Welcome to the Social Contexts of Education. A theoretically challenging and seminar style doctoral course that involves the intensive investigation of how relations of power (social, cultural, economic), in their multitudinous forms, are present and are challenged in the formal and informal education of youth and adults in the United States. Specifically, this course engages broader questions, including but not limited to: What is the relationship between schooling and society? What are the goals of public education, and how have they changed in response to social contexts? In addition, because social contexts shape our identities – both individually and collectively – in terms of race, class, ethnicity, language, religion, ability, sexuality, and gender, this course considers how educational spaces such as schools (as well as informal learning contexts) shape what identities are available to us, and how we come to value them—or not. They are part of how children are socialized into social norms through schooling. Indeed, our lives are shaped by the beliefs we and others have about who we are and what groups we belong to. Social contexts also influence the kinds of opportunities that are available to us as individuals, connecting us to larger social networks and help us to develop emotional and cognitive capacities.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th></th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and understand major debates in fields such as philosophy, anthropology, sociology, and education as they relate to teaching for a democratic society;</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>2. Comprehend the breadth and depth of research on education for democracy, education and identities, and sociocultural theories of learning;</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>3. Critically examine the scholarly works that examine the social structures in which curriculum and instruction are rooted;</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>4. Understand and critique scholarly works that explore how culture, race, ethnicity, gender, social class, religion, sexuality, and ability impact educational experiences;</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>5. Understand and explain the key tenets of sociocultural theories of learning;</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>6. Critically explore the ways educational policies and practices are part of social, cultural, and political structures.</td>
<td>WRA Formative Assessment Participation Literature Review</td>
</tr>
<tr>
<td>Week</td>
<td>In-class activities</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **Introduction** | • Introductions  
• Survey  
• Syllabus  
• Read and discuss Toulmin’s framework for building an argument  
• Begin “Prejudice and Pride” (2013) | |
| **The purpose of schooling (Weeks 2-5)** | | |
| 1 Jan 22 | | |
| 2 Jan 29 | • Formative assessment  
• Discussion of weekly readings and “Prejudice and Pride”  
• Begin “The Revisionaries” (2012) | • Durkheim (BB)*  
• DuBois (BB)  
• Dewey (BB)  
• Rose (CT)  
• WRA 1 |
| 3 Feb 5 | • Formative assessment  
• Discussion of weekly readings & “The Revisionaries”  
• Begin “I Am Not Your Negro” (2016) | • Baldwin (BB)  
• Delpit (BB)*  
• Bernal (BB)  
• Lomawaima & McCarty (BB)  
• WRA 2 |
| 4 Feb 12 | • Library Session I  
• Formative assessment  
• Watch and discuss “Life on the Line: Coming of Age Between Nations” (2014) and weekly readings | • Yosso (CT) pp. 1-99* (* only for 1-20)  
• WRA 3 |
| 5 Feb 19 | • Formative assessment  
• Watch and discuss “Senorita Extraviada” (2001) and weekly readings | • Yosso (CT) pp. 99-173  
• Cervantes-Soon (CT) pp. vii-28  
• WRA 4 |
| **Globalization, Institutions, and Power (Weeks 6-13)** | | |
| 6 Feb 26 | • Library Session II  
• Formative assessment  
• Watch and discuss “Escuela: Migrant Education in Texas,” (2002) and weekly reading | • Cervantes-Soon (CT) pp. 29-178  
• WRA 5  
• Library homework from Session I |
<table>
<thead>
<tr>
<th>Date</th>
<th>Library Session III</th>
<th>Formative assessment</th>
<th>Discuss weekly readings.</th>
<th>Cervantes-Soon (CT) pp. 179-280</th>
<th>Lee (CT) pp. 1-60</th>
<th>WRA 6</th>
<th>Library homework from Session II</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Mar 4</td>
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<tr>
<td>8 Mar 11</td>
<td>Formative assessment</td>
<td></td>
<td>Watch and discuss “Pass or Fail in Cambodia Town” (2014) and weekly reading</td>
<td></td>
<td>Lee (CT) pp. 60-142</td>
<td>WRA 7</td>
<td>Library homework from Session III</td>
</tr>
<tr>
<td>9 Mar 18</td>
<td>Spring Break</td>
<td></td>
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</tr>
<tr>
<td>10 Mar 25</td>
<td>Formative assessment</td>
<td></td>
<td>Watch and discuss “The Immigration Paradox” (2012) and weekly readings</td>
<td></td>
<td>DeLeon (CT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Apr 1</td>
<td>Formative assessment</td>
<td></td>
<td>Watch and discuss “The Great Day: Four Young People Strive for a Brighter Future” (2015) and weekly readings</td>
<td></td>
<td>DeLeon (CT)</td>
<td></td>
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<tr>
<td>12 Apr 8</td>
<td>Formative assessment</td>
<td></td>
<td>Watch and discuss “El Canto del Colibri” (2015) and weekly readings</td>
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<td>Imrie (BB)</td>
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</tr>
<tr>
<td>13 Apr 15</td>
<td>Panel on literature review</td>
<td>Formative assessment</td>
<td>Watch and discuss “What’s Race Got to Do with It? Social Disparities and Student Success” (2006) and weekly readings</td>
<td>Davies &amp; Bansel (BB)*</td>
<td>Vygotsky (BB)</td>
<td>Wertsch (BB)*</td>
<td>Wenger (BB)</td>
</tr>
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<td></td>
<td></td>
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<td>Convertino (BB)*</td>
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<td>Convertino (BB)</td>
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<td>WRA 11</td>
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</tr>
</tbody>
</table>

**Sociocultural Contexts of Learning (Weeks 14-17)**

How do sociocultural contexts impact learning? How do scholars conceptualize these cognitive and social processes?

| 15 Apr 29 | Formative assessment | Watch and discuss “On the Way to School: The Long Roads to School around the World” (2013) and weekly readings | Cole (BB)* | Moll et al. (BB) | Rogoff (BB) | WRA 13 | Power point presentations for Groups I & II |
Required course materials

REQUIRED TEXTS:

REQUIRED COURSE READINGS (available on BB):
Bryon, J. (2012). “Safety” for GLBTQI students at school.” In *From the dress-up corner to the senior prom* (pp. 204-247). Lanham: Rowman & Littlefield.
How to Access Films through Kanopy (films are also available on our BB course site)

First, go to this site on your laptop: http://0-utep.kanopy.com.lib.utep.edu. If you are off campus, the system will prompt you for your UTEP username and password. You may want to use the campus VPN: (https://www.utep.edu/technologysupport/ServiceCatalog/NET_VPNGlobalProtect.html)

After you have created a sign-in on your laptop, you can download the app for Kanopy on another device. The key to getting access on the app is first creating an account in Kanopy while on the desktop version of the database/site. Access Kanopy via a web browser (on a desktop computer or another device), create an account for yourself using your UTEP email address. Once you have successfully done that, you can go into the app and enter the same email and password you used to set up your profile.

Course Films
***If we do not finish watching a film in class, it is your job to finish watching it through the UTEP library. The films are listed in the order we will view them.

1. Prejudice and Pride (2013) 
2. The Revisionaries (2012) 
3. I Learn America (2014) 
5. Pass or Fail in Cambodia Town (2012) 
7. Señorita Extraviada (2001) 
8. The Immigration Paradox (2012) 

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>
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</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION</td>
<td>25%</td>
</tr>
<tr>
<td>FORMATIVE ASSESSMENTS</td>
<td>25%</td>
</tr>
<tr>
<td>STUDENT PRESENTATION</td>
<td>25%</td>
</tr>
<tr>
<td>LITERATURE REVIEW</td>
<td>25%</td>
</tr>
</tbody>
</table>

**PARTICIPATION (25% of grade)**

This is a seminar course that requires active participation, beginning with coming to each class on time and being fully prepared to contribute to the discussion and activities. See detailed directions on our Blackboard course content page for a guide on creating intellectual community, which will help you think about how you are expected to participate in the discussions. If you miss two class sessions without an excuse, you will be dropped from the course. If you have an excused absence, please inform me in advance via email.

More specifically, 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) bring a hard or electronic copy of the WRA to class, (d) use the WRA to support your contributions to small and large group discussions. Each WRA should address the following for each of the weekly readings:

- a brief overview that situates the author in her or his socio-historical context and the reading in her or his life’s work (this information need only be provided the first time we encounter a new author);
- a summary of the main purpose or point of the reading.

In addition, you will also provide the following information in your WRA for limited, specific readings (consult course schedule, readings for this requirement are identified with an asterisk):

- a main claim;
- one main example of datum connected to the claim;
- one example of one warrant that supports the proposition;
- one example of backing that supports the warrant example.

There is no word limit for the WRA, however, one of the purposes of the WRA is to help you develop the analytical thinking and writing skills needed to synthesize complex ideas and to express your analysis succinctly. Thus, this is a good opportunity for you to practice this by limiting your words, while also providing required information each reading. Also, you need to know that you will be called on randomly to read from your WRA in class and then to further expand on what is in your WRA. This helps you to develop the skills needed to clearly 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 your WRA, unless at any point in the semester, 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 that you be accountable to your learning and development and to that of your peers. This will help you to develop practices that are essential to doctoral studies, in particular the dissertation.

**Contribution** requires students to arrive to class on time and to remain engaged throughout the entire class meeting. **Contribution** also requires students to be prepared to actively share and explain readings in the moment using and expanding on their WRA. **Contribution** requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions.

**Reflection** requires students to think deeply about the course content and to connect course content with their own emerging research topic and intellectual development. **Reflection** also requires students to pay close attention to their learning process, their level and quality of contributions, their willingness to grow intellectually, their emergent theoretical and research interests, and their comportment in creating a thriving, robust, and rigorous intellectual class community. **Reflection** requires students to provide a weekly, written formative assessment on each of these aspects.

Students will complete a self-evaluation on each of the three main areas of participation at the end of each class meeting and self-assign points; there are no half points, you either completed or you did not. I will inform students by email if I observe discrepancies in their evaluation. If I observe a pattern of discrepancies, I will request a meeting with the student. The total number of points earned for participation will be updated weekly on BB.

<table>
<thead>
<tr>
<th>1-7 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has thoughtfully completed <strong>all</strong> required readings=1 pt.</td>
<td>Student has not completed <strong>all</strong> required readings=0 pt.</td>
</tr>
<tr>
<td>Student has completed reading WRA for <strong>each</strong> of the required readings and has WRA to class=1 pt.</td>
<td>Student has not completed WRA for <strong>each</strong> of the required readings and has not brought their notes to class=0 pt.</td>
</tr>
<tr>
<td>Student arrived on time and remained actively engaged throughout the entire class meeting= 1 pt.</td>
<td>Student did not arrive on time and/or did not remain engaged throughout the entire class meeting= 0 pt.</td>
</tr>
<tr>
<td>Student shared observations, explained readings, and answered questions about readings in the moment, using WRA as a reference= 1 pt.</td>
<td>Student did not share observations, explain readings, or answer questions about readings in the moment and or use the WRA for responses= 0 pt.</td>
</tr>
<tr>
<td>Student advanced their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=1 pt.</td>
<td>Student did not advance their own learning and learning of peers through relevant and thoughtful insights, questions, and observations=0 pt.</td>
</tr>
<tr>
<td>Student demonstrated an understanding of main arguments, evidence, and concepts in readings and films=1 pt.</td>
<td>Student did not demonstrate an understanding of main arguments, evidence, and concepts in readings and films=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>

**FORMATIVE ASSESSMENTS**

(25% of grade)

Formative assessments help you and I to know more about your learning process, including your areas of mastery and your areas for growth. Formative assessments in this course are also a tool to help you further develop doctoral-level thinking and writing skills. Each class meeting will include a short formative assessment.
based on the weekly readings. For the formative assessment, you will not be allowed to use your WRA. The format of each formative assessment can vary but will always require you to respond to a prompt by analyzing and applying what you have read. Formative assessments will be the first activity of each class meeting, except where noted on the course schedule. If you arrive more than five minutes late, you will not have the opportunity to complete the prompt since each formative assessment begins and ends at a designated time. Formative assessments will be hand-written. Although all formative assessments will be handed in, I will randomly select 4 formative assessments (excluding anyone who is more than 5 minutes late or absent) to evaluate each week. This process will be repeated three times during the semester, meaning that each individual student will have 3 formative assessment grades calculated into their weighted formative assignment grade. I will rotate the random selection so that each student is evaluated on one formative assessment in the earlier, middle, and end weeks of the semester.

The following rubric will be used to evaluate each formative assessment.

<table>
<thead>
<tr>
<th>4 pts.</th>
<th>2 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**STUDENT PRESENTATION** *(25% of grade)*

The student presentation is based on the literature review that you develop over the course of the semester (see literature review assignment below for more details). Presentations will happen the last two weeks of the semester. Presentations will address the following components:

- Concise introduction to the focal topic;
- The research question that guided the literature review;
- Central finding(s);
- Evidence in the form of 3 synthesized themes from the literature.

A template for the final presentation will be provided. Each student will have 10 minutes to present.

I will use the following rubric to evaluate your student presentation:

<table>
<thead>
<tr>
<th>10 pts.</th>
<th>5 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The topic is concisely defined in the introduction= 2 pts.</td>
<td>The topic is mostly defined in the introduction= 1 pt.</td>
<td>The topic is not adequately defined in the introduction= 0 pt.</td>
</tr>
<tr>
<td>The research question that guided the literature review is relevant and connected to the topic and the social contexts of education= 2 pts.</td>
<td>The research question that guided the literature review is mostly relevant and mostly connected to the topic and the social contexts of education= 1 pt.</td>
<td>The research question that guided the literature review is not adequately relevant and not adequately connected to the topic and the social contexts of education= 0 pt.</td>
</tr>
<tr>
<td>The central finding is clearly stated and aligns with the research question= 2 pts.</td>
<td>The central finding is mostly clear and mostly aligns with the research question= 1 pt.</td>
<td>The central finding is not adequately clear and does not align with the research question= 0 pt.</td>
</tr>
<tr>
<td>Three synthesized themes from the literature provide evidence to support the finding and are aligned with the research question= 2 pts.</td>
<td>Three synthesized themes from the literature mostly provide evidence to support the finding and are mostly aligned with the research question= 1 pt.</td>
<td>Three synthesized themes from the literature do not provide adequate evidence to support the finding and are not adequately aligned with the research question= 0 pt.</td>
</tr>
<tr>
<td>The presentation follows the guidelines on the template and is free of any spelling, grammatical, and or formatting errors = 2pts.</td>
<td>The presentation mostly follows the guidelines on the template and is mostly free of any spelling, grammatical, and or formatting errors= 1 pt.</td>
<td>The presentation does not adhere to the guidelines on the template and contains spelling, grammatical, and or formatting errors= 0 pt.</td>
</tr>
</tbody>
</table>
LITERATURE REVIEW

The literature review is the final written product from a semester-long process of learning about and engaging in the recursive and iterative processes of finding, reading, organizing, annotating, analyzing, integrating, and synthesizing literature. In sum, you will go through multiple steps, using these literature review processes in order to:

1. identify a tentative topic of research that you think or perhaps, know is related to your future dissertation topic or your qualitative pilot study;
2. develop a research question that relates your topic to the social contexts of education;
3. conduct an extensive review of the literature;
4. analyze the literature to arrive at a central, overarching finding to your research question (this requires you to integrate and synthesize the literature);
5. develop three themes to support the central finding based on your analysis of the literature.

The final literature review must:
- include a reference list of 30 peer-reviewed references (scholarly texts can also be included where applicable). References must be used and cited in the text of the literature review;
- include the following sections: introduction to topic, research question, central -overarching finding, three themes to support finding, conclusion and implications for research;
- be no more than 1500 words, not including references and headings and adhere to APA formatting;
- be: double-spaced, typed, free of all spelling, grammatical, and formatting errors, submitted to BB

I will use the following rubric to evaluate your literature review:

<table>
<thead>
<tr>
<th>12 pts.</th>
<th>6 pts.</th>
<th>0 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The literature review includes a reference list of 30 peer-reviewed references, used and cited in the body of the literature review=2 pts.</td>
<td>The literature review includes a reference list of 20-30 peer-reviewed references, used and cited in the body of the literature review=1 pt.</td>
<td>The literature review includes less than 20 peer-reviewed references, used and cited in the body of the literature review=0 pt.</td>
</tr>
<tr>
<td>The literature review includes the following sections: introduction to topic, research question, central -overarching finding, three themes to support finding, conclusion and implications for research=2 pts.</td>
<td>The literature review includes all but one of the following sections: introduction to topic, research question, central -overarching finding, three themes to support finding, conclusion and implications for research=1 pt.</td>
<td>The literature review includes less than 5 of the following sections: introduction to topic, research question, central -overarching finding, three themes to support finding, conclusion and implications for research=0 pt.</td>
</tr>
<tr>
<td>Each section of the literature review is well-developed and the sections align with each other=2 pts.</td>
<td>Each section of the literature review is mostly well-developed and the sections mostly align with each other=1 pt.</td>
<td>The sections of the literature review are not adequately developed and the sections do not align with each other=0 pt.</td>
</tr>
<tr>
<td>The literature review is no more than 1500 words, not including references and headings=2 pts.</td>
<td>The literature review is no more than 1800 words, not including references and headings=1 pt.</td>
<td>The literature review exceeds 1800 words, not including references and headings=0 pt.</td>
</tr>
<tr>
<td>The literature review adheres to APA formatting=2 pts.</td>
<td>The literature review includes no less than 1 but no more than 3 errors in APA formatting= 1 pt.</td>
<td>The literature review includes more than 3 errors in APA formatting=0 pt.</td>
</tr>
<tr>
<td>The literature review is double-spaced, typed, and free of all spelling, grammatical=2pts.</td>
<td>The literature review is double-spaced, typed, and contains no less than 1 but not more than 3 spelling and or grammatical errors=1 pt.</td>
<td>The literature review is double-spaced, typed but contains more than 3 spelling and or grammatical errors=0 pt.</td>
</tr>
</tbody>
</table>

Special Arrangements

Incompletes are rare and subject to great scrutiny. Avoid them.
NO LATE ASSIGNMENTS WILL BE ACCEPTED!!

COURSE POLICIES, NORMS, & EXPECTATIONS

Academic Honesty
Everything you turn in for this course must be your own work. I want to know what you think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. 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 you have or believe you have a disability, you may wish to self-identify it. You 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 re-activate 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 professor and/or director of Disabled Student Services. You 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).

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.
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).

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 you buy the APA manual since it is an essential tool for doctoral writing, in particular the dissertation. I also highly recommend that you 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. 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. Plan ahead!

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 notify you in advance.

Attendance and Punctuality
Unexcused absences exceeding 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 if you have an emergency. Excused absences require authorized documentation (i.e. doctor’s note). As per participation guidelines, it is also important that you arrange your schedule, transportation, and meetings so you are prepared to arrive on time and engage in class fully. I will start each class at 5:30 PM. You will be responsible for any information that you miss due to a late arrival. More than two late arrivals over the course of the semester will result in a loss of 10 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 check your 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, unless you are using the device for the purposes of class. Cell phone use is a source of distraction and a sign of disrespect.