



The University of Texas at El Paso  
College of Education- Department of Teacher Education

TED 5399, Thesis II, CRN: 25902



**Credits:** 3

**Semester:** Spring 2025

**Format:** Fully online

**Runs:** Tuesday to Monday

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**Office hours:** By appointment.

**Contents**

Course Description.....	2
Course Format Information.....	2
Online Course Management System.....	2
Course Objectives .....	3
Grading Scale.....	3
Summary of Assignments with Possible Points.....	3
Grading Scale.....	4
Course Assignments.....	4
Final Draft Thesis .....	4
Thesis Defense .....	10
Final Thesis.....	10
Degree Completing Requirements.....	10
Course Schedule.....	11
UTEP Graduate School Hard Deadlines.....	11
Course Norms and Related Resources.....	12

## ***Course Description***

**Welcome to Thesis II!** This course is the culminating experience in the diversity, equity, and social justice in education (DESJE) program. In this course, you will complete the narrative literature review you began during Thesis I. Your final project is a 40–50-page double-spaced paper. The purpose of your thesis project is twofold:

1. To develop an argument through the literature on a specific topic related to DESJE; and
2. To defend the thesis (your argument) through a narrative based on the literature in a formal defense procedure.

In this course, you will finalize a 40–50-page narrative literature review that:

- a) Introduces and defines the topic;
- b) Presents the purpose statement or main argument,
- c) Presents key ideas and explanations (evidence) to support the main argument, and
- d) Provides a conclusion to summarize the topic, argument, and evidence presented in the paper.

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

## ***Course Format Information***

This course is conducted ***fully online***. While coursework is due at a specific date and time, you are not required to attend organized online meetings. At the same time though, you are highly encouraged to schedule an online meeting with me after you receive feedback on your first, second, and final drafts of your thesis.

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](mailto:ccteran@utep.edu)). We can email, Zoom, Teams, or talk on the phone.

## ***Online Course Management System***

To complete your thesis, you will need to access weekly learning modules for our online course site in BlackBoard Ultra (BB).

BlackBoard Ultra is the online course management system we will use throughout the semester. You can access BlackBoard through [my.utep.edu](http://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 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 Objectives***

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

<b>Course objectives</b>	<b>Assessment Tools</b>
Complete a thesis paper that includes a comprehensive narrative literature review, including an introduction and definition of the topic, thesis statement, evidence to substantiate thesis statement, and conclusion.	Thesis paper
Defend the thesis (your argument) through a narrative based on the literature in a formal defense procedure.	Thesis defense
Complete graduation requirements with the Graduate School, UTEP Connect, and College of Education	SafeAssign scores, thesis submission to ProQuest, signature page, oral defense form, graduation application

### ***Grading Scale***

To help you move along towards graduation, in this class, you must complete your thesis, defend your thesis in front of a thesis committee, publish your approved thesis in ProQuest, and complete the various forms and graduation requirements required by UTEP's Graduate School and College of Education.

### **Summary of Assignments with Possible Points**

<b>Course assignments</b>	<b>Possible points</b>
Drafts of Major Sections of Thesis (3 at 10 points each)	30
Final Draft Thesis	100
Thesis Defense	100
Final Thesis (incorporate revisions offered by the Thesis Committee)	30
SafeAssign Scores (Graduate School Requirement)	10

Publishing Thesis to ProQuest (Graduate School Requirement)	30
Total	300

### Grading Scale

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

**Earning a grade of “B” or better in Thesis II is a degree requirement for graduation.**

### *Course Assignments*

#### Final Draft Thesis

The first part of your grade is the completion of a 40–50-page double-spaced final draft of your final thesis.

The purpose of your final thesis 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, and definition of the topic, a purpose statement, a development defense of the purpose using three to four main ideas, a discussion, a conclusion, and a reference list);
- b) Be a fully developed narrative literature review;
- c) Be no less than 40 and no more than 50 double-spaced pages plus a title page and reference page;
- d) Paraphrase ideas from the literature; no direct quotes are allowed;
- e) Adhere to final thesis requirements (see graduate school thesis requirements for editing and formatting and rubric);
- f) Adhere to APA (7<sup>th</sup> edition) style;
- g) Reference a minimum of 25 and a maximum of 30 sources;
- h) Be free of grammatical and spelling errors;
- i) Represent a coherent and logical narrative literature review paper;
- j) Be well-organized and well-written.

Your final thesis must be completed using the thesis word template located in the folder called "Thesis and Graduation Resources" on your BlackBoard shell for this class.

To help you complete your final thesis, you will complete drafts for each major section of your thesis for me to revise and provide you with feedback prior to turning in your final draft of your thesis to your thesis committee. Please see the course schedule for specific due dates.

You will complete three drafts for each major section of your thesis: (1) Findings, (2) Discussion, and (3) Introduction, Methodology and Conclusion. Your drafts for each major section of your thesis will be worth 10 points each. Please revised the grading rubrics below for more guidance.

## Grading Rubrics

### *Revised Findings Section Grading Rubric*

<b>Component</b>	<b>Exceeds standard</b>	<b>Meets standard</b>	<b>Does not meet standard</b>
<b>Themes</b>	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.
<b>(4 pts)</b>	3-4	1-3	0-1
<b>Evidence to Main Argument</b>	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.
<b>(4 pts)</b>	3-4	1-3	0-1
<b>Mechanics</b>	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.
<b>(2 pts)</b>	1-2	0.5-1	0-0.5

### *Revised Discussion Section Grading Rubric*

<b>Component</b>	<b>Exceeds standard</b>	<b>Meets standard</b>	<b>Does not meet standard</b>
<b>Comparison and Contrast of Sources</b>	The discussion of the paper presents a clear comparison of the sources used in the literature review that thoughtfully connect to the main purpose statement.	The discussion of the paper presents a superficial comparison of the sources used in the literature review that somehow connects to the main purpose statement.	The discussion of the paper does not present a clear comparison of the sources used in the literature review and fails to connect to the main purpose statement.
<b>(4 pts)</b>	3-4	1-3	0-1
<b>Limitations and Future Research and Steps</b>	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.
<b>(4 pts)</b>	3-4	1-3	0-1
<b>Mechanics</b>	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.
<b>(2 pts)</b>	1-2	0.5-1	0-0.5

*Revised Introduction, Methodology, and Conclusion Sections Grading Rubric*

<b>Component</b>	<b>Exceeds standard</b>	<b>Meets standard</b>	<b>Does not meet standard</b>
<b>Introduction</b>	The introduction presents a clear statement of the problem, indicates a clear purpose, and provides a clear need	The introduction presents a broad statement of the problem, indicates a general purpose, and provides a general	The introduction fails to provide a clear statement of the problem, or does not indicate a clear purpose, or does not

	for conducting the literature review.	need for conducting the literature review.	provide a need for conducting the literature review.
<b>(3 pts)</b>	2-3	1-2	0-1
<b>Methodology</b>	The methodology provides a coherent and comprehensive account of the data collection and analysis used in the narrative literature review.	The methodology provides a mostly coherent and comprehensive account of the data collection and analysis used in the narrative literature review.	The methodology is not a coherent and comprehensive account of the data collection and analysis used in the narrative literature review.
<b>(3 pts)</b>	2-3	1-2	0-1
<b>Conclusion</b>	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.
<b>(3 pts)</b>	2-3	1-2	0-1
<b>Mechanics</b>	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.
<b>(1 pt)</b>	0.5-1	0-0.5	0

The final draft of your thesis will be emailed to your thesis committee. Please see the course schedule for specific due dates.

The following rubric will be used to evaluate the final draft of your thesis:

<b>Component (max. 100 points)</b>	<b>Exceeds standard</b>	<b>Meets standard</b>	<b>Does not meet standard</b>

<b>Title page</b> <b>(max. 6 points)</b>	The title clearly references what the narrative literature review is about.	The title isn't clearly connected to the focus of the paper.	The title is generic, such as "final paper."
	5-6	3-4	0-2
<b>Introduction</b> <b>(max. 15 points)</b>	The introduction presents the topic (problem), provides a clear definition of the topic (problem), and provides a coherent and comprehensive background and context of the topic (problem).	The introduction presents the topic (problem), gives a partial definition of the topic (problem), and provides minimum background and context of the topic (problem).	The introduction doesn't present the topic (problem) or, does not provide a clear definition of the topic (problem) or does not provide background and context of the topic (problem).
	13-15	10-12	0-9
<b>Purpose Statement</b> <b>(max. 5 points)</b>	The purpose statement clearly reflects the main body (findings and discussion sections of the paper).	The purpose statement is somehow reflective of the main body (findings and discussion sections of the paper).	The purpose statement is disconnected, or too vague of the main body (findings and discussion sections of the paper).
	4-5	2-3	0-1
<b>Methodology</b> <b>(max. 15 points)</b>	The methodology describes clearly the data collection and data analysis methods.	The methodology broadly describes the data collection and data analysis methods.	The methodology does not describe the data collection and data analysis methods.
	13-15	10-12	0-9
<b>Findings</b> <b>(max. 15 points)</b>	The findings of the paper are a coherent and logical narration organized into 3-4 sections, which represent distinct ideas, issues, themes, or subtopics regarding the relationship of the topic (problem) to DESJE. The evidence and explanation used to support the thesis	The paper's findings are mostly coherent and logical, organized into 3-4 sections that mostly represent distinct ideas, issues, themes, or subtopics regarding the relationship of the topic (problem) to DESJE. The evidence and explanation used to support the thesis statement come from a	The findings of the paper are not coherent or logical narration and/or are not organized into 3-4 sections. Sections do not represent distinct ideas, issues, themes, or subtopics regarding the relationship of the topic (problem) to DESJE. There is insufficient evidence and explanation to support the thesis statement, which



	statement come from a synthesis of the literature review.	synthesis of the literature review.	comes from a synthesis of the literature review.
	13-15	10-12	0-9
<b>Discussion (max. 15 points)</b>	The discussion provides a clear evaluation of the findings and how they relate to the topic (problem).	The discussion provides a summary of the findings and somehow how they relate to the topic (problem).	The discussion does not provide a clear evaluation of the findings and or how they relate to the topic (problem).
	13-15	10-12	0-9
<b>Conclusion (max. 15 points)</b>	The conclusion provides a clear and succinct summary of the topic, background, and main body of the paper.	The conclusion provides a mostly clear and succinct summary of the topic, background, and main body of the paper.	The paper ends with no conclusion, or it ends with an insufficient summary of the topic, background, and/or main body of the paper.
	13-15	10-12	0-9
<b>References (max. 7 points)</b>	There are a minimum of 25 references. All references are listed according to APA (7 <sup>th</sup> edition) guidelines.	There are a minimum of 25 references. At least 20 of the references are listed according to the APA (7 <sup>th</sup> edition) guidelines, but five are not.	There is not a minimum of 25 references. More than 5 of the references are not listed according to APA (7 <sup>th</sup> edition) guidelines.
	6-7	4-5	0-3
<b>Mechanics (max. 7 points)</b>	The paper is 40-50 double-spaced pages plus title page and references, well-organized, well-written, does not include any direct quotes, and is free from grammatical and spelling errors.	The paper is 40-50 double-spaced pages plus title page and references, mostly well-organized, mostly well-written, does not include any direct quotes, and is free from grammatical and spelling errors.	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, and/or is not free from grammatical and spelling errors.
	6-7	4-5	0-3

## Thesis Defense

The second part of your grade is the thesis defense before a thesis committee. The graduate school requires that the thesis committee be made up of two TED faculty members and one outside reader (outside readers should be from another college of education department, another UTEP college, or a Ph. D./ Ed. D. from an outside institution with graduate faculty status at UTEP). I will serve as the committee chair, Dr. Char Ullman will be your co-chair, and Dr. Jessica Slade will serve as the outside reader.

You will have to successfully defend your thesis in a video conference call at a specified time and date. This assignment will be graded as Complete/Incomplete and be worth 100 points.

## Final Thesis

After you have defended your thesis, your thesis committee will provide a decision. It can be one of the following:

- **Pass without any revision** (signatures obtained immediately)
- **Pass with minor revisions** (signatures may be obtained once minor revisions are done)
- **Pass with major revisions** (signatures may be obtained once major revisions are done)
- **Not pass** (no signatures obtained)

If the decision is **Pass without any revisions** needed in the final draft of your thesis, then your final draft of your thesis will become your final thesis, and you will receive a grade of complete, worth 30 points. I will help you obtain required signatures needed to submit final thesis to UTEP's Graduate School.

If the decision is **Pass** and you are recommended to **make revisions** to your final draft of your thesis, then you will need to implement revisions offered by the thesis committee, and this will become your final thesis. These revisions will be graded as complete/incomplete and be worth 30 points. I will revise your final thesis once again; if revisions meet your thesis committee requirements, I will help you obtain the required signatures needed to submit the final thesis to UTEP's Graduate School. Otherwise, we will communicate back and forth until your thesis is ready for approval.

If the decision is Not Pass, then you will need to retake Thesis II.

**Obtaining a decision of Pass (with or without further revisions) is a degree requirement for graduation.**

Your final thesis will be sent to UTEP's Graduate School for revision. Please see the course schedule for due dates.

## Degree Completing Requirements

Additionally, there will be small assignments during the semester that will help you successfully complete graduation requirements by UTEP’s Graduate School and College of Education.

The first one is running your thesis through SafeAssign to conduct a plagiarism check. This assignment will receive a Complete/Incomplete grade and be worth 10 points.

The second is uploading the thesis to ProQuest for publication. This assignment will receive a Complete/Incomplete grade and be worth 30 points.

The instructions on how to complete the various graduation requirements will be communicated to you through announcements on our BlackBoard shell, UTEP Graduate School emails to your UTEP email account, and/or communication by DESJE’s team. I recommend adding your UTEP email account to your cellphone and or computer and checking it on a regular basis.

### ***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. However, please note that no late work is accepted, and there are no exceptions. The due dates for each of these assignments are set according to due dates expected from UTEP Graduate School, UTEP Connect, and the College of Education.

### **UTEP Graduate School Hard Deadlines**

The table below summarizes UTEP College of Education’s strict deadlines, and failure to comply can result in not being able to graduate.

<b>FALL Graduation</b>	<b>SPRING Graduation</b>	<b>SUMMER Graduation</b>
Thesis defense NO later than 11/15	Thesis defense NO later than 4/15	Thesis defense NO later than 7/15
Revisions and Properly formatted paper and Safe Assign Scores submitted to Committee Chair NO later than 11/25	Revisions and Properly formatted paper and Safe Assign Scores submitted to Committee Chair NO later than 4/25	Revisions and Properly formatted paper and Safe Assign Scores submitted to Committee Chair NO later than 7/25
Student submits properly formatted/Chair approved paper and all required signed forms (obtained from Chair) to the Graduate School by NO later than 11/28	Student submits properly formatted/Chair approved paper and all required signed forms (obtained from Chair) to the Graduate School by NO later than 4/28	Student submits properly formatted/Chair approved paper and all required signed forms (obtained from Chair) to the Graduate School by NO later than 7/28
Any revisions required by the student to Graduate School (either to paper or forms)	Any revisions required by the student to Graduate School,	Any revisions required by the student to Graduate School,

completed and Graduate School Approval obtained by NO later than 12/5	Graduate School Approval obtained by NO later than 5/5	Graduate School Approval obtained by NO later than 8/5
<u>Student uploads approved paper into Proquest by NO later than 12/6</u>	<u>Student uploads approved paper into Proquest by NO later than 5/6</u>	<u>Student uploads approved paper into Proquest by NO later than 8/6</u>

### ***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](mailto: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](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](mailto: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](mailto: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.

**Writing your thesis can be an overwhelming and lonely process. But know that I am here for you. I encourage you to contact me as often as you need it. We are in this together, and we will work together.**