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Class meets online Monday to Friday from Jan 22 - Mar 10, 2019

Please Note: In the case of technological or electronic issues with Blackboard (Bb) Collaborative, please contact the Help Desk directly, not the professor. Specific instructions for this are in the syllabus below. Please contact the Professor for academic, course-related purposes only.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Students will analyze, discuss, apply, and critique the following concepts and course objective components:

Curriculum often represents not only a configuration of interests and experiences, it also forms a battleground where different versions of authority, history, power relations, the present, and the future struggle to prevail. Thus, this course wants to provide theories in general that not only confirms the voices of teachers and of subordinate groups in the student population, but also links the purpose of schooling to a transformative vision of the future.

Students come to school with knowledge that they have already learned in their immediate surrounding relationships. Some of these experiences and cultural knowledge become dominant over others in social relations of power, creating a condition called hegemony. This course intends to challenge this kind of knowledge if it represents the cultural knowledge of elite that builds the legitimated curriculum of school, students from disenfranchised cultures need ways to critique these structures and express their own cultural identities.

Teachers regularly teach "who they are." This course proposes to challenge our own perceptions and views about life and schooling.

Schools frequently reproduce the culture at large, thus this course will offer alternative ways of viewing our practices.

TED 5301 suggests a curriculum for the development of a critical consciousness in the everyday contexts of classrooms.

This curriculum would focus on personal and social transformation by enhancing critical thinking and by building a vision and hope of a better future via a language of critique.

This curriculum would consist of the following components and principles, which represents TED 5301 course's objectives and outcomes:

1. Educators start with the idea that includes a moral concept in which the obligation to the "Other" means to acknowledge, accept, and respect one another's knowledge, as opposed to a teaching and learning process of insertion. Teachers and students learn to confront the myths that hold them and others in oppression by identifying dominant and subordinate ways of living life. They learn to challenge old beliefs and practices and build new languages of liberation based on meaning, identity, and self-empowerment.

2. Knowledge is constructed from daily life experiences as well as reflections about the past and how it relates to and/or dominates the present and future, with the hope that students can explore their own connectedness to historical processes that may seem distant to them. The knowledge production process is based on a praxis of dialectics, as opposed to static development. Students learn "to be themselves" in a process of critical reflexivity.

3. The relationship between content and student reality is often reconstructed. By identifying the underlying assumptions of content areas, student realities can more easily be compared to those represented in the curriculum; content areas studied in school are not in and of themselves helpful to students in understanding their own realities. This would ultimately reconstruct the relationship between popular knowledge and knowledge as historically disciplined.

4. Since this curriculum is guided by the knowledge of students, it must be reoriented frequently as students change their concepts of life. Freirean critical pedagogy is a basic instrument that schools can employ to organize their transformative actions and one from which students will directly benefit. In this sense, the conceptualization of the curriculum is constructed in a process that involves the participation of many stakeholders in the school community. This would lead to the comprehension that a curriculum is dynamic and can be reoriented frequently, according to new ways of reading the word and the world.

5. The school ought to be transformed into local spaces privileged to receive, consider, and disseminate the culture and knowledge of marginalized communities for the purposes of deconstructing dominant ways of knowing and reconstructing a language of hope. Equal importance would be given to connecting these conceptual gains to children's utilization and life perceptions toward activities in which students see immediate applications and concrete results. The school would also validate its space as a center for participation and organization of the school community in conjunction with other social movements. This would create a new understanding of the political nature of schools and schooling.

6. Since the world is socially constructed and shaped by human action or inaction, teachers and students ought to realize that the world can be reinvented. Thus, students are viewed as

active participants in transforming the world, as opposed to passive recipients of secondhand knowledge. Again, their own stories and life histories become important, as they formulate their own interpretations and create knowledge.

7. Teachers and students learn to change their views of themselves and their relation to the world. For teachers, teacher education programs should be models for the unlearning of old beliefs and practices that maintain hegemony. Both teachers and students need to learn the value of reflecting on their position in the here and now by looking critically at their current context, how it is influenced by the past, and how this would further build visions of the future.

8. Teachers and students participate in the rewriting of the world and in the making of a new history revitalized by democratic and critical postmodern pedagogies. A curriculum centered on present social, economic, and historical conditions can begin a re-conceptualization of society.

9. Education ought to be socially contextualized and aware of power, as well as grounded on a commitment to an emancipatory world and history making. Students should understand that their temporal perceptions and beliefs are based on worlds that they, as well as the larger society, have made. In this context, knowledge and meaning are always new: They are constructed by the immediate interactions between teacher and student.

10. Teaching ought to be a dedicated art of "risk taking." Practitioners need to recognize that they operate in conditions of uncertainties and conflicts over knowledge and historical representations that demand a form of thinking in action. For example, the teacher becomes a testament or witness to improvising changes in his or her lesson to connect students to the curriculum.

11. Teaching ought to be extended by a concern with critical self- and social reflection. Teachers need to conceptualize a critical metaperspective on the hegemonizing processes of classroom conversation, classroom learning, and curriculum decisions that negate the social narratives of students. Through this reflexive process, students will gain a critical consciousness and a sociopolitical awareness of their school experience, asking whose interest it serves, and looking at the world through their own perspectives.

12. Teaching ought to be committed to democratic and self-directed education. Students need to understand that they possess the right to speak, to disagree, to point out the opportunities for improvement that teachers can undertake, and to call for a renegotiation of the curriculum. In this way, students gain an ownership of their own education.

13. Education ought to be concerned with diversity. In thinking in terms of race, class, and gender, differences are embraced as sites of creativity and critique in a multicultural society, thus allowing students the ability to conceptualize multiple perspectives and power relationships on issues of diversity acceptance and production as well as to build a sense of communal identity.

14. Education ought to be committed to action. It ought to challenge passivity by

constructing meaning and initiating action. Teaching needs to subvert the disposition toward inaction while it reinforces a notion of praxis.

15. Education ought to be concerned with the affective dimension of human beings. Students need to learn that knowledge is created not only through reason, but through emotion and affective capacity. Drawing from feminist conceptions of passionate learning and connectedness, thinking ought to be developed both through emotion and logic. In classroom dialogues, emotional reflection must be encouraged. For example, students ought to be able to express anger at the ways that their own historical and knowledge has been omitted from mainstream curricula.

16. The potential of this curriculum indicates values of consciousness to be cultivated in contemporary social life. Theories and practices related to educational change project the creation of a new conceptualization of life perceptions, in order to develop a permanent process of effective change conducive to the development of a better future. Therefore, personal and social transformations are based on new perceptions and conceptualizations and liberation to eliminate the root causes of problematic beliefs and passive behavior that are contained within the historical hegemony of the social order. For this reason, fundamental change occurs when ample participation begins at personal and micro levels and then grows to larger ones. This course curriculum principles indicates that this is possible by constructing the realization among people that they can be agents of their own history, where everyone is an ethical co-participant. This involves a change of mentality, which means unlearning old beliefs based on problematic ideologies.

Last, a curriculum for critical consciousness would give special consideration to children's perception and utilization of time toward activities embodying social collective transformative optimism. It should address specifics such as advance planning and goal orientation, instead of immediate gratification. In addition, the content of the course builds global awareness and interdisciplinary approaches allowing educators to bring into class their own academic interests, and work within a critical multicultural perspective.

The course assists educators to engage specially disenfranchised young learners to integrate activities realistic to their historical, geographical, cultural, political, and economic backgrounds into emancipatory alternatives for social upper mobility and social justice. This course models and foster discussions about social issues that include personalized and moral values, citizenship, and problem posing approaches as additional means to build character, meaning, and social identities.

REQUIRED TEXTSBOOKS FOR THE COURSE:

1. Collection of articles (available online at UTEP main library course reserve for free, look up for Rossatto's class TED 5301, see guidelines below)

2. *What is Curriculum Theory* by William Pinar
(Available at UTEP book store)

3. *Engaging Paulo Freire Pedagogy of Possibility: From Blind to*

Transformative Optimism. By Rossatto, C.. Rowman and
Littlefield Publisher. (Available at UTEP book store)

Guidelines to Access Online Readings or at (Blackboard TED 5301 Course)

1. Open Internet browser window and,
2. In the address bar, type in web site: *libraryweb.utep.edu*
3. Then click links from: *UTEP Library Home Page*
4. **click on "*Search and Find*"**
5. *Course Reserves*
6. Then type/click: *Prof Rossatto or TED 5301*
7. **CLICK ON READINGS** and the list will open up to view and/or print after you log in with your name and student ID number and create a pin #. If you have any problems call library, 747-5672 course reserve dept. Collection of articles (available free of charge, online at UTEP library web page, (make sure your records at the university is up-to-date, any holds on record will prevent access to these readings). For difficulties with this link call help desk, not the professor; or also try to change browsers…

CLASS ASSIGNMENTS:

All students receive an "A" grade as of the first day of class; however, to maintain this grade each student must complete the assignments as follows.

All objectives of this course will be achieved by following the assessment grading criteria for 100 score points below:

(25 points) **Final Reflective Paper**

Student will write a 5 pages typed double-spaced reflective paper assignment as a team work and individually. In this paper student will show deep understanding of concepts and rationale of several contextualized curriculum studies and add his/her own comments and reflections about it. Describing studies contribution and relevance student will then discuss its impact in his/her thinking and your reaction to it. On the last day of class, you will share your paper's overall ideas or a synopsis of it with the class (online) under the "Discussion Folder". Students must provide meaningful information to peers in class and respond to 2 peer's submissions as well. Submit it online, see guidelines details below and on Bb.

Grading will be based on clarity, cohesiveness, and logic; accordingly, the academic rationale expected of graduate students. APA Style is expected to be used, as is proper APA citing for papers and PowerPoints. If you are not sure about this, please refer to APA, 6th Edition for furthers.

(20 points) **Publishable Lesson Plan**

On this assignment, each student will prepare two top model lesson plans or classroom activity that is real and usable at any grade level for any

educational institution (public school, or private, university…). These lesson plans will be presented in class. As part of this assignment student will submit in writing detail steps of this lesson plan focusing on social context of education, social justice, contextualized teaching, it needs to be critical to foster critical consciousness. It is expected to be a brilliant and innovative idea for teachers to use. Submit it at our course's blackboard page. It needs to be publishable and may be also submitted to the freireanpedagogy@criticalpedagogy.org

Guidelines for the "Publishable Lesson Plan" assignment are found below.

On the last day of class, you will share your Lesson Plans' overall ideas with the class (online) under the "Discussion Folder". Students must provide meaningful information to peers in class and respond to 2 peers' submissions.

Late paper loses five points for each day that it is late. The Blackboard (Bb) system will not allow late submissions.

Grading will be based on clarity, cohesiveness, and logic; accordingly, the academic rationale expected of graduate students. APA Style is expected to be used, as is proper APA citing for papers and PowerPoints. If you are not sure about this, please refer to APA, 6th Edition for furthers.

All levels of TExES Competencies will be evaluated in this assignment.

(25 points)   **Classroom Participation**

Individual Paragraph Reflection Assignment

Please submit in writing, a reflective paragraph summary for each reading assigned as scheduled due for the day. This assignment focuses on your ability to read and understand the article's main arguments and how you process and reflect on it. Keep it simple but not simplistic (minimum 100-200 words). Submit it on Blackboard (Bb) on due date.

We are using the Discussion Board on Blackboard to verbalize your take on the reading and your reflections as part of the online class discussion. Each posting should be 100-200 words and you should respond to at least two of your peers with comments of no less than 75 words. Postings must be thought-provoking, substantial, and be more in-depth than simply "I agree" "interesting" "disagree…" type of responses. Please elaborate on your responses by developing substantial and objective arguments. **Note**: copy and pasting your "Paragraph Reflection" assignment is not acceptable.

(20 points)   **One Page Paper** (5 all together) typed double-spaced paper as indicated on list of daily readings. On this assignment student will write one-page paper composed of <u>one paragraph for synopsis of assigned reading</u> of the week, and <u>one paragraph for critical reflection</u> of it. See blackboard for proper submission.

(10 points)   **<u>Team Work</u> <u>Assignment</u>**
Student will chose one article to be presented in class together with a classmate partner. Students can use *Google Scholar*, library or list of suggested readings below in this syllabus. Students will send me (professor) 3 reading choices (say what is your #1, 2, and 3 options) my email <u>crossatto@utep.edu</u>. This must be done by the end of first week of class. Professor will include your reading/presentation on course calendar and students in pars will present the article on due date using PPT with voice over. Also look up calendar I will leave a few articles options there you can chose from.
Essentially students will utilize *Google Documents* to collaborate and create the PPT presentation.
After article choice is accepted by professor and included on syllabus calendar the <u>first part of the task is to read the article and collaborate with partner on the presentation. Each student in the partnership is responsible for ½ of the PPT presentation and the inclusion of respective voice over.</u>
<u>The second part is to actually upload the presentation on Bb</u> and stay attentive to classroom discussions and respond to any inquiries from class.

<u>A "score" grading system is allocated for each posting students make on online classroom discussions and in their paragraph reflections.</u> All of the above will be part of the classroom participation grading process. **Notice**: a student's absence in posting participation will incur a loss of points, thus <mark>to receive a grade "A" or "B" in this class all assignments must be submitted, student can't skip assignments.</mark>

<u>Additional Activities</u>
Covering assigned daily readings, pop quizzes may be given and the results incorporated into this segment of the grade. An open notebook test may be given at the end of semester of notes from class and student will only be allowed to consult his or her own notes. Student is required to log in at professor's Blackboard (Bb) page from day one and fulfill assigned tasks as stated on syllabus.

The TExES Competencies achievements are evaluated here as well. The quality of assignments and work may determine ultimately grade qualifications. For instance, assignments are evaluated using best judgment and rationale criteria as follows:

["A" = model quality] Content/substance, presentation/articulation are model academic quality.

["B" = exceeds satisfactory level] This qualification shows students' above satisfactory effort.
["C" = satisfactory] It means that the basic requirements of the assignments are met. Points x grade

90-100= A // 80-89= B // 70-79= C // 60-69= D+ // below 59= F

To maintain "A" or "B" grades, all assignments must have been turned in class of due date, whether the student is present or not.

All assignments are expected to reflect true academic quality, ideas well-articulated and a grammatically correct presentation will be evaluated.

For the most part, all main requirements are contained in this syllabus; however, the professor reserves the right to make additional assignments, which may assist students to further improve their professional development.

STUDENT RESPONSIBILITIES

Since this class is based on collective construction of knowledge rather than its mastery, in-class participation is essential. Students are expected to participate online daily and submit all tasks assigned for the day on time and complete all aspects of syllabus, as stated. However, in an event of an emergency on an exceptional basis, or under extenuating circumstances, students may contact professor to decide. The "absent student," i.e. a student who misses participation activities, is expected to catch up with course work. Students who are absent to the class session will be required to research, summarize and present in writing one article related to the issues discussed in class on the session following the absence. Note: Professor reserves the right to drop any student for insufficient course progress, work, and/or participation. For any unjustified "absence" students will lose up to 5 points. For justified "absences" students are required to send Dr. Rossatto appropriate documentation.

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate and expected in graduate level academic discourse.

Keep a copy of all assignments until the course is completed and final grades are recorded. Please make certain that your name, as well as assignment number or title is on each assignment. Proofread carefully. Graduate work should be as close to error-free as is humanly possible. If an extreme emergency arises, notify the professor in writing.

Students will utilize the **American Psychological Association (APA)** form of documentation throughout the course. It is important to realize that the most important words in a paper are the student's, not those of the supportive research. You should strive

always to draw inferences from research material and weave into your papers your reaction and evaluation of source material. One of the worst things you can submit to your peer group or your instructor is a "patchwork"—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation. Explain and analyze!

ELECTRONIC MAIL

Each student is expected to establish an email address at UTEP and/or elsewhere for email communication with professor. The computer lab in Education 212 (or any other Student Computer Lab on campus) can help facilitate this requirement for those who need an email address. Email address will be required for Blackboard (Bb) dialogue participation.

LOGGING ON TO Blackboard (Bb)

1. Open Internet browser window (Chrome or Firefox, "IE"-latest version)
2. In the Address bar, type in the following URL: MY.UTEP.EDU
3. Log in and click on Blackboard
4. Once you access the course, you are ready to begin with "Module 0", then "Module 01," and so on…

BEING A SUCCESSFUL ONLINE LEARNER

Online learning is not a "spectator sport." It is everyone's responsibility to participate as fully as they can to get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions**: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.

- **Reach out to others**: Offer a fact, article, link, or items that can help others learn something you share.
- **Be appropriate**: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic**: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused**: Stay on topic to increase the efficiency of your learning.

- **Ask questions:** If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others:** Offer a fact, article, link, or items that can help others learn something you share.

LEARNING RESOURCES

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard (Bb) student portal (visible before entering into a course) as well as the resources below.

UTEP Library @ http://uteplibrary.utep.edu/online/

Provides access to 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.

RefWorks @ http://0www.refworks.com.lib.utep.edu/refworks2/?r=authentication::init&groupcode=RWUTElPaso

Bibliographic citation tool.
Check out the RefWorks **tutorial** (http://www.refworks.com/tutorial/) and

Fact Sheet and Quick-Start Guide
(http://www.refworks.com/content/products/content.asp)

University Writing Center (UWC) @ http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter

Submit papers here for assistance with writing style and formatting, ask a   tutor for help and explore other writing resources available

UTEP VIRTUAL PRIVATE NETWORK

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple @ http://admin.utep.edu/Default.aspx?tabid=58534

TECHNICAL SUPPORT

ONLY students enrolled in 100% online courses will have access to **24x7 technical support**. The contact information is provided below. Please do not use/share this information for courses, which are not fully online in Blackboard (Bb).

UTEP partners with a vendor to provide 24/7 help desk and technical support to faculty and students. The Presidium 24/7 Help Desk can help with technical problems and can provide instructions on use of technology.

Contacting the Presidium 24/7 Help Desk
1-877-382-0491

Before class begins, please visit the Blackboard (Bb) Portal to ensure you have all of the right plugins for this and other courses. We have posted a Blackboard (Bb) PowerPoint on "How to Blackboard (Bb)" for your immediate use. In addition, we will be using BlackBoard Collaborative in order to do online presentations. This is the direct link for BlackBoard Collaborative: http://library.blackboard.com/ref/9a27bb08-b742-4a75-8ac8-4d22e7db93ab/index.htm. Please set-up and verify that this feature is active and working. If you require assistance, please call 915-747-5257 or visit the helpdesk: http://admin.utep.edu/Default.aspx?tabid=74092. You can also access them online directly via https://my.utep.edu/.

If you have technical problems with the course, please visit the UTEP Support Center @ http://bbsupport.utep.edu/ics/support/default.asp?deptID=8318

Telephone and Walk-in Support is also available from the UTEP Help Desk:

M - F: 7AM - 8PM
Sat: 9AM - 1PM
Sun: 12PM - 4PM

- Calling from on-campus: x 4357 (HELP)
- Local phone number: (915) 747-5257
- Library Room 300

If you do have access to the UTEP campus, you can also visit an on-campus lab:

Students may also visit the ATLAS lab @ http://issweb.utep.edu/home/index.php?option=com_content&view=article&id=99&Itemid=346 located within the Undergraduate Learning Center (UGLC building) for additional technical assistance.

Unscheduled Outages

Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students. Under these circumstances, assignments will be rescheduled. There is no need to contact me directly about them, as I will already be aware of them.

POLICY STATEMENTS

ADA Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 915.747.5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Online "Netiquette"

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for attendance and for the discussion. Pay close attention to the posted deadlines.
- The class learning management system is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these

online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Academic Dishonesty

Academic Dishonesty is **NEVER** tolerated by UTEP. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: *Collusion—*lending your work to another person to submit as his or her own; *Fabrication—*deliberately creating false information on a works cited page, and *Plagiarism—*the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at **http://www.utep.edu/dos/acadintg.htm** for more information.

CLASS CALENDAR, DAILY READINGS, and ASSIGNMENTS
More **detail information** about assignments **see Bb (Blackboard)**

Date	Topic	Assignments due
Jan 22-23 Module 1	Overview of Course Syllabus A personal take on Curriculum, Introductions, form classroom community, and partnership	Ice Breaker Assignment Upload your Student Profile See professor's PPT (mini lectures)
	Social Class and the Hidden Curriculum of Work (p. 67-91) (fill chart on blackboard)	**One Page paper** Discussions on Bb
	Submission of student's reading choices due (email me: professor)	
Jan 24-25 Module 2	**Keeping Track, Part I and II: The Policy and Practice of Curriculum Inequality** (P. 12-153)	Paragraph Reflection
	Video: ***Crossing the Line: The Battle at America's Border*** Discussion Bb	
	Pedagogy of the Oppressed (chapter) By Paulo Freire	**One page paper**
	Postings/discussions:	
		RED SHOES Exercise

Jan 28-30 Module 3	**Domestication and the Dream of the Planet** (pp.3-25) By Don Miguel Ruiz	Paragraph Reflection

Beyond a Domesticating Education: A Dialogue
By Noam Chomsky (pp.15-31)   Paragraph Reflection

Power, Meaning, and Identity: Critical Sociology of Education in the United States, chapter 9, in **Power, Meaning, and Identity: Essays in critical Educational Studies**, Michael Apple,   Paragraph Reflection
(pp. 165-196);

Jan 30-Feb 01 <u>Ideology and Curriculum</u>, By Michael Apple   Paragraph Reflection
Module 4

<u>Teaching to Change the World</u> Jeannie Oakes & Martin Lipton
                                                        Paragraph Reflection

Understanding Cultural Diversity and Learning   One page paper
By John Ogbu

Feb 04-06   **Teaching is not just transferring knowledge**; in: "*Pedagogy of Freedom*":
Module 5   *Ethics, Democracy and Civic Courage;* By Paulo /Freire
Presenters: Erik Sanchez, Sandra Sotelo   Paragraph Reflection

A Curriculum for Empowerment, Action, and change. In: 5th ed. Cultural diversity and Education: Foundations, Curriculum, and Teaching. By James A. Banks
Presenters: Kimberly Khan, Erica Quinones   Paragraph Reflection

The Centurion: standards and High-Stakes Testing as Gatekeepers in the New Century By Belinda Bustos Flores and Ellen Riojas Clark; in: Leaving Children Behind: How Texas-Style Accountability Fails Latino Youth, Angela Valenzuela (ed.).   Paragraph Reflection

Feb 06-08   **Put back the Fun in the Classrooms.** By Jon Erwin from Virginia Journal of
Module 6   Education   Paragraph Reflection
Presenters: Rubi Luna, Cassandra Lopez

Kinderculture: The Corporate Construction of Childhood (The Edge, Critical Studies in Educational Theory)   Paragraph Reflection
by Joe L. Kincheloe (Editor)
Presenters: Melissa Reliford, Clara Vargas

Politics, Control, and the Future of School Accountability
By Terry M. Moe   Paragraph Reflection

The Impact of U.S. Standardized Testing in the Context of the Four Categories of Optimism. By Cesar Rossatto   Paragraph Reflection

Feb 11-13   **Flickering Mind: Saving Education from the False Promise of**
Module 7   **Technology** by Todd Oppenheimer
        Presenters: Jennifer Rubio, Sarah Mena   Paragraph Reflection

Are Disney Movies Good For Your Kids? By Henry Giroux
Presenters: Diana Galindo , Jennifer Montes   Paragraph Reflection

Curriculum: Philosophy, History, and Politics: What Should Students Learn? By A. Dee Williams   Paragraph Reflection
Presenters: Andrea Chavez, Jennifer E. Harrell

Sexism: What No One Ever Said but Everyone told you.
By Sue Buchanan   Paragraph Reflection
Presenters: Lynda Ramirez-Alvarez, Adriana Chavarria

Feb 13-15   *Engaging Paulo Freire Pedagogy of Possibility:*   **One page paper**
Module 8   *From Blind to Transformative Optimism.*
        Book; By César Augusto Rossatto

Feb 18-20   **Understanding Curriculum: An Introduction,** in **Understanding**
Module 9   **Curriculum** By William F. Pinar, William M. Reynolds, Patrick Slattery,
        and Peter M. Taubman (pp.243-314)   Paragraph Reflection

Understanding Curriculum as Political Text, chapter 5 in **Understanding Curriculum** By William F. Pinar,
William M. Reynolds, Patrick Slattery, and Peter M. Taubman
(pp.243-314)   Paragraph Reflection

Feb 20-22   *What is Curriculum Theory* by William Pinar   **One page paper** be
Module 10   Book   ready for classroom group work

Feb 25-27   **The Decolonial Imaginary: Writing Chicanas into History** by Emma
Module 11   Perez in **Latino/a Thought: Culture, Politics, and Society** By Francisco
        H. Vasquez and Rodolfo D. Torres (pp. 409-415)   Paragraph Reflection

Buffy the Vampire Slayer as spectacular Allegory: A Diagnostic Critique
By Douglas Kellner   Paragraph Reflection
Presenters: Alysia Martel, Karyn Mata

Ensuring Coherence in Curriculum: What is a Coherent Curriculum? Getting Real at New York's Urban Academy High School; By Todd
Oppenheimer in: The Flickering Mind.   Paragraph Reflection
Presenters: Daniela Gatlin, Karina Beltran

Teaching Context: Teachers as Reflective Thinkers, Curriculum Leaders and Action Researchers, chapter 9 and **Curriculum Issues and Debates,** chapter 10 in **Contextualizing Teaching,**
By Joe L. Kincheloe, etc…   Paragraph Reflection
Presenters: Nancy Hisa, Laura Contreras

Feb 27-Mar 01 **Racelessness as a Factor in Black Students'**
Module 12   **School Success: Pragmatic Strategy or**
Pyrrhic Victory? (p. 54-82)   Paragraph Reflection

Feminism Confronts the Sciences: Reform and Transformation, in **Whose Science? Whose Knowledge? Thinking from Women's Lives** By Sandra Harling (pp. 19-50)   Paragraph Reflection

Reading, Writing and Justice: School Reform as if Democracy Matters, By James Fraser (pp. 93-128)   Paragraph Reflection

Mar 04-06 **Silencing in Public Schools**   Paragraph Reflection
Module 13   (p. 157-172)

Educating Culturally Responsive Teachers: A Coherent Approach We Have,
By Ana Maria Villegas, Tamara Lucas
Presenters: Amy Favela, Jennifer Garza   Paragraph Reflection

Mar 06-08 **Ornstein & Hunkins --"Curriculum Issues and Trends"**
Module 14

Darling-Hammond and Friedlaender -- "Creating Excellent and Equitable Schools"

Jacobs -- "Curriculum Mapping as a Hub"

View:
Professor's mini lecture's PPT
Web link -- Robinson, "Schools Kill Creativity"
Web link -- Jacobs, "21st Century Learning."
Web link -- "Picturing the Possibilities--Integrating Curriculum"

Final projects oral presentations Final paper and Lesson Plan are due
Module 15   **Possible open notebook test**
(All TExES standards are included and evaluated in all class sections)

Final Reflective Paper

1.   In a **short paragraph** describe in details a given schooling context, which calls for a

breaking edge curriculum intervention. You may want to consider: laws, special phenomenon, school populations' differences and or struggles, problematic/irrelevant/disconnected curricula used, inadequate text books, language, pedagogies, school policies, and any other aspects you consider relevant.

2.   Then to find solutions to this case scenario use about **8 (eight) pages** to explain how would you use several readings from our TED 5301 course to effectively address the needs described above. It is expected that you show deep understanding of concepts and rationale of various curriculum studies by describing the studies' contribution and relevance. Add your own comments and reflections about it.

3.   Lastly, in a reflective manner discuss your personal view to show how these principles, concepts, ideas you used impact your thinking and your reactions to it; feel free to add your own comments and reflections about it. (Keep this third part to **2 pages** maximum).

On the last day of class, you will share your paper's overall ideas with the class (online) under the "Discussion Folder". Students must provide meaningful information to peers in class and respond to 2 peer's submissions as well. Submit it online, see guidelines details on Bb.

Grading will be based on clarity, cohesiveness, and logic; accordingly, the academic rationale expected of graduate students. **APA Style** is expected to be used, as is proper APA citing for papers and PowerPoints. If you are not sure about this, please refer to APA, 6th Edition for furthers.

Publishable Lesson Plan Guidelines

This "Publishable (2) Lesson Plans" assignment may be based in TED 5301 student personal experience as an educator that has produced outstanding rapport with pupils. Submit an interesting classroom design conducive to contextualized learning. It needs to be a model of lesson plan with any grade level that can be implemented in real schooling settings. Describe activities that use individualized and/or collective instruction through critical pedagogy. Your lesson plan can cover a myriad of topics and approaches in education. It needs to show practical ideas, how-to frameworks, and its positive results in the classroom. It must be a model for other educators who can use this idea as resource and learning tool for their own planning and delivery of critical educational curriculum. The purpose of this exercise is to build a collection of teaching resources that expose theories and experiences of educators that value a democratic classroom.

The following are specific conceptions and requirements for the "Publishable Lesson Plan":
1. Article should be in APA format;
2. Should include a brief bio student area of expertise and history (student's name);
3. Theories used to prepare the lesson plan and classroom practice;
4. Description of the practice (work or activities, how-to, results, etc.);
5. State: Grade level (elementary, middle, or high school) and subject area.
6. Lesson plans should involve one or more of the following teaching strategies and components: Conscientization; Critical Thinking as a way of questioning reality, not higher order thinking; Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: race, class, gender, socio-economic; Humanism; Educators as

social agents; Teachers as transformative intellectual leaders; Organic intellectuals; Holistic education Grassroots empowerment; Liberation; Emancipation.

Recommended readings that students can choose to present in class, but students are free to use *Google Scholar* or library to choose other readings:

Curriculum: Philosophy, History, and Politics: What Should Students Learn? By A. Dee Williams;

Organizing the conflicts in the Curriculum, By Gerald Graff; in: *Critical Theory and the Teaching of Literature: Politics, Curriculum, and Pedagogy*. James F. Slevin, Art Yang (eds.).

Buffy the Vampire Slayer as spectacular Allegory: A Diagnostic Critique By Douglas Kellner

Sexism: What no One Ever Said but Everyone told you. By Sue Buchanan.

Thai English Language Textbooks, 1960-2000: Postwar Industrial and Global Changes By Noparat Suaysuwan and Cushla kapitzke

The War between Reading and Writing—and How to End It; By Peter Elbow. In: Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy. Young Sleving (Ed.). 1996.

Lies My Teacher Still Tells: Developing a Critical Race Perspective Toward the Social Studies. By Gloria Ladson-Billings

To Touch the Clouds Standing on Top of a Maytag Refrigerator: Brand-Name Postmodernity and a Deleuzian "In-Between;" By William M. Reynolds;

Curriculum in a New Key: The Collected Works of Ted T. Aoki. Edited by William Pinar and Rita L. Irwin.

Are Disney Movies Good For Your Kids? By Henry Giroux

A Curriculum for Empowerment, Action, and change. By James Banks;

Ensuring Coherence in Curriculum: What is a Coherent Curriculum? Getting Real at New York's Urban Academy High School; By Todd Oppenheimer in: *The Flickering Mind*.

Put back the Fun in the Classrooms. By Jon Erwin from Virginia Journal of Education

Teaching is not just transferring knowledge; in: "*Pedagogy of Freedom": Ethics, Democracy and Civic Courage;* By Paulo /Freire

Other reading choices:

Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy
by James F. Slevin (Editor), Art Young (Editor). (May 1996)

Kinderculture: The Corporate Construction of Childhood (The Edge, Critical Studies in Educational Theory)
by Shirley R. Steinberg (Editor), Joe L. Kincheloe (Editor)

Flickering Mind: **Saving Education from the False Promise of Technology**
Todd Oppenheimer

Classroom Issues**: Practice, Pedagogy and Curriculum,** Vol. 3
Mal Leicester (Editor), Sohan Modgil (Editor), Celia Modgil (Editor)

Struggles over Difference: **Curriculum, Text, and Pedagogy in the Asia-Pacific**
Yoshiko Nozaki, Allan Luke (Editor), Roger Openshaw (Editor)

Curriculum (Counterpoints**: Studies in the Postmodern Theory of Education Series): A River Runs through It** William M. Reynolds

Curriculum: Toward New Identities
William F. Pinar (Editor), Joe (Eds.) Kincheloe Gisella and Cecilia

Collected Works of Ivor Goodson: Curriculum, Pedagogy and Life Politics
Ivor Goodson

Educating Culturally Responsive Teachers: **A Coherent Approach**
Ana Maria Villegas, Tamara Lucas

Curriculum in a New Key: The Collected Works of Ted T. Aoki (Studies in Curriculum Theory Series)
William F. Pinar (Editor), William Pinar, Rita L. Irwin (Editor)

Reclaiming Knowledge: Social Theory, Curriculum and Education Policy
Johan Muller

Teaching and Learning: Pedagogy, Curriculum and Culture
Alex More, Alex Moore

When Students Have Power: Negotiating Authority in a Critical Pedagogy
Ira Shor

Multicultural Curriculum: New Directions for Social Theory, Practice and Policy
Cameron McCarthy (Editor), Ram Mahalingam (Editor)

Curriculum and Pedagogy in Inclusive Education: Values into Practice
Kieron Sheehy (Editor), Jonathan Rix (Editor), Melanie Nind (Editor)

Changing Multiculturalism: New Times, New Curriculum
Joe L. Kincheloe, Shirley R. Steinberg

Public Acts (Reconstructing the Public Sphere in Curriculum): Disruptive Readings on
Making Curriculum Public
Franco Ibanez-Carrasco (Editor), Francisco Ibanez-Carrasco (Editor), Erica R.
Meiners (Editor), Foreword by Suzanne de Castell

<mark>Student Profile</mark>

(Detach this form and submit it first or second day of class)

_____   _____
(Last Name)   (First Name)

Email address: _____

Local phone*:_____Home phone* (if different)_____

Address: Street (or campus box and room)

_____
                City   Zip
       _____   _____

Objections to syllabus or what other content do you think this course should cover and why?_____

_____

_____

_____

Any additional comments you may have (e.g. What you hope to do professionally, health problems (ADA), experiences at UTEP, etc. that professor should be informed).

_____

_____

_____

_____

Please inform professor of any change in phone numbers during the semester.
Also feel free to discuss with professor any difficulties you may have with the course.

I read and fully understand the requirements as stated in this course's syllabus. I comprehend that this class is based on dialogue and discussion of relevant topics related to multiculturalism that may be controversial for some students. Therefore, I agree to express my opinion respectfully, making my best effort to contribute to harmonious classroom climate without engaging in any disruptive, condescending or hostile attitude. I also understand that to receive a grade "A" or "B" all assignments must be submitted no assignment can't be skipped.

_____   _____
      Student Signature   Date

Please leave this following block blank for my records.

_____