideas. All of this requires close reading and thoughtful (not rushed) completion of the readings and the WRA. I will not collect WRAs, unless I ascertain low levels of engagement with the WRA, at which point I will communicate a change to further formalize the course evaluation policy for the WRA. I prefer students to be accountable to their learning and to that of their peers. All of this is meant to help students to develop: a) understanding of course content, and b) practices that are essential to doctoral studies.

**Weekly readings are listed on course schedule of syllabus. Readings listed on content folders of BB do not include all weekly readings, only those that I have provided outside of required course texts. Be sure to use the course schedule on syllabus to follow which readings are due for which week.**

**Contribution** requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. Feeling confident about making meaningful contributions comes from reading and completing the WRA. **Contributions for F2F class meetings** requires students to arrive to class on time and to remain engaged throughout the entire class meeting. **Contribution for OL class meetings** requires students to actively engage in discussions boards, using WRA.

**Reflection** requires students to think deeply about the course content and to pay close attention to their learning process, their level and quality of contributions, their willingness to grow intellectually, and their comportment in creating a thriving, robust, and rigorous intellectual class community.

For **F2F class meetings**, students will complete a self-evaluation at the end of each class meeting using the rubric below to self-assign points for participation; **there are no half points.** I will inform students by email if I observe discrepancies between what I observe with regards to preparation/contribution and what is indicated in their self-evaluation. If I observe a pattern of discrepancies, I will request a meeting with the student. In addition, if a student misses two face-to-face class sessions without an excuse, they will be automatically dropped from the course. Face-to-face class meetings are limited and thus, attendance is very important. If student has an excused absence, please inform me in advance via email whenever possible. Otherwise, communicate with me via email following the absence. Email communication should include documentation to excuse the absence. The following rubric will be used to evaluate face-to-face participation:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
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</thead>
<tbody>
<tr>
<td>Student has thoughtfully completed all required readings=1 pt.</td>
<td>Student has not completed all required readings=0 pt.</td>
</tr>
<tr>
<td>Student has completed WRA for each of the required readings=1 pt.</td>
<td>Student has not completed WRA for each of the required readings=0 pt.</td>
</tr>
<tr>
<td>Student shared observations, explained readings, and answered questions about readings using WRA as a reference= 1 pt.</td>
<td>Student did not share observations, explain readings, or answer questions about readings using the WRA as a reference = 0 pt.</td>
</tr>
<tr>
<td>Student demonstrated an understanding of main arguments, evidence, and concepts in readings =1 pt.</td>
<td>Student did not demonstrate an understanding of main arguments, evidence, and concepts in readings=0 pt.</td>
</tr>
<tr>
<td>Student’s comportment contributed to building a robust, rigorous, and thriving intellectual class community=1 pt.</td>
<td>Student’s comportment did not contribute to building a robust, rigorous, and thriving intellectual class community=0 pt.</td>
</tr>
</tbody>
</table>
For OL class meetings, participation for OL class meetings will occur through discussion board. OL class meetings are not synchronous (they are asynchronous). However, students must complete the DB participation by the end of each OL class meeting (8:30 PM). For each discussion board, one student will be assigned with providing a question to prompt a whole class discussion based on the week’s readings. The question must meet three primary objectives: a) require students to demonstrate thorough engagement with readings, b) provide an opportunity for students to synthesize, connect, and express their understanding of readings, and c) help students to advance learning through analysis of readings. The student who is responsible for creating DB question must send me the question by the Sunday (11:30 pm) prior to when the DB will take place. This gives me time to contact the student if I have concerns or questions and for the student to revise the question based on my feedback. Regardless of whether revision to question is needed or not, I will post the question on Monday morning and the entire class will be required to respond to the DB by the end of the OL class meeting for that week, which would be Wednesday 8:30 PM. Late posts will be marked as 0. The following rubric will be used to evaluate online participation, specifically discussion board participation:

<table>
<thead>
<tr>
<th>1-5 pts.</th>
<th>0 pts.</th>
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<tbody>
<tr>
<td>Student responded directly to DB question= 1 pt.</td>
<td>Student did not respond directly to DB question= 1 pt.</td>
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<tr>
<td>Student provided a thorough and thoughtful response to the DB question, citing content (ideas and examples) from the reading to support their response =1 pt.</td>
<td>Student did not provide a thorough and thoughtful response to the DB question, citing content (ideas and examples) from the reading to support their response =1 pt.</td>
</tr>
<tr>
<td>Student’s response demonstrated an understanding of main arguments, evidence, and concepts in readings as evidenced in the appropriate use of examples and clear references to ideas, concepts, points made in the readings =1 pt.</td>
<td>Student’s response did not demonstrate an understanding of main arguments, evidence, and concepts in readings as evidenced in the appropriate use of examples and clear references to ideas, concepts, points made in the readings =1 pt.</td>
</tr>
<tr>
<td>Student’s response contributed to building a robust, rigorous, and thriving intellectual class community=1 pt.</td>
<td>Student’s response did not contribute to building a robust, rigorous, and thriving intellectual class community=1 pt.</td>
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</tbody>
</table>

FORMATIVE ASSESSMENTS (30% of grade)

Formative assessments help the student and I to know more about the student’s learning, including areas of mastery and areas for growth. Formative assessments in this course are also a tool to help students further develop doctoral-level thinking and writing skills. Each face-to-face class meeting (except for class meeting in week 2) will include a short formative assessment based on the weekly readings. For the formative assessment, students will not be allowed to use their WRA. The format of each formative assessment can vary but will always require students to respond to a prompt by analyzing and applying what they have read. Formative assessments will be the first activity of each F2F class meeting. For F2F class meetings, if a student arrives more than five minutes late, s/he/they will not have the opportunity to complete the prompt since each formative assessment must be completed in the allotted 20 minutes that it is administered. There will be a total of 5-formative assessments. The following rubric will be used to evaluate each formative assessment:
<table>
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<tr>
<th>4 pts.</th>
<th>2 pts.</th>
<th>0 pts.</th>
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<tbody>
<tr>
<td>Student has directly and completely responded to the prompt=2 pts.</td>
<td>Student has directly and partially responded to the prompt=1 pt.</td>
<td>Student has not responded directly to the prompt=0 pt.</td>
</tr>
<tr>
<td>Student has provided persuasive evidence based on readings to support their response to the prompt=2 pts.</td>
<td>Student has provided mostly persuasive evidence based on readings to support their response to the prompt=1 pt.</td>
<td>Student has not provided adequately persuasive evidence based on readings to support their response to the prompt=0 pt.</td>
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**CHOICE THEORY PAPER**

Theory is an important feature in anthropology and education. Required course readings will expose students to some of the theories used in educational ethnographies as well as theories that have been developed from educational ethnographies. The choice theory assignment provides students with an opportunity to further expand their knowledge and understanding of one seminal theory. Each student will provide their top three choices from the following list.


Students should review the list and the choice theory paper guidelines (on BB) prior to sign up so that s/he/they can make an informed choice. Sign up will happen in class during week 4 on September 15. Only one theory will be assigned per student and thus, the reason for identifying three choices. First choice will be assigned where possible. The choice theory paper involves two parts:

a. read the choice theory text (where necessary, identify and read supplemental readings to aid with understanding but not in lieu of reading the primary source. Note: students will need to research, read, and summarize educational ethnographies that use the choice theory for the choice theory paper. These examples do not need to be full monographs but instead can include peer reviewed articles found in journals such as *Anthropology and Education Quarterly*, *Ethnography and Education*, *International Journal of Qualitative Studies in Education*, and so on);

b. complete the choice theory paper, guidelines can be found on BB (see syllabus for due date).
The following rubric will be used to evaluate the choice theory paper:

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<tr>
<th>100-90 pts.</th>
<th>90-70 pts.</th>
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<tr>
<td><strong>Student has directly and completely responded to each of the sections and subsections in the guidelines, providing sufficient explanation and examples to support responses. Responses are well-organized, ideas flow and are connected reflecting an inherent logic to the response based on synthesis and analysis of content</strong> = 90 pts. (5 pts/section or sub-section)</td>
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<tr>
<td><strong>Student has mostly responded to each of the sections and subsections in the guidelines, providing mostly sufficient explanation and examples to support responses. Responses are mostly well-organized, ideas flow and are mostly connected reflecting an inherent logic to the response based on synthesis and analysis of content. Points will vary depending on the extent to which the student has met the criteria but will range from 80-60 pts.</strong></td>
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<tr>
<td>Paper is free of all grammatical and spelling errors. Responses and references follow APA formatting. Paper is 5 single-spaced pages = 10 pts.</td>
<td>Paper is free of all grammatical and spelling errors. Responses and references follow APA formatting. Paper is 5 single-spaced pages = 10 pts.</td>
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**CHOICE THEORY PRESENTATION** (10% of grade)

For this assignment, students will prepare and present a power point on their choice theory for the entire class. The purpose is to provide background on the theory (and theorist) as well as an overview of the theory, including how the theory has been used in educational ethnographies. The power point presentation will be based on the information contained in the choice theory paper. Titles and sub-titles for each slide should match headings and subheadings from the paper. Key information from the paper should be distilled to ensure that power point slides contain select content (use bullets to limit the amount of information on each slide). The power point should contain no more than 12 total slides, including the first slide, which must state: a) the name of the theory, b) the name of the theorist, c) the student’s name, d) the name of the course, and e) the date.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED! PLEASE PLAN ACCORDINGLY.**

**COURSE POLICIES, NORMS, & EXPECTATIONS**

**Academic Honesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It’s serious!

**Different Abilities**

If a student has or believes s/he/they have a disability, s/he/they may wish to self-identify it. Students can do so by providing documentation to the Office of Disabled Student Services located in Union E, Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If a student has a condition which may affect her/his/their ability to exit safely from the premises in an emergency or which may cause an emergency during class, the student is encouraged to discuss this in confidence with the professor and/or director of Disabled Student Services. Students may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Course Norms**

The norms guiding this course are based on UTEP norms of appropriate classroom conduct, which states that
professional conduct in the form of respectful and collaborative participation is a basic expectation for all course related meetings, assignments, presentations, etc. Relevant deliberations aimed at deepening learning and understanding for all class members on course topics is welcomed. Instances of disruptive and/or disrespectful communication and/or behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Netiquette
Sometimes communication online can be challenging. It’s possible to miscommunicate or to misunderstand given the lack of body language and immediate feedback. Therefore, students are required to keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a doctoral-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the professor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Equal Educational Opportunity
In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Course Values
The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. Discussion, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis;
- Represent an ethos of respect and openness;
- Conducted without partisan advocacy;
- Respectful of divergent views;
- Free of ad hominem commentary;
- Devoid of ethnic, racial, gender, disability, or religious bias.

Writing Style
All assignments must be typed, free of error, and should conform to the style and reference notation format found in the sixth edition of the Publication Manual of the American Psychological Association (APA). It is strongly recommended that students purchase the APA manual since it is an essential tool for doctoral writing. I also highly recommend that students take advantage of the UTEP Writing Center. Academic writing is not an innate skill that some people have and others do not, it is a time-consuming skill that we all have to develop.
through lots of practice and persistence. Another useful resource accessible online is the Purdue Owl Website: https://owl.english.purdue.edu/owl/resource/560/01/

Assignment Completion and Submission
Late assignments will NOT be accepted in this course. Assignments must be submitted on the specified due date and according to specific assignment guidelines. Students are responsible for reading and following guidelines. It is recommended that students read over assignment guidelines as early as possible in case there are questions. Plan ahead!

Alternative means of submitting work in case of technical issues
I strongly suggest that students submit work with plenty of time to spare in the event of unanticipated technical issue with the course website, network, and/or your computer. I also suggest that students save all of their work in a separate Word document as a back-up. In the case of technical difficulties submitting work through the course website, students should contact the UTEP Help Desk. Students can email me back-up document as a last resort but not as a regular or standard course practice.

Incomplete grade policy
Incomplete grades may be requested only in exceptional circumstances after the student has completed at least half of the course requirements. If a student believes an incomplete is warranted, the student must contact me to discuss it. If granted, I will establish a contract of work to be completed with deadlines.

Changes to the syllabus
I strive to respond to the emergent development of learning that occurs in our particular course. As a consequence, it is sometimes necessary to make unanticipated changes to the syllabus. In the case of changes, I will provide advance notification.

Attendance and Punctuality
Unexcused absences from face-to-face classes that exceed 1 class meeting will result in a loss of 10 points to final grade. With 2 absences, I reserve the right to drop a student from the class. Please, notify me in case of an emergency. Excused absences require authorized documentation (i.e. doctor’s note). As per participation guidelines, it is also important that students arrange their schedule, transportation, and meetings to arrive on time. I will start each class at 5:30 PM. More than two late arrivals over the course of the semester will result in a loss of 5 points to the final grade. We have a lot of material to cover and we work together so it is imperative that everyone is present and on time.

Email and Blackboard
Please UTEP email and Backboard at least once a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

Cell phones and other electronic devices
Please turn off all cell phones and electronic devices during class; unique circumstances should be brought to my attention. Cell phone use is a source of distraction for everyone.

Copyright statement for course materials
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Covid-19 Precautions
If a student is diagnosed with COVID-19 or is experiencing COVID-19 symptoms, s/he, they should stay home. If
a student tests positive for COVID-19, s/he, they are encouraged to report their results to covidaction@utep.edu, so that the Dean of Students Office can provide support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

**Course Resources:** Where you can go for assistance

UTEP provides a variety of student services and support:

**Technology Resources**
- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**Academic Resources**
- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Individual Resources**
- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.