



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

Course: TED 5389, Capstone II
Credits: 3
Semester: Spring 2025
Day/Time: Fully Online
Runs: Tuesday to Monday

CRN: 26000
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A big thank you to Dr. Christina Convertino and Dr. Char Ullman, who helped develop this course!



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Course Description

Welcome to Capstone II!

This course is the culminating experience in the Diversity, Equity, and Social Justice in Education (DESJE) program.

In this course, you will finalize a 40-50-page double-spaced capstone project that includes a narrative literature review with an application plan.

The purpose of your capstone project narrative literature review is twofold:

1. To explore the literature on a specific topic or problem related to DESJE and
2. To develop an application plan related to your narrative literature review that reflects one of the following:
 - a. implementing distinct social justice practices for a particular educational context, or
 - b. developing an equity program for a particular educational context, or
 - c. creating an educational policy to advance diversity, equity, and inclusion (DEI) at the local or state level.

Pre-requisites for Capstone II: Initial narrative literature review on a DESJE-related research topic or problem completed during Capstone I.

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.

Course Objectives

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

Course objectives	Assessment of course objectives
Complete a capstone project that includes a comprehensive narrative literature review, including an introduction and definition of the topic, purpose statement, evidence to substantiate the main argument, and conclusion with an application plan.	Capstone project, formative worksheets, peer-evaluations
Present the capstone (your argument) through a narrative based on the literature in a formal oral presentation.	Capstone presentation

Course Readings on BlackBoard

Anyon, J. (2005). What “counts” as educational policy?: Notes toward a new paradigm. *Harvard Educational Review*, 75(1), 65–88.
<https://doi.org/10.17763/haer.75.1.g1q5k721220ku176>

Huerta, A. H., Howard, T. C., & Haro, B. N. (2020). Supporting Black and Latino boys in school: A call to action. *Phi Delta Kappan* 102(1), 29-33.
<https://doi.org/10.1177/0031721720956846>

Muhammad, G. E., Ortiz, N. A., & Neville, M. L. (2021). A historically responsive literacy model for reading and mathematics. *The Reading Teacher*, 75(1), 73-81.

Terán López, C. C., & Convertino, C. (2024). Echémonos flores: A mentoring model for Latina doctoral students. *Harvard Educational Review* 94(4), 538-559. <https://doi.org/10.17763/1943-5045-94.4.538>

Course Media on BlackBoard

Freedom to Learn. (2024). Freedom to learn. National day of action May 3rd, 2024. Activation guide.
https://www.canva.com/design/DAGCEJRYVke/2lBj_usTPXEPC15zuBYdmA/view?utm_content=DAGCEJRYVke&utm_campaign=designshare&utm_medium=link&utm_source=editor#1

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.

Grading Scale

Summary of assignments with possible points:

Course Assignments	Points
Formative Assessment of Literature Review	10
Drafts of Major Sections of Narrative Literature Review (3 total at 10 points each)	30
Application Plan Formative Worksheets (2 total at 10 points each)	20
Peer-Evaluation Forms (3 total at 10 points each)	30
First Draft Application Plan	10
Final Capstone Project (includes narrative literature review and application plan)	100
Oral presentation	100
Total	300

This class uses a grading scale of "S" (Satisfactory) or "U" (Unsatisfactory), which will be determined as follows:

Points	Letter Grade	Satisfactory/ Unsatisfactory
270 - 300	A	S
240 - 269	B	
210 - 239	C	U
180 - 209	D	
Below 179	F	

Earning a grade of "S" (Satisfactory) in Capstone II is a degree requirement for graduation.

Course Assignments

Narrative Literature Review

The first major section of your capstone project is the completion of a narrative literature review.

The purpose of the narrative literature review is to develop an argument through the literature on a specific topic related to DESJE that:

- a. Include all required components (i.e., a title page, an introduction, a methodology section, a findings section, a discussion section, a conclusion, and a reference list);

- b. Be a fully developed narrative literature review;
- c. Be at least 30 but no more than 40 double-spaced pages plus a title page and reference page;
- d. Paraphrase ideas from the literature; no direct quotes are allowed;
- e. Adhere to APA (7th edition) style;
- f. Reference a minimum of 20 sources but no more than 25;
- g. Be free of grammatical and spelling errors;
- h. Represent a coherent and logical narrative literature review paper;
- i. Be well-organized and well-written.

During Capstone I, you completed an initial narrative literature review that will serve as the foundation for your capstone project. The following assignments will help you polish and finalize your narrative literature review which you will use to complete your capstone project.

Formative Assessment for Revising Initial Literature Review

In this course, you will engage in thoughtful self-reflection and self-discovery. These skills will help you as you continue your learning journey outside the DESJE program. To do so, you will be largely responsible for your own development as an academic scholar. As such, your first assignment involves a comprehensive formative assessment of your narrative literature review. You will complete the Formative Assessment for Revising Initial Literature Review form. This form will be worth 10 points. The following grading rubric will be used:

Category	Meets standard	Does not meet standard
Formative Assessment	Student has critically evaluated their paper and completed the prompts eloquently and thoughtfully.	Student has failed to evaluate their paper critically and has not responded to the prompts eloquently or thoughtfully.
(4 pts)	2-4	0-2
Developing a Plan for Improvement	Student's plan for revisions contributes to moving the paper forward by clearly identifying resources and or following steps.	Student's plan for revisions is superficial and does not contribute to moving the paper forward as it fails to identify resources and or follow steps.
(4 pts)	2-4	0-2
Mechanics	Student's response is well-written, free of grammatical and spelling errors, and well-organized.	Student's response is not well-written, includes grammatical and spelling errors, and is not well organized.
(2 pts)	1-2	0-1

Revised Major Sections of Narrative Literature Review

Then, you will complete a revision of each major section of your initial narrative literature review: (1) Findings, (2) Discussion, and (3) Introduction, Methodology, and Conclusion. Your revisions for each major section will be worth 10 points each. Grading rubrics are included below.

Revised Findings Section Grading Rubric

Component	Exceeds standard	Meets standard	Does not meet standard
Themes	The findings of the paper are a coherent and logical narration organized into 3-4 themes, which represent distinct ideas, issues, or subtopics regarding the relationship of the topic (problem) to DESJE.	The findings of the paper are a mostly coherent and logical narration organized into 3-4 themes, which mostly represent distinct ideas, issues, or subtopics regarding the relationship of the topic (problem) to DESJE.	The findings of the paper are not coherent or logical narration and/or are not organized into 3-4 themes. Themes do not represent distinct ideas, issues, or subtopics regarding the relationship of the topic (problem) to DESJE.
(4 pts)	3-4	1-3	0-1
Evidence to Main Argument	The evidence and explanation used come from a literature review synthesis that clearly supports the main argument.	The evidence and explanation used come from a literature review synthesis that broadly supports the main argument.	There is insufficient evidence and explanation to support the main argument, or the evidence and explanation used vaguely support the main argument.
(4 pts)	3-4	1-3	0-1
Mechanics	The findings are well-organized well-written, do not include any direct quotes, are free from grammatical and spelling errors, and follow APA.	The findings are mostly well-organized, mostly well-written, do not include any direct quotes, are free from grammatical and spelling errors, and mostly follow APA.	The findings are not well-organized, not well-written, include direct quotes, are not free from grammatical and spelling errors, and/or do not follow APA.
(2 pts)	1-2	0.5-1	0-0.5

Revised Discussion Section Grading Rubric

Component	Exceeds standard	Meets standard	Does not meet standard
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Comparison and Contrast of Sources	The discussion of the paper presents a clear comparison of the sources used in the literature review.	The discussion of the paper presents a superficial comparison of the sources used in the literature review.	The discussion of the paper does not present a clear comparison of the sources used in the literature review.
(4 pts)	3-4	1-3	0-1
Limitations and Future Research and Steps	The discussion includes clear limitations of conducting the research study and proposes tangible future research ideas and steps regarding the improvement of the topic (problem) to DESJE.	The discussion includes vague limitations of conducting the research study and proposes general future research ideas and steps regarding the improvement of the topic (problem) to DESJE.	The discussion does not include limitations of conducting the research study, nor does it propose future research ideas and steps regarding the improvement of the topic (problem) to DESJE.
(4 pts)	3-4	1-3	0-1
Mechanics	The discussion is well-organized and well-written, does not include any direct quotes, is free from grammatical and spelling errors, and follows APA.	The discussion is mostly well-organized, mostly well-written, does not include any direct quotes, is free from grammatical and spelling errors, and mostly follows APA.	The discussion is not well-organized, not well-written, includes direct quotes, is not free from grammatical and spelling errors, and/or does not follow APA.
(2 pts)	1-2	0.5-1	0-0.5

Revised Introduction, Methodology, and Conclusion Sections Grading Rubric

Component	Exceeds standard	Meets standard	Does not meet standard
Introduction	The introduction presents a clear statement of the problem, indicates a clear purpose, and provides a clear need for conducting the literature review.	The introduction presents a broad statement of the problem, indicates a general purpose, and provides a general need for conducting the literature review.	The introduction fails to provide a clear statement of the problem, or does not indicate a clear purpose, or does not provide a need for conducting the literature review.
(3 pts)	2-3	1-2	0-1
Methodology	The methodology provides a coherent	The methodology provides a mostly	The methodology is not a coherent and

	and comprehensive account of the data collection and analysis used in the narrative literature review.	coherent and comprehensive account of the data collection and analysis used in the narrative literature review.	and comprehensive account of the data collection and analysis used in the narrative literature review.
(3 pts)	2-3	1-2	0-1
Conclusion	The conclusion provides a clear and succinct summary of the research topic, background, and main body of the paper.	The conclusion provides a mostly clear and succinct summary of the research topic, background, and main body of the paper.	The paper just ends with no conclusion, or it ends with an insufficient summary of the topic, background and/or main body of the paper.
(3 pts)	2-3	1-2	0-1
Mechanics	The Introduction, Methodology, and Conclusion Sections are well-organized well-written, do not include any direct quotes, are free from grammatical and spelling errors, and follow APA.	The Introduction, Methodology, and Conclusion sections are mostly well-organized and well-written, do not include any direct quotes, are free from grammatical and spelling errors, and mostly follow APA.	The Introduction, Methodology, and Conclusion Sections are not well-organized, not well-written, include direct quotes, are not free from grammatical and spelling errors, and/or do not follow APA.
(1 pt)	0.5-1	0-0.5	0

Peer-Evaluation Forms

You will also provide feedback to a colleague on each of the revised sections of their narrative literature review. Each peer evaluation form will be graded as complete/incomplete and be worth 10 points. Peer-evaluation instructions will be available under the Weekly Learning Modules in the BlackBoard shell.

Application Plan

The second major section of your capstone project is to develop an application plan related to your narrative literature review that reflects one of the following:

- a. implementing distinct social justice practices for a particular educational context or
- b. developing an equity program for a particular educational context or
- c. creating an educational policy to advance diversity, equity, and inclusion (DEI) at the local or state level.

The application plan must:

- a. Include all required components (i.e., introduction, problem, objectives, clear procedures, responsibilities and or strategies, evaluation process, definitions, and a reference list);
- b. Be at least five but no more than ten double-spaced pages plus a title page and reference page;
- c. Paraphrase ideas from the literature; no direct quotes are allowed;
- d. Adhere to APA (7th edition) style;
- e. Reference at least 5 additional sources;
- f. Be free of grammatical and spelling errors;
- g. Represent a coherent and logical application plan;
- h. Be well-organized and well-written.

Application Plan Formative Worksheets

You will complete two formative worksheets to help you develop your application plan. These forms will be available under the Weekly Learning Modules in the BlackBoard shell and be graded as complete/incomplete and worth 10 points.

First Draft Application Plan

You will then submit a first draft of your application plan. It will be worth 10 points. The following grading rubric will be used.

First Draft Application Plan Grading Rubric

Component	Exceeds standard	Meets standard	Does not meet standard
Problem and Objectives	The application plan identifies clear problems noted in the narrative literature review and offers a practical solution in the form of social justice practices, an equity program, or an educational policy.	The application plan identifies some problems noted in the narrative literature review and offers a somehow vague solution in the form of social justice practice, an equity program, or an educational policy.	The application plan does not identify a clear problem noted in the narrative literature review and does not offer a practical solution in the form of social justice practices, an equity program, or an educational policy.
(4 pts)	3-4	1-3	0-1
Procedures and Responsibilities	The application plan offers a tangible guide to address the research topic	The application plan offers a mostly tangible guide to address the research	The application plan offers a general or vague guide to address the research

	(problem) related to DESJE that is supported by the literature (theoretical framework, model, or other evidence that supports its viability). It clearly identifies the main procedures, responsibilities, and evaluation processes.	topic (problem) related to DESJE, most of which is supported by the literature (theoretical framework, model, or other evidence that supports its viability). It identifies a broad range of procedures, responsibilities, and evaluation processes.	topic (problem) related to DESJE that is not supported by the literature (theoretical framework, model, or other evidence that supports its viability). It fails to identify the main procedures, responsibilities, or evaluation processes.
(4 pts)	3-4	1-3	0-1
Mechanics	The application plan is fully developed, well-organized, and well-written. It does not include any direct quotes, is free from grammatical and spelling errors, and follows APA.	The application plan is mostly developed, mostly well-organized, mostly well-written, does not include any direct quotes, is mostly free from grammatical and spelling errors, and mostly follows APA.	The application plan is not developed clearly, is not well-organized, not well-written, includes direct quotes, is not free from grammatical and spelling errors, and/or does not follow APA.
(2 pts)	1-2	0.5-1	0-0.5

Capstone Project

Your final capstone project is a 40-50-page double-spaced final paper with a preface, a comprehensive narrative literature review, and an application plan.

Preface

The last addition to your capstone project is a critical reflection of your learning journey in the DESJE program and the development of your capstone project, where you engage in dialogue with yourself about your own lived experiences as a master's student and build your trust and respect as a developing scholar. This reflection piece aligns with bell hooks (2014), who said liberatory education involves the co-construction of knowledge, finding joy in learning, situating vulnerabilities and courages, and reaching for intellectual openness. It is also about inner change, which is the necessary antecedent for social justice (Anzaldúa et al., 2012). Begin by explaining the reasons behind pursuing a degree in education and your chosen research topic and application plan. Then, add a critical reflection on completing your capstone project and DESJE program. Respond to these questions:

1. What did you learn about yourself while completing your DESJE program?
2. What new impressions do you have about your research topic?

3. What advice would you offer yourself if you had to redo your DESJE program or Capstone project?
4. What dreams do you have for yourself and your community after graduation?

The preface must:

- a. Include all required components;
- b. Be at least one but no more than two double-spaced pages;
- c. Adhere to APA (7th edition) style;
- d. Be free of grammatical and spelling errors;
- e. Represent a coherent and logical reflection of your learning journey;
- f. Be well-organized and well-written.

The grading rubric that will be used to evaluate your capstone project will be:

Component (max. 100 points)	Exceeds standard	Meets standard	Does not meet standard
Title page	The title clearly references what the capstone project is about.	The title isn't clearly connected to the focus of the paper.	The title is generic, such as "final paper."
(6 pts)	5-6	3-4	0-2
Preface	The preface reflects a thoughtfully, critical reflection of your learning journey while completing your master's program and capstone project.	The preface reflects a superficial recount of your learning journey while completing your master's program and capstone project.	There is no preface relating your learning journey while completing your master's program and capstone project.
(20 pts)	18-20	14-17	0-14
Introduction	The new introduction provides a purpose statement that explains what the entire paper does and offers background on the two projects.	There is an implicit purpose statement, and there is no real background on the two projects.	There is no new purpose statement and no new introduction.
(15 pts)	13-15	10-12	0-9
Narrative Literature Review	The narrative literature review of the paper is a coherent and logical narration of the research topic (problem) to DESJE. It includes a fully	The narrative literature review of the paper is mostly coherent and logical in its narration of the research topic (problem) to DESJE.	The narrative literature review of the paper is not a coherent or logical narration of the research topic (problem) to DESJE.

	developed introduction, methodology, findings, and discussion section.	It includes a mostly fully developed introduction, methodology, findings, and discussion section.	The introduction, methodology, findings, and discussion section are not fully developed.
(15 pts)	13-15	10-12	0-9
Application plan	The application plan is fully developed and is related to the narrative literature review. The application plan reflects social justice practices, an equity program, or an educational policy.	The application plan is mostly fully developed and is somehow related to the narrative literature review. The application plan somehow reflects a social justice practice, an equity program, or an educational policy.	The application plan is superficially developed and unrelated to the narrative literature review. The application plan does not reflect social justice practices, an equity program, or an educational policy.
(15 pts)	13-15	10-12	0-9
Conclusion	The conclusion provides a clear and succinct summary of the capstone project.	The conclusion provides a mostly clear and succinct summary of the capstone project.	The paper just ends with no conclusion, or it ends with an insufficient summary of the capstone project.
(15 pts)	13-15	10-12	0-9
References	There are a minimum of 25 references (20 narrative literature review and 5 application plan). All references are listed according to APA (7 th edition) guidelines.	There are a minimum of 25 references (20 narrative literature review and 5 application plan). At least 20 of the references are listed according to APA (7 th edition) guidelines, but 5 are not.	There is not a minimum of 25 references. More than 5 of the references are not listed according to APA (7 th edition) guidelines.
(7 pts)	6-7	4-5	0-3
Mechanics	The paper is 40-50 double-spaced pages plus a title page and references, well-organized, well-written, does not include any direct quotes, is free from grammatical and	The paper is 40-50 double-spaced pages plus a title page and references, mostly well-organized, mostly well-written, does not include any direct quotes, is free from grammatical and	The paper is less than 40 double-spaced pages or more than 50, and/or is not well-organized, not well-written, includes direct quotes, is not free from grammatical and

	spelling errors, and follows APA.	spelling errors, and mostly follows APA.	spelling errors, and/or does not follow APA.
(7 pts)	6-7	4-5	0-3

Your capstone project will be presented in front of an academic audience.

Capstone Oral Presentation

You will also be required to present your capstone project before an academic audience. You will have to successfully present your capstone project in a video conference call at a specified time and date. Please see the course schedule for the expected dates, as there are no makeup sessions for the oral presentation. Please make sure to plan in advance and be ready to present during the noted week. The final date will be communicated to you as soon as the final details are finalized.

Your capstone presentation will be graded as complete/incomplete and be worth 100 points.

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 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):

A. 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.

B. 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.

C. 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.*

D. 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.

E. 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!