



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education
Diversity, Equity, and Social Justice in Education

TED 5301, Learning Contexts and Curriculum

CRN: 25919

Credits: 3

Semester: Spring 2025

Day/Time: Fully Online

Runs: Monday to Sunday

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Office hours: By appointment.

A big thank you to Dr. Tim Cashman, who helped develop this course!

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Course Description

Welcome to Learning Contexts and Curriculum!

The goal of TED 5301 is to provide educators with understandings of curriculum and instruction in contexts of a diverse society. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

Program Goals

The program seeks to develop knowledge in important need areas of particular importance for the US/Mexico border region, Texas, and urban education. Graduates will know the implications of shifting demographics and cross-cultural teaching and learning. Graduates will also be prepared to:

- understand research and methodologies that examine curriculum and instruction;
- design innovative instructional strategies to promote the cognitive and social development of all learners;
- expand on the existing pedagogical knowledge base about learners from linguistically and culturally diverse backgrounds;
- utilize effective and innovative educational research and evaluation designs and processes;

Course Objectives

The table below outlines the course objectives and assignments used to assess your work.

Course Objectives	Assessments
Simulate the student's role in curriculum planning for the school year, for instructional units, and for daily lessons by demonstrating understandings of the course readings	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses
Develop an understanding of the key tenets of curriculum	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses
Select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum issue group project	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses
Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses

Integrate critical theory into effective teaching strategies through an assessment of existing curricula	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses
Align culturally relevant instructional approaches to state and national standards	Curriculum Innovation Paper, Group Work, Reaction Papers, Discussion Posts, Curriculum Issue Research Paper, Peer Responses

Course Material

All material for this course is available under the corresponding Weekly Learning Module on BlackBoard.

Course Book

- Spring, J. H. (2015). *American education* (17th ed.). Routledge, an imprint of Taylor and Francis. <https://doi.org/10.4324/9781315724461>

Course Readings

- Au, W. (2012). What curriculum could be: Utopian dreams amidst a dystopian reality. *Kappa Delta Pi Record*, 48(2), 55-58.
- Cervantes-Soon, C. F. & Carrillo, J. F. (2016). Toward a pedagogy of border thinking: Building on Latin@ students' subaltern knowledge, *The High School Journal*, 99 (4), 282-301.
- Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare to teach*. Westview Press.
- Ornstein, A. C. & Hunkins, F. P. (2016). *Curriculum: Foundations, principles, and issues* (6th Ed). Pearson.
- Pinar, W. F. (2019). *What is curriculum theory?* (2nd ed.). Routledge.
- Posner, G. & Rudnitsky, A. (2005). *Course design: A guide to curriculum development for teachers* (7th Ed.). Allyn & Bacon.
- Sahlberg, P. (2013). Teachers as leaders in Finland, *Educational Leadership*, 71 (2), 36-40.
- Villegas, A. M. & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64 (6), 28-33.

Corresponding chapter titles and authors

- “Don’t Let the Fear of What is Difficult Paralyze You” by Freire
- “Anti-Intellectualism and Complicated Conversation” by Pinar
- “Curriculum Issues and Trends” by Ornstein & Hunkins
- “Getting Oriented” by Posner & Rudnitsky

Course Media

- 10 Reasons Why Finland Has the Best Education System in the World (from an African Perspective)
- Differentiated Instruction
- Picturing the Possibilities--Integrating Curriculum
- Podcast: Southlake
- Do Schools Kill Creativity? | Sir Ken Robinson | TED
- How America's Public Schools Keep Kids in Poverty | Kandice Sumner

Course Evaluation/Grading

There are 100 points possible. The breakdown of the grading is as follows:

Assignments	Points
Discussion Posts and Peer Responses (4 at 5 points each)	20
Reaction Papers (2 at 10 points each)	20
Curriculum Issue Research Paper	30
Curriculum Innovation Paper	30
Total	100

Final grades will be based on the following scale:

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Evaluation Standards: Points earned from 100 possible points will determine your grade in the course. Students who complete each assignment should not assume that full credit is given. The quality, more than the quantity of the assignment, is the most important consideration for grading purposes. Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported, with examples).

Course Assignments

All course assignments should be *creditworthy* – helping our thinking about the topic and the discussion to move forward. *See examples of credit-worthy postings below.* All responses are to follow APA format.

Examples of non-effective messages included in responses:

Example 1 – “Good idea for assessing whether people know what to do.”

Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – “I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants.”

Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – “I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?”

Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.

Example of an effective response:

Example– “I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll (2017, p. 114), I believe that ‘Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning’. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation. *This example is an effective response as it combines ideas learned from various resources into a new thought.*

Course participation is vital. As a major emphasis is placed upon collaboration in this course, timely communications are mandatory. University policy allows for student dismissal if coursework is missing or not submitted on time.

Below is a description of all major course assignments, including grading rubrics.

Reaction Paper

(600-800 words for the body of the paper)

Topics and/or readings will be assigned so that an original analysis of the readings can be completed. No more than 1/3 of the paper should be a written review of the reading content. The remaining 2/3 of your paper should be a written reaction to the assigned readings. Support all of your positions throughout the reaction paper. Your reaction paper will then be posted in the appropriate discussion thread.

You must also complete two (100-200 word) responses to other reaction papers. Follow APA guidelines for your submission. Remember to spell check and grammar-check your initial posting and your two responses.

Your (2) responses should follow a "crisscross" discussion format. If someone already has two responses, then scroll down the discussion thread and find someone who needs a second response and reply to that individual. Do not send attachments but write each posting and response in the message box.

Grading Rubric for Reaction Paper and Responses:

Criteria Engaged	Strong	Moderate	Non-substantive
Responsiveness to guidelines & demonstration of knowledge & understanding from assigned readings/videos	All readings/videos were incorporated into reaction paper as relates to the guidelines for topic. Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.	Some effective discussion of the readings is included. Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation. However, individual thoughts and ideas to create something new or criticize an idea based on original thoughts.	Lacking effective discussion of assigned course readings. Response is too general to help move the discussion forward.
Points	4-5	2-3	0-1
Mechanics	The learner has used APA style consistently and correctly throughout. A reference list is included	For the most part, the learner has used APA style, with some minor errors. A reference list is included.	The learner has not used APA style.
Points	1-2	1	0
Peer Responses	All peer postings (including 2 responses) on time. Responses are critical and analytical.	Peer postings (including 2 responses) on time. Responses are superficial.	Late posting. 0-1 responses.
Points	2-3	1-2	0
TOTAL	10		

Discussions Posts

(400 words and peer responses 100 words)

While reading the book assigned for this class, compose a discussion posting based on the week’s prompt. These discussions aim to organize your thoughts while highlighting critical ideas and connecting them to your current/future professional practice. You will substantively respond to another student’s post. That is, your responses to other students’ posts should be around 100 words long, and they need to deal with the content. Don’t just say, “That’s good,” or “I agree.” See examples below. Do not use quotes from the readings or media in any of your posts; rather, paraphrase them. Detailed guidelines will be included in the discussion board under the Weekly Learning Module.

Grading Rubric for Discussion Posts and Responses:

Category	Meets standard	Does not meet standard
Addressing the prompts	The issues in the prompts have been addressed eloquently, thoughtfully, and in APA style.	Only some of the issues in the prompts have been addressed and APA style has not been used consistently.
Points	2-3	0-1
Responding to two classmates’ posts	The response to two classmates’ posts are thoughtful and in-depth and use APA style.	The response is superficial.
Points	1-2	0-1
TOTAL	5	

Curriculum Issue Research Paper

A group of course participants is to complete a 2000-2500 word written paper that provides an overview of a curriculum issue. Group members will be assigned randomly in advance of the assignment. Teams are responsible for selected and approved issues (i.e., socioeconomics and its impact on schools). *At least six of the course readings* are to be cited and included on a reference list (cite according to APA guidelines). Be careful of regurgitating facts word-for-word from written sources. Introduce and conclude each section with your own thoughts and words; integrate information from your sources throughout the report. The final product should be fluid yet cohesive. Remember to support all positions with research and/or expert testimonials. You will need to spell check and grammar check your group paper. The paper must be posted in the appropriate discussion thread.

Grading Rubric for Curriculum Issue Research Paper and Group Work:

(20 points Curriculum Issue Research Paper and 10 points Group Participation)

Outstanding project	Well-conceived, well-written, and well-demonstrated project	Less than adequate project

Written Components	Clearly stated introduction and conclusion (in the authors' own words); major components of the issue/controversy are included (concisely).	All essential components are included with no major problems in the written materials as read, references are cited appropriately.	There are problems with structural and organizational details; more work is needed for the overall effectiveness of the report, clear transitions are lacking.
Points	13-15	10-12	0-9
Mechanics and Overall Organization	Paragraphs are introduced in the authors' own words, the paper transitions from one topic to another and is fluid w/ references cited appropriately (APA). At least six (6) course readings are cited and fully discussed in the paper. A title page and reference page are completed according to the APA guidelines. Smooth and logical transitions are evident.	Most of the project is well organized; some problems exist in the transitions and format.	Components are lacking and questioned for their overall instructional/facilitative/educational effectiveness. It reads often as an incoherent paper.
Points	4-5	2-3	0-1
TOTAL	20		

The Group Participation Grading Rubric will be completed by each one of your team members. Points will be averaged and added to your final grade of the Curriculum Innovation Paper.

	Exemplary	Good	Basic
Written Contributions	Contributed exceptional effort to the group's project.	Contributed good effort to the group's project.	Rarely contributed to the group's project; often needed to be asked to focus and produced; frequently off task; distracted group member.
Points	4-5	2-3	0-1
Overall Participation	Did a fantastic job in organizing group efforts and keeping people on track. Went above and beyond	Was helpful and cooperative in completing their share.	Rarely complete their share; almost always needed to be asked for their input.

	expected contributions.		
Points	4-5	2-3	0-1
TOTAL	10		

Curriculum Innovation Paper

(10 pages)

Teams of two or three individuals must reflect on course readings, outside research, and personal educational and experiential backgrounds to identify a problem associated with status quo education.

Once the problem has been identified, you will need to work on a review of the literature and analysis so that the problem can be addressed and resolved. Your team must develop a written strategy for developing some sort of innovation within the curriculum that promotes a transformative curriculum, as opposed to merely replicating the status quo in education. Use *at least six course readings*, fully addressed, cited within the text of your paper, and included on the reference page (cite according to APA guidelines). Also, include a discussion of curricular and/or pedagogical approaches for resolving issues related to the problem.

Grading Rubric for Curriculum Innovation Paper and Group Participation:

(20 points for Curriculum Innovation Paper and 10 points for Group Participation)

	Outstanding project	Well-conceived, well-written, and well-demonstrated project	Less than adequate project
Written component	A problem has been identified and an innovation is explicated. A succinct review of literature is included. The paper includes a clearly-stated introduction and conclusion (in the authors' own words); major components of the issue/controversy are included (concisely). The goals and rationale for the	All essential components are included with no major problems in the written materials as read, references are cited appropriately.	Structural and organizational details should be addressed. More work is needed for the overall effectiveness of the project.

	critique/innovation/lesson are clearly stated.		
Points	13-15	10-12	0-9
Overall organization	Paragraphs are introduced in the authors' own words, the paper transitions from one topic to another and is fluid w/ references cited appropriately (APA). At least six (6) course readings are cited and fully discussed in the written component. A title page and reference page are completed according to the APA guidelines. Smooth and logical transitions are evident.	Most of the project is well organized; some problems exist in the transitions and format.	Components are lacking and questioned for their overall instructional/facilitative/educational effectiveness.
Points	4-5	2-3	0-1
TOTAL	20		

The Group Participation Grading Rubric will be completed by each one of your team members. Points will be averaged and added to your final grade of the Curriculum Innovation Paper.

	Exemplary	Good	Basic
Written Contributions	Contributed exceptional effort to the group's project.	Contributed good effort to the group's project.	Rarely contributed to the group's project; often needed to be asked to focus and produced; frequently off task; distracted group member.
Points	4-5	2-3	0-1
Overall Participation	Did a fantastic job in organizing group efforts and keeping people on track. Went above and beyond expected contributions.	Was helpful and cooperative in completing their share.	Rarely complete their share; almost always needed to be asked for their input.
Points	4-5	2-3	0-1
TOTAL	10		

Course Schedule

Here, you can see the [course schedule](#). Please note that the schedule is subject to change. Any changes will be communicated in advance.

I understand that time can work against you, as you are likely juggling other responsibilities beyond being a graduate student. So, while I will consider accepting late work under extenuating circumstances, I encourage you to stay on top of each assignment in a timely manner.

Permission to submit late work must be requested before the due date. I will evaluate the request and, if appropriate, add an extension for you to submit your work. **Please keep in mind that detailed feedback on your work, beyond grading rubrics, will only be provided for work submitted on time as indicated in the course schedule.** I do this with the hope of helping you navigate any unforeseen circumstance, but also with the idea of respecting the time of your colleagues and mine. **Please note that there is no late work accepted, no exceptions, for your peer-review responses, oral presentation, and your final paper.** Peer-review responses, oral presentations, and final paper assignments are due by the due date and time listed in the course schedule. After the scheduled due date and time for each of these assignments, you will receive a zero for a grade.

Course Format Information

This course is conducted **fully online**. That is, there are no organized online meetings. While coursework is due on a specific date and time, you are not required to attend online meetings. However, if you would like to schedule an online meeting with me, you are strongly encouraged to do so.

The standard recommendation for a master's course is to plan for approximately three hours of study time for every one credit hour taken. That means you should **expect to devote three hours of class time and nine hours of study time to this course, for a total of 12 hours per week.**

Be sure to read this syllabus very carefully. You need to be aware in advance of *what* you need to do and *when* you need to do it, and then plan your time accordingly. Also, be sure to read the directions for each assignment well. It is also important for you to read the grading rubrics for each assignment before you sit down to do the work.

If at any time you do not understand what to do or when to do it, contact me (Dra. Caro) immediately at (ccteran@utep.edu). We can email, zoom, teams, or talk on the phone.

Online Course Management System

To complete these assignments, you will need to access weekly learning modules from our online course site in BlackBoard Ultra.

BlackBoard Ultra is the online course management system we will use throughout the semester. You can access BlackBoard through my.utep.edu. In BlackBoard, you can view the syllabus,

course calendar, and other supplemental materials related to the course. You must check BlackBoard weekly for course announcements, assignments, and updates.

The BlackBoard cellphone app is great for course announcements, emails, and discussions. However, a desktop or laptop computer is recommended for downloading and/or reading course materials, uploading documents, or submitting assignments. Call the help desk at 915-747-5257 if you need help with access.

I also recommend adding your UTEP email account to your cellphone or computer and checking it on a regular basis.

Course Norms and Related Resources

Standards of Academic Integrity: 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 [making plans to cheat with another], 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.

- **Artificial Intelligence Statement-** This course requires that all work students submit be their own. You should not have another person or entity do the writing of any portion of an assignment for you. This includes hiring a person or a company to write assignments or using so-called “artificial intelligence” tools like Copilot, ChatGPT, or Google's Gemini (which are, in fact, large language models based on copyrighted and stolen English-language materials produced by artists, writers, and journalists—including me). Large language models are often wrong, and to the extent they can write good sentences, they rely on a hyper-exploitative labor model (think prisoners, refugees, Kenyan and other overseas workers making \$2 a day). They insert a form of automation into the information economy that intensifies the global dominance of English, proliferates misinformation, and normalizes execrable writing. They do not use footnotes (except to blogs, Goodreads, and other non-academic sources), for obvious reasons--because if they did, those of us who were ripped off could demand compensation or that our work be removed. However, you are required to acknowledge your sources because anything else is theft (also known as plagiarism). University coursework will help you build writing and critical thinking skills that you will use throughout your life; do not let tech bros take that opportunity from you. If you aspire to become intellectuals or if you just love excellent use of language, they're your enemy.

Students with Disabilities Statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union East, Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>), with UT System and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with me; email me at ccteran@utep.edu to set up a phone meeting.

- Language Policy- You are encouraged to use and develop your biliteracy skills in this course. You may submit any formal assignment in English, Español, or both. For discussions and other group work, including the whole class, the most crucial criterion is that everyone has a chance to understand and be understood. Thus, any discussion group may use any variety(ies) of Español, English, both, or any other language, if the group members agree. Translanguaging is always welcome!
- Inclusivity Statement- In this course, each voice in the classroom has something of value to contribute. Please respect the different experiences, beliefs, and values expressed by students and faculty involved in this course. This course welcomes individuals of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic classes, work experiences, or other visible or non-visible differences. I will not tolerate disrespectful language or behavior based on any of the statuses above, identities, or experiences.
- Chosen Name/Pronoun Statement- I will gladly honor your request to address you by a chosen name or specific gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to our records.

Course Values: The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. All discussion board posts, 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, including discussion board posts, must be free of error and should conform to the style and reference notation format found in the seventh edition of *The Publication Manual of the American Psychological Association (APA)*.

The University Writing Center (UWC) is located in the UTEP Library Building, Rm 227; phone: 915-747-5112. The UWC provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource. **If I suggest that you attend the UWC, it's because I think you will benefit from it. It's not a judgment- it's intended to help you.** Another useful resource accessible online is the Purdue Owl Website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Texas Senate Bill 212: It is important for you to know that as a UTEP employee, I am obliged to comply with Texas Senate Bill 212. Texas Senate Bill 212 (2019), which took effect on January 1, 2020, requires all employees at a public or private post-secondary institution to report any knowledge of sexual assault, sexual harassment, or dating violence committed by or against a student or an employee of the institution at the time of the incident. The law, which resulted from studies showing that one in five female students experienced assault as college students (Senate Research Center, 2019), aimed to ensure that victims and witnesses of sexual violence had access to a reporting structure that was safe and reliable. The UTEP Title IX operates with extreme caution regarding incidents of gender violence, assault, or harassment. Consequently, there are some instances in which incidents that took place before enrollment at UTEP have also been reported. This information is meant to inform students of mandatory reporting. In addition, students who have experienced sexual violence, assault, or harassment can seek support through the following services:

- Counseling and Psychological Services- Provides a variety of counseling services, including individual, couples, and group sessions, as well as career and disability assessments.

UTEP Library: You can 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. Here are some tutorials to help you with using the UTEP library:

- Intro to the UTEP Library: <https://www.youtube.com/watch?v=YFdIEZPxQ-U>
- Searching the Library on MinerQuest (this one will cover basic searching): <https://www.youtube.com/watch?v=9riDTsv3gvE>
- Find Scholarly Articles Using MinerQuest (this one will break down advanced searching): https://www.youtube.com/watch?v=S_Jo9yTj5Oo
- Find Full-Text Articles: <https://www.youtube.com/watch?v=-7oNJra4qM8>
- Get Library Resources from Home: <https://www.youtube.com/watch?v=bbxnRMAMJTg>
- InterLibrary Loan (ILL): <https://youtu.be/KPN-gtmNFFQ>

Course Resources: 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, 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.

Guide to Online Etiquette: As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

- *You are expected to actively engage in this class's learning community.*

This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if you ask your question) and exhibiting professional courtesy during interactions with peers/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, answering questions, and sharing completed and thoughtful assignments with your peers.

- *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking onto the UTEP campus. Therefore, the rules of conduct that apply on campus also apply to our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment. You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is to share only the information that you would be comfortable seeing printed on a newspaper/ public Internet page.

- Do not use inappropriate language, including all capital letters or language shortcuts (i.e., texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
 - When responding to someone else's ideas, whether in agreement or disagreement, address the ideas, not the person. (Note: Harassing, flaming, and/or inappropriate postings will not be tolerated.)
 - Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion.
 - Please refrain from posting yes/no or answers that say I agree/disagree (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.
- *You are expected to exhibit high-level time management skills and turn your work in ON TIME*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions, and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3 am or 10 am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e., your peers rely on you to do your readings early in the week and contribute to the discussion on time for them to be able to post feedback later in the week). Therefore, late work jeopardizes the learning of the whole class. Please ensure that you carefully read all instructions for each assignment, mainly the due dates and times, and then schedule your time accordingly.

Failure to complete **three** assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

*If Blackboard is down and you cannot get into our course site to post work by the required due date, ALL coursework should be posted on our online course site in the corresponding folder. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular email at ccteran@utep.edu) **immediately with an attachment of your work.** When you do this, I will know that you have completed the work in a timely manner, and it will be accepted, even though it was not posted on our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work, or if Blackboard was not in fact, down during the time you indicated, then you will not receive credit for your work.*

- *Your work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism, or any other form of academic misconduct 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! Don't do it.

- *You are expected to contact me for help if needed throughout the semester.*

My office hours for this course are by appointment. Please set up an appointment through the link: [Book time with Dra. Caro: Vamos a platicar \(Let's talk\)](#) on Blackboard.

My email is ccteran@utep.edu. Please include the title of the course and CRN in the body of your message. You can expect a response from me within 24 hours (usually sooner) for any email communication you send.

If at any time you have difficulty understanding my expectations or the course material or completing coursework for any reason—BE PROACTIVE!!! I am here for you (email, phone, Zoom). I strongly encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester), and we will work together to make this class a success for you!