Diversity in Educational Settings: TED 5313  
Fall 2019

Dr. Christina Convertino  
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TED 5313 [CRN 18613]  
3 credit hours
Office: Education Bldg 810  
Office hours: Tues & Wed 1:00-3:00 PM or by appointment  
Meets Tuesdays 5:30-8:20 pm  
EDUC 405

COURSE DESCRIPTION
This course focuses on the exploration of the social contexts of education and teaching in a pluralistic society, as well as the examination of schools and society in relation to historical and contemporary issues of diversity.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Introduction to course and topics</td>
</tr>
</tbody>
</table>
| 2    | 9/03  | Equity Work (OL)  
Pollock: pp. 1-28  
Gorski & Pothini: pp. 1-9  
Readings on BB (see content folder, “Week Two” for specifics)  
WRA_1 due to BB 8:30 PM  
OLA_1 due to BB 8:30 PM |
| 3    | 9/10  | Group Talk: Labels (COE)  
Pollock: pp. 31-73  
WRA_2 in-class |
| 4    | 9/17  | Equity Literacy Framework & Race (OL)  
Gorski & Pothini: pp. 11-20 and 57-69  
WRA_3 due to BB 8:30 PM  
OLA_2 due to BB 8:30 PM  
OLD_1 due to BB 9:00 PM |
| 5    | 9/24  | Inequality Talk and the Education Debt (COE)  
Pollock: pp. 74-108  
Article 1: Ladson-Billings (BB)  
WRA_4 in-class |
| 6    | 10/01 | Equality v. Equity and Asset v. Deficit (OL)  
Pollock: pp. 108-126  
Article 2: Irizarry (BB)  
Article 3: Gorski (BB)  
Gorski & Pothini: pp. 21-31  
WRA_5 due to BB 8:30 PM  
OLA_3 due to BB 8:30 PM |
| 7    | 10/08 | Culture Talk & Overview of Action Plan Project (COE)  
Pollock: pp. 166-194 and pp. 343-351  
Gorski & Pothini: pp. 45-56  
WRA_6 in-class |
| 8    | 10/15 | Smart Talk (OL)  
Pollock: pp. 126-165  
WRA_7 due to BB 8:30 PM  
OLA_4 due to BB 11:30 PM  
OLA_5 due to BB 11:30 PM |
DATA TALK (COE)  
Pollock: pp. 209-250 
WRA_8 in-class 
APP Part I due to BB 5:00 PM, bring 3 hard copies to class

THE CULTURALLY RESPONSIVE TEACHER (OL)  
Pollock: pp. 257-267 
Article 4: Villegas & Lucas (BB) 
Article 5: Osorio (BB) 
Gorski & Pothini: pp. 111-123 
WRA_9 due to BB 8:30 PM 
OLA_6 due to BB 11:30 PM

LISTENING TO STUDENT VOICES (COE)  
Pollock: pp. 268-299 
Gorski & Pothini: pp. 91-101 
Article 6: Blackburn & McCready (BB) 
Article 7: Jackson (BB) 
WRA_10 in-class 
APP Part II due to BB 5:00 PM, bring 3 hard copies to class

OPPORTUNITY TALK, THE MYTH OF MERITOCRACY AND THE PROBLEM WITH “GRIT” (COE)  
Pollock: pp. 306-339 
Article 8: Alvarado (BB) 
Article 9: Strauss (BB) 
WRA_11

GROWTH MINDSET (OL)  
Pollock: pp. 352-365 
WRA_12 due to BB 8:30 PM 
OLA_6 due to BB 8:30 PM 
APP Part III due to BB 8:30 PM

LANGUAGE (OL)  
Article 11: Nieto (BB) 
Article 12: Smith et al. (BB) 
Article 13: Gonzales (BB) 
Gorski & Pothini: pp. 103-110 
WRA_13 due to BB 8:30 PM 
OLA_7 due to BB 11:30 PM

FINAL PRESENTATIONS (COE)  
APP Part IV due to BB 5:00 PM, PPT presentation in class

FINAL PROJECT DUE (OL)  
APP Part V due to BB 8:30 PM

PURPOSE OF THIS COURSE
This course is designed to prepare educators with foundational knowledge and conceptual understandings regarding diversity in public schooling and education in the United States, and specifically in the borderland region. All educators—general education, elementary, middle school, secondary, literacy education, special education, gifted education, bilingual education, ESL education, counselors, and administrators—share the responsibility for providing equitable education in the schooling of diverse learners.

COURSE VALUES
The values and norms 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.

**COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION**
This course aligns with the University’s and College of Education’s mission and vision in addressing the preparation of educators with a special emphasis on educational equity for diverse learners within the context of the culturally diverse border region. It provides students with the opportunity to develop knowledge of diverse educational settings that are aligned to the state standards for educators.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>UTEP EDGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate an understanding of historical factors related to race, culture, and language that have shaped and continue to shape public schooling and educational opportunity and outcomes in the U.S.</td>
<td>WRA F2F A &amp; P OLA OLD APP</td>
<td>Social responsibility Global awareness Critical thinking</td>
</tr>
<tr>
<td>Students will demonstrate an understanding of sociocultural and structural factors that influence public schooling and educational equity in the U.S.</td>
<td>WRA F2F A &amp; P OLA OLD APP</td>
<td>Social responsibility Critical thinking</td>
</tr>
<tr>
<td>Students will develop some of the dispositions and competencies needed to critically recognize and actively address educational inequities, with particular emphasis on the role of deep engagement, self-reflection, application, and a growth mindset related to equity work as an educator.</td>
<td>WRA F2F A &amp; P OLA OLD APP</td>
<td>Leadership Communication Social responsibility Global awareness Teamwork Problem-solving</td>
</tr>
<tr>
<td>Students will demonstrate understanding of and the capacity to interrogate and change common misconceptions about educational opportunity and outcomes, i.e. meritocracy and deficit thinking.</td>
<td>WRA F2F A &amp; P OLA OLD APP</td>
<td>Leadership Communication Social responsibility Global awareness Teamwork Problem-solving</td>
</tr>
</tbody>
</table>
Students will demonstrate knowledge and understanding of teaching and learning that is grounded in a social justice orientation and that connects to students’ lives using high quality, culturally relevant pedagogy.

<table>
<thead>
<tr>
<th>WRA</th>
<th>F2F A &amp; P</th>
<th>OLA</th>
<th>OLD</th>
<th>APP</th>
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</table>

Leadership
Communication
Social responsibility
Global awareness
Teamwork
Problem-solving

REQUIRED COURSE MATERIALS

REQUIRED TEXTS:


REQUIRED READINGS (available on Blackboard):


ASSIGNMENTS

| Attendance & Participation: F2F (25% of grade) |

[Total Points: 48 points, 6 sessions at 8 points each] Your success in this course depends upon your active participation in F2F sessions. Active participation includes the following:

- Being present for the full class session in all F2F class meetings, including arriving on time and staying until the end of class;
- Actively, respectfully and fully engaging in all discussions, activities and assignments;
• Following guidelines and meeting deadlines for all discussions, activities, and assignments;
• Bringing readings to each class meeting;
• Closely reading assigned readings for each week and demonstrating your knowledge of readings in discussions and assignments;
• Reflecting on weekly readings and coming prepared to contribute to classroom community with appropriate questions and reflections on course content;
• Extensive non-verbal participation in each class session, including demonstrating active listening, thoughtful engagement across each discussion;
• Demonstrating a growth mindset across all class meetings;
• Adhering to NEH principles of civic discourse and other course norms;
• Thoughtful reflection on learning using “I” statements.

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. In your work as an educator, you will need to design your teaching so that students participate meaningfully. In this “assignment” (component of your grade) you will pay attention to your participation, striving for the above, and reflecting on your experience as a participating learner so that it informs your work as a teacher.

<table>
<thead>
<tr>
<th>Attendance and Participation Rubric (F2F)</th>
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</thead>
<tbody>
<tr>
<td><strong>8 points</strong></td>
</tr>
<tr>
<td>- Student demonstrates knowledge of course readings in discussions and activities;</td>
</tr>
<tr>
<td>- Student brings required readings and/or materials to class meeting;</td>
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<tr>
<td>- Student actively and collaboratively participates in communication, activities and assignments;</td>
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<tr>
<td>- Student refrains from use of cell phone;</td>
</tr>
<tr>
<td>- Student demonstrates growth mindset across all class meetings;</td>
</tr>
<tr>
<td>- Student is respectful, reflective and collaborative;</td>
</tr>
<tr>
<td>- Student adheres to NEH principles of civic discourse;</td>
</tr>
<tr>
<td>- Student completed thoughtful reflection on learning using “I” statement.</td>
</tr>
<tr>
<td><strong>6 points</strong></td>
</tr>
<tr>
<td>- Student demonstrates partial knowledge of course readings in discussions and activities;</td>
</tr>
<tr>
<td>- Student brings required readings and/or articles to class meeting;</td>
</tr>
<tr>
<td>- Student actively and collaboratively participates communication, activities and assignments;</td>
</tr>
<tr>
<td>- Student refrains from use of cell phone;</td>
</tr>
<tr>
<td>- Student mostly demonstrates growth mindset across all class meetings;</td>
</tr>
<tr>
<td>- Student is respectful, reflective and collaborative;</td>
</tr>
<tr>
<td>- Student adheres to NEH principles of civic discourse;</td>
</tr>
<tr>
<td>- Student completed thoughtful reflection on learning using “I” statement.</td>
</tr>
<tr>
<td><strong>4 points</strong></td>
</tr>
<tr>
<td>- Student demonstrates minimal knowledge of course readings in discussions and activities;</td>
</tr>
<tr>
<td>- Student brings required readings and/or articles to class meeting;</td>
</tr>
<tr>
<td>- Student actively and collaboratively participates in communication, activities and assignments;</td>
</tr>
<tr>
<td>- Student refrains from use of cell phone;</td>
</tr>
<tr>
<td>- Student partially demonstrates growth mindset across all class meetings;</td>
</tr>
<tr>
<td>- Student is respectful, reflective and collaborative;</td>
</tr>
<tr>
<td>- Student adheres to NEH principles of civic discourse;</td>
</tr>
<tr>
<td>- Student completed thoughtful reflection on learning using “I” statement.</td>
</tr>
</tbody>
</table>

### Attendance & Participation: OLA and/or OLD (25% of grade)

[Total: 900 points, 9 sessions at 100 points each] Your success in this course depends upon your active participation in online class activities/assignments and discussions. Active participation
includes the following:
• Actively, respectfully and fully engaging in all on-line discussions, activities and assignments;
• Following guidelines and completing all on-line discussions, activities, and assignments by the designated due date;
• Closely reading assigned readings for each week and demonstrating your knowledge of readings in online discussions and assignments;
• Reflecting on weekly readings and being prepared to contribute to classroom community with appropriate questions and reflections on course content across each OL discussion and assignment;
• Demonstrating active and thoughtful engagement with course content and peer contributions across each OL class session;
• Demonstrating growth across each OL class session.

Educational research shows that ongoing self-reflection on the part of the educator is key to creating a meaningful, productive and equitable learning environment for all learners. Educational research also shows that learning is processual and that growth happens through deep engagement, reflection, and application of new content. In this “assignment” (component of your grade) you will pay particular attention to these practices (deep engagement, reflection, and application) to inform your learning and growth related to your equity work as a teacher.

### Attendance and Participation Rubric (OLA and/or OLD)

<table>
<thead>
<tr>
<th>100-90 points</th>
<th>89-80 points</th>
<th>79-70 points</th>
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</thead>
<tbody>
<tr>
<td>• Student demonstrates <strong>deep</strong> understanding of course readings in relevant OLAs and OLDs;</td>
<td>• Student demonstrates <strong>adequate</strong> understanding of course readings in OLAs and OLDs;</td>
<td>• Student demonstrates <strong>almost adequate</strong> understanding of course readings in OLAs and OLDs;</td>
</tr>
<tr>
<td>• Student <strong>thoughtfully completes</strong> all OLAs and OLDs per guidelines;</td>
<td>• Student <strong>thoughtfully completes</strong> all OLAs and OLDs per guidelines;</td>
<td>• Student <strong>mostly completes</strong> all OLAs and OLDs per guidelines;</td>
</tr>
<tr>
<td>• Student demonstrates <strong>deep</strong> engagement, reflection, and application with OLAs and OLDs;</td>
<td>• Student <strong>mostly demonstrates</strong> deep engagement, reflection, and application with OLAs and OLDs;</td>
<td>• Student <strong>partially demonstrates</strong> deep engagement, reflection, and application with OLAs and OLDs;</td>
</tr>
<tr>
<td>• Student is respectful, reflective and collaborative in all OLAs and OLDs;</td>
<td>• Student is respectful, reflective and collaborative in all OLAs and OLDs;</td>
<td>• Student is respectful, reflective and collaborative in all OLAs and OLDs;</td>
</tr>
<tr>
<td>• Student adheres to NEH principles of civic discourse;</td>
<td>• Student adheres to NEH principles of civic discourse;</td>
<td>• Student adheres to NEH principles of civic discourse;</td>
</tr>
<tr>
<td>• Student <strong>demonstrates</strong> growth mindset in OLAs and OLDs.</td>
<td>• Student <strong>demonstrates</strong> growth mindset in OLAs and OLDs.</td>
<td>• Student <strong>partially demonstrates</strong> growth mindset in OLAs and OLDs.</td>
</tr>
</tbody>
</table>

### Weekly Reading Assessment (WRA) (25% of grade)

[130 points, 13 WRAs at 10 points each] WRAs are content-based assessments. They are designed to ensure that you have thoroughly completed required readings and have thought about the main ideas of each reading. WRAs will help you to assess your knowledge and understanding of the scholarship on diversity, equity, and education. You will complete a weekly
reading assessment (WRA) for each F2F and OL class session based on all readings assigned for the week. Different formats will be used for each WRA, e.g. quiz, short summary, writing prompt, etc. You will complete the WRA at the beginning of each F2F class meeting. For OL class meetings, you must complete and submit the posted WRA by the end of the OL class meeting time (8:30 PM). I recommend that you have read the weekly readings completed in advance to allow adequate time to complete the WRA. The WRA will be based on all readings for the week. You will not be allowed to make up any missed WRAs. No exceptions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PTS</th>
<th>How Many</th>
<th>Total</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation (F2F)</td>
<td>8</td>
<td>6</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation (OL)</td>
<td>100</td>
<td>9</td>
<td>900</td>
<td>25</td>
</tr>
<tr>
<td>Weekly Reading Assessments (WRA)</td>
<td>10</td>
<td>13</td>
<td>130</td>
<td>25</td>
</tr>
<tr>
<td>Action Plan Project (APP)</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>25</td>
</tr>
</tbody>
</table>

**SUMMARY OF GRADE COMPONENTS**

**POLICIES AND PROCEDURES**

**Attendance & Arrival**
Due to certain features of this course, including but not limited to:
- Limited F2F meetings;
- Assignment dissemination and explanation;
- Sociocultural approach to teaching and learning;
- Inquiry based learning;
your attendance is absolutely essential. For each F2F class session that you miss, 8 points will be subtracted from your A & P points for that day. If you miss more than 2 F-2-F class sessions you will automatically be withdrawn from the course. Excused absences require authorized documentation (please see me if you have questions).

Promptness is expected; late arrivals disrupt the continuity of the class. For each time that you arrive 10 minutes late or more to a F2F class, you will subtract 2 points from your total A & P points for that class meeting. WRA due to lateness cannot be made up. Missed assignment guidelines due to lateness will not be repeated.

**Course Communications**
This course will utilize UTEP BB announcements as the primary mode of communication. However, there will also be times when I use UTEP email to communicate with you, particularly
on an individual basis. Be sure to check BB course announcements and UTEP email at least 2-3 times per week for any course related communication. **You are responsible for all communication that is posted on BB and/or sent to you via UTEP email.** Failure to complete assignments or make-up adjustments that are communicated via email will not be excused. It is your responsibility to maintain regular email access with me.

When submitting assignments through BB, please do **not** include messages to me, as I will not be able to see or be notified of these notes when reviewing your submission. If you wish to include a message to me, email me with your message after you submit your assignment through BB.

**Assignment Submissions and Completion**

All written assignments **except for the APP** must be submitted to BB in the content folder that corresponds with the week and the name of the assignment, i.e. OLA_1 in Content Folder, “Week Two.” You will not be able to submit an assignment to BB after the specified due date (day and time). I strongly recommend that you submit your assignments to BB in advance of the due date time to ensure successful submission.

All assignments must be attached as a Word file. **Do not type or paste your response into the assignment submission box.** You have free access to Microsoft Word through the UTEP library computers, through Office 365 (your UTEP email) account, and through the “MyApps” icon on your UTEP account dashboard. Anyone can download OpenOffice for free. Please see me if you have questions on this. Assignments that are pasted or copied into an assignment submission box will **not** be graded. Also, the title of your attached file must contain your last and first name, the assignment, and the date. For example: convertino_christina_wra3_9.26.docx

Assignments must be submitted on the specified due date and according to specific assignment guidelines. You are responsible for reading and following guidelines. It is recommended that you read over assignment guidelines as early as possible in case you have questions. This is particularly important in the case of OLAs and OLDs and OL WRAs since a “last minute” question will not excuse or provide for a late submission. On the day of an OL class meeting, I will not be available to answer questions about OLAs, OLDs and/or OL WRA after 6 PM. Plan ahead!

***Blackboard shuts down periodically from approximately 10 pm until 6 am. There is usually a warning beforehand on your Miner homepage. Please keep this in mind for submitting your assignments.***

**Late work**

No late work will be accepted. No exceptions.

**Written work**

Written work must be clear and well-organized; must reflect standard academic grammar; and must include academic in-text (in the writing) and bibliographic (at the end) citations when needed an/or specified.

**Academic citations**

Please provide APA-style in-text and bibliographic citations for all your written work as needed.
Failure to include appropriate in-text and bibliographic citations in your written work constitutes plagiarism, a form of academic dishonesty.

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://sa.utep.edu/osccr/academic-integrity/ for further information.

Electronic devices in class
Everyone’s engagement with each other in class discussion is of the highest importance. Do not use any electronic device in class in such a way that it may give someone the impression that you are not listening to them. **The burden is on YOU to demonstrate your engagement with others, not on others to decide whether you are engaged with them or not.**

- No device should make noise.
- Texting is absolutely prohibited. Using your phone under the table, in your lap is also prohibited.
- Phones, laptops, tablets may be used only to access course reading or to take notes (and it must be clear to all around you that those are the activities you are engaged in) and when explicitly allowed for small-group in class activities that require them.

Changes to the syllabus
I strive to respond to the emergent development of learning in our class community, as a consequence some changes may be made to the syllabus along the way. You will always be notified of changes in advance.

Different abilities & classroom accommodations
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room.

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 you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at http://www.utep.edu/dssso/, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Classroom Conduct
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).

*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.