

**THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF EDUCATION DEPARTMENT
OF TEACHER EDUCATION**

**Course Syllabus for TED 5313-009 (CRN 22282)
ONLINE--DIVERSITY IN EDUCATIONAL SETTINGS
Spring Semester, 2018**

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Class meets online from Monday to Friday from Jan 16 to May 03.

Please Note: In the case of technological or electronic issues with Blackboard Collaborative, please contact the Help Desk directly, not the professor. Specific instructions for this are located 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:

TED 5313 is designed to empower students to construct and generate knowledge necessary to the development of teaching competencies that allow them to become teachers as social transformative intellectual leaders.

- * It creates in depth opportunities for students to explore their own experiences with schooling, teaching, and learning.
- * While this course enables educators to be classroom facilitators and agents of social change with special focus in multiculturalism, it challenges them to identify and deconstruct problematic hegemonic social structures, to then ultimately recreate democratic possibilities and rethink schooling.
- * Engaging new educators in the pedagogical process of the course on multiculturalism require students' active participation in the development of their own conscientization, in regards to understandings of social theories and practices.
- * New educators ought to have the willingness to question reality and develop

understandings about the experiences their students bring with them to school, in order to uncover problematic represented narratives. These realities can be uncovered by empirical efforts that emphasize the ways students construct their beliefs and practices in the process of schooling.

* This course serves as an opportunity for teachers to generate knowledge and experiences about the real world seen from a critical pedagogy point of view.

* 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. This will provide students with an opportunity to achieve their educational goals and prepare them to address the emergent issues confronting the region, state and nation.

* It embeds a meaningful learning experience with the purpose of fostering the development of students' critical thinking, creativity, and anti-bias problem solving.

* It also 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.

* Ultimately, through transformative optimistic pedagogies and dialogue 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, through the generation, dissemination and application of knowledge, and through the documentation, preservation, and expression of cultures.

REQUIRED TEXTSBOOKS FOR THE COURSE:

Two books are required for the semester. *Everyday Anti-Racism* and an additional book (from the first five titles listed below). You will receive specific instructions on Bb (Blackboard) to see which of the five will be assigned to you, and to be purchased by you.

Please Note: You are only required to purchase two books for the semester.

1. *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie
2. *Borderlands La Frontera: The New Mestiza* by Gloria Anzaldúa
3. *Ain't No Makin' It: Aspirations & Attainment in Low-Income Neighborhood* by Jay MacLeod
4. *Why Are All the Black Kids Sitting Together in the Cafeteria* by Beverly Tatum
5. *Con Respeto* by Guadalupe Valdez

6. *Everyday Antiracism: getting real about race in schools*/ Edited by Mica Pollock (mandatory to buy).
7. **There are three (3) videos we will use that you may need to purchase** if you can't see them at the UTEP library, or online; they are:
 - “Fear and Learning at Hoover Elementary”
 - “The Color of Fear.” (More details are available on Bb (Blackboard) Course Content/Calendar)
 - “A Class Divided” (Link is available via our Bb course, and is also available online).
8. Collection of articles (available free of charge, online at UTEP library web page, look for Rossatto's class—TED 5313)

Guidelines to Access Online Readings:

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. **Library Services**
5. **Course Reserves**
6. Then type/click: **Prof Rossatto or TED 5313**
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.

CLASS ASSIGNMENTS:

All students receive an “A” grade as of the first day of class; however, in order 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 score points below:

- (20 points) Research Proposal** – 5-6 pages typed double-spaced. Students will choose a topic of interest related to multicultural education and develop a proposal research project. At this stage the project is more based on library research. Guidelines are provided below in this syllabus. All levels of TExES Competencies will be evaluated in this assignment. (Note: 5 points out of 20 is for oral presentation). The oral presentation must have visuals (i.e. power points) with meaningful and substantial highlights/illustrations of each component of the research proposal.
- (30 points)** Given continuation to the first part of mid-term assignment this **Final Research Project** will add another 5-6 pages, all together adding to a total of 11-13 pages typed double-spaced. Students will conduct the study in the schools and communities and present the results. Guidelines are provided below in this syllabus, and a sample will be available in class. Make sure to include the “Publishable Lesson Plan” as part of your suggestion section. All levels of TExES Competencies accomplishments will be

evaluated in this assignment. (Note also: 5 points out of 30 is for oral presentation). The oral presentation must have visuals (i.e. power points) with meaningful and substantial highlights of each component of the whole project, with more focus on results and components of final project.

(25 points) Publishable Lesson Plan

Requirements: In this assignment each student will prepare two top model lesson plans or classroom activities that are realistic and usable at any grade level for any educational institution (public school, or private, university, etc...). Students will submit in writing detailed, chronological, steps of this lesson plan focusing on social context of education; social justice; and contextualized teaching. Work needs to be critical in order to foster critical consciousness. Please present a brilliant and innovative idea only.

Submit work at our course's Bb "Assignments" folder. This assignment needs to be publishable and may be also submitted to the freireanpedagogy@criticalpedagogy.org. Guidelines for the "Publishable Lesson Plan" assignment are found at the end of the syllabus.

The Bb system will not allow late submissions. Late paper loses five points for each day that it is late. You have to comment on each peer's submissions, what do you think of the lesson, strengthen and weaknesses... Students should provide a synopsis of the lesson plan and post it on the Discussion Board for interaction—must respond to at least 2 different classmate's postings. Please notice that 5 points out of 25 is for the online classroom presentation.

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 as scheduled due for the day (except those where you would write a one page paper). 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 150-200 words). Submit it on Blackboard before midnight at the due date.

Group Book Presentation

Students in group will present a book to the whole class. This is a moment when student becomes the teacher in class. As a group, you will divide the book among your peers in the group as assigned to you, see Blackboard Orange Column for the link with info about your group. It is mandatory you buy the book assigned to you. Please make sure each group member does their part and present their part as you decide together. Prepare a PPT

presentation with details about the book. Feel free to add more info that may be meaningful for this presentation and classroom discussion. You may want to look up online for appropriate additional and relevant details. This group work will be added to this section of grading for each student's contribution to the assignment.

We are using the Discussion Board folder of Bb to verbalize your take on the reading and your reflections as part of the online class discussion. **Each posting should be 150-200 words and you must respond to at least two of your peers' postings (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.

Part of this grading section also includes online F2F (Face to Face) conversation with professor through Skype, if needed; so download, for free, Skype software and make sure you have a camera and mic attached to your computer so you can talk with the professor.

A "score" grading system is allocated for each posting students make on online classroom discussions and in their paragraph reflections. 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.

Additional Activities

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 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 make arrangements. 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 Bb dialogue participation.

LOGGING ON TO Bb (Blackboard)

1. Open Internet browser window (Chrome or FireFox, IE)
2. In the Address bar, type in the following URL: <https://my.utep.edu/>
3. You will be prompted to press the tab: “Bb”, click on it,
4. Locate the sign-in area on Shibboleth. Log in using your UTEP email username and password
5. Once you have logged in, locate the Bb link on the left side and click it in order to access the course. This will connect you to our course.
6. Begin with “Module 0”, 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 so everyone can 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.

- **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

LEARNING RESOURCES

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the 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=RWUTEIPaso>

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>)

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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 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 Bb Portal to ensure you have all of the right plugins for this and other courses. We have posted a Bb PowerPoint on “How to 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

Jan 16-19 **Begin in “Start Here: First Day of TED 5313” Module 0**

Readings:

1. Welcome, Course Syllabus, and Calendar
2. “My Teaching Philosophy”
3. **Watch Video:** “A Class Divided”
4. Read Mini-lecture on “A Class Divided”

Assignments:

1. Introduce Yourself on Discussion Board
2. Submit your Student Profile Form
3. “Unearned Sense of Privilege” on Discussion Board
4. Post a response/reflection to “Class Divided” Video

Course content: Functionalism of Schooling, Teaching and Learning on Diversity

Work in Module 1: Centeredness of School Pedagogy and Blind Optimism (TExES Standards: 1.4; **3.17**; 4.1-4.4; 4.10; 4.11)

Readings:

1. “Centeredness of School Pedagogy” (article) by Cesar Rossatto (p. 1-15)
2. “Blind Optimism: A Cross Cultural Study of Student’s Temporal Construct and Their Schooling Engagement” (article) by Cesar A. Rossatto (P.55-82)
3. Mini-Lectures, PowerPoint

Assignments: Paragraph Reflections and Postings on Discussion Board for both readings

Course content: Student Motivation, Critical Temporal Learning Engagement Theories

Jan 22-26

Work in Module 2: Pedagogy of the Oppressed and Critical Pedagogy Applied Praxis (TExES Standards: 1.4; **3.17**; 4.1-4.4; 4.10; 4.11)

Readings:

1. *Pedagogy of the Oppressed* (book chapter) (pp.125-183) by Paulo Freire
2. “Critical Pedagogy Applied Praxis: A Freirean Interdisciplinary project and Grassroots Social Movement” (article) by Cesar Rossatto (pp. 156-170)
3. Additional PowerPoints and mini-lecture

Assignments: Paragraph Reflection and Postings on Discussion board and submit your one-page paper for *Pedagogy of the Oppressed* in the appropriate (assignment folder) submission area in the module.

Course content: Teacher Center versus Student Centered Learning, Structuralism-Functionalism, Critical Pedagogy, Teaching and Learning, Critical Theory, Education, Problem Posing Approaches

Jan 29-Feb 02

Work in Module 3: Savage Inequalities and Subtractive Schooling (TExES Standards: 1.2; 1.5; **1.10**; **1.23**; 2.3; **3.3-3.5**; 3.8; **3.10**; **3.12-3.13**)

Readings:

1. *Savage Inequalities: Children in America’s Schools* by Jonathan Kozol
2. *Subtractive Schooling* By Angela Valenzuela
3. Additional mini-lectures and PowerPoints

Assignments: Paragraph Reflections and Discussion board postings

Course content: Conflict Theory, Economic Reproduction Theory,

Feb 05-09

Work in Module 4: Empowering Students (TExES Standards: 1.2-1.4; 1.22; 2.18; 2.19; 2.20; 2.21; 3.3; 3.15; 3.16; 4.1-4.6)

Readings:

1. “Empowering Students” by Jim Cummins - (p.18-35)
2. Additional PowerPoint

Assignments: Paragraph Reflections and Discussion board posting

Course content: Cultural Diversity and Learning;

Student empowerment X disempowering teaching; Affirmation of Identity

Feb 12-16

Work in Module 5: Hidden Curriculums and Tracking

(TEExES Standards: 1.3-1.5; **1.10**; 1.12; 1.19; 1.22; **3.8**; **3.10**; 3.12; 3.13; 3.20; 4.16);

Readings:

1. “Social Class and the Hidden Curriculum of Work” by Jean Anyon, (p. 6-91)
2. “Keeping Track,” Read Part 1 and 2: The Policy and Practice of Curriculum Inequality by Jennie Oakes (P. 12-153)

Assignments: Paragraph Reflections and Discussion board posts, submit one-page reflection on “Social Class and the Hidden Curriculum”

Course content: Social and Cultural Reproduction Theory, Tracking, Labor and Hidden Curriculum

Feb 19-23

Work in Module 6: Ogbu on Diversity; McCarthyism

(TEExES Standards: **1.5**; 1.23; 2.3; **3.7-3.9**; 3.11; **3.13**; **3.20**; **3.16**; 3.18; 4.1-4.4)

Readings:

1. “Understanding Cultural Diversity and Learning” by John Ogbu
2. “Social Justice in Times of McCarthyism Renaissance” by Cesar Rossatto
3. Mini-lectures and additional PowerPoints

Assignments: Paragraph Reflections and Discussion board posts

Course content: Diversity and Social Justice Course, Critical Race Theory, Racism

Feb 26-Mar 02 **Work in Module 7: American Apartheid**

(TEExES Standards: **1.5**; 1.23; 2.3; **3.7-3.9**; 3.11; **3.13**; **3.20**; **3.16**; 3.18; 4.1-4.4)

Readings:

1. *American Apartheid: Segregation and the Making of the Underclass* (p. 16 – 59) by Douglas Massey and Nancy Denton
2. Additional PowerPoint

Assignment: Paragraph Reflections and Discussion board post

Course content: Critical Race Theory, Racism, Whiteness, Segregation, Multiculturalism

Mar 05-09

Work in Module 8: “Curing” Racism, Teacher’s Culture
(TExES Standards: 1.3; 1.4-1.5; 1.22; 4.1-4.4; 4.16)

Readings:

1. “Having an Identity and Standing for a Mission: Curing Racism”
Reviewed by Diana T. Slaughter-Defoe and additional PowerPoint
2. “How Does the Culture of the Teacher Shape the Classroom Experience of Latino Students? The Unexamined Question in Critical Pedagogy”, by Antonia Darder (p. 195-220) and additional PowerPoint

Assignment: One page reflection paper on Darder essay, paragraph reflections and discussion posts

Course content: Identity, Classroom Culture, and Critical Pedagogy
Critical Race Theory, Racism, Whiteness, Segregation, Multiculturalism

Mar 12-16

Spring Break - No Class

Mar 19

Mid-Term Research Project Due

Mar 20-23

Work in Module 9: Racelessness
(TExES Standards: 1.3-1.5; 1.22; 3.8; 3.15; **4.1-4.4**)

Readings:

1. “Racelessness as a Factor in Black Students’ School Success: Pragmatic Strategy or Pyrrhic Victory?” Signithia Fordham (p. 54-82)
2. Mini-lecture

Assignments: Paragraph Reflections and Discussion board post

Course content: Identity, Classroom Culture, Critical Race Theory, Racism, Whiteness, Segregation.

Mar 26-29

Work in Module 10: Racism without a Racist and Becoming a Person
(TExES Standards: 1.3-1.5; 1.22; 3.8; 3.15; **4.1-4.4**)

Readings:

1. *Racism without Racists* by Eduardo Bonilla Silva
2. “Becoming a Person: Fictive Kinship as a Theoretical Frame” by Signithia Fordham (p. 67-101)
3. Additional mini-lectures and PowerPoints.

Assignments: Paragraph Reflections and Discussion board posts

Course content: Resistance Theory, Critical Race Theory, Racism, Whiteness, Segregation

Mar 30 Cesar Chavez Holiday no class

Apr 02-06 **Work in Module 11: Culturally Sensitive Teaching, Fear & Learning**
(TEExES Standards: 1.3-1.5; 1.22; **2.19; 2.20**; 2.21; **3.3**; 3.5;**3.6**; 3.15; 4.1-4.4)

Readings:

1. “Life History of a First Grade Teacher: A Narrative of Culturally Sensitive Teaching Practice” By Mary Hauser (p. 63-77)
2. **Watch Video:** *Fear and Learning*

Assignment: One-page paper on Life History reading, discussion posts

Course content: Interpretive Theory/Symbolic Interactionism, Diversity in Educational Settings, Student Empowerment, Social Identities, Generation, Dissemination and Application of Knowledge, Documentation, Preservation, and Expression of Cultures

Work in Module 12: “Silencing in Public Schools”

Readings:

- 1.) “Silencing in Public Schools” (p. 157-172) by Michelle Fine

Assignment: One-page paper on Silencing in Public Schools and discussion board posts

Course content: Interpretive Theory/Symbolic Interactionism, Dissemination and Application of Knowledge, Documentation, Preservation, and Expression of Cultures

Apr 09-13 **Work in Module 13: *Lone Ranger and Borderlands***
(TEExES Standards: 1.2-1.5; **1.23; 2.3; 3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & “Voice Over”)

The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie

Borderlands La Frontera: The New Mestiza by Gloria Anzaldua

Assignments: Discussion Board postings and assigned group presentation, one page paper for students presenting--only for the book chapter student is

assigned.

Course content: Indigenous and Border Studies; Identity, Diversity, and Gender Issues

Apr 16-20

Work in Module 14: *Ain't No Makin' It* and *Con Respeto*
(TEExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & “Voice Over”).

Ain't No Makin' It: Aspirations & Attainment in Low-Income Neighborhood by Jay MacLeod

Con Respeto: Bridging the Distances between Culturally Diverse Families and Schools by Guadalupe Valdez

Assignments: Discussion Board postings and assigned group presentation, one page paper for students presenting--only for the book chapter student is assigned.

Course content: Sociology of Education, Anthropology, Social Class Reproduction, Quality of Education on Inner Cities, Race Issues, Immigration, Education, Parents Involvement, Schools and Communities

Apr 23-27

Work in Module 15: *Why Are All the Black Kids... and the Color of Fear*

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & “Voice Over”).

Why Are All the Black Kids Sitting Together in the Cafeteria?
by Beverly Tatum

Watch Video: *The Color of Fear*
(TEExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Assignments: Discussion Board postings (for the video and book presentation) and assigned group presentation; One page paper for students presenting--only for the book chapter student is assigned.

Course content: Moral Values, Citizenship, Racial and Ethnical Identity Formation and its psychology, Social Identities

Apr 30-May03 **Work in Module 16: Religion and *Everyday Anti-racism***

Readings:

1. “Is Religion Still the Opiate of the People?” By Cesar Rossatto
2. Read chapters assigned to you from the book: *Everyday Anti-racism*, Edited by Mica Pollock & present in class online.
3. Read your peers’ Power Point book presentations

Assignments:

- 1) Book Presentations
- 2.) Discussion board posting
- 3.) **Final projects due: (Final Research Paper and Lesson Plan)**
- 4.) Presentations about final papers

Course content: Character; Meaning; Religion; Practical Applications of Anti-racism Education; Critical Race Theory Applied into Practices; Teachers as Social Transformative Intellectual Leaders; Multiculturalism; Democratic Possibilities and Rethinking Schooling; Global Awareness and Interdisciplinary Approach; Integration of Contextualized Learning; Dissemination and Application of Knowledge.
(TExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Publishable Lesson Plan Guidelines

This “Publishable Lesson Plan” assignment may be based in TED 5313 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.

Midterm: REFLECTIVE RESEARCH PROPOSAL

This project, rather than search for absolute truths or test a hypothesis, it has the objective to serve as an instrument for the development of new consciousness in regards to a particular topic to be researched. Ultimately its intent is to open a well-informed dialogue and to foster an opportunity to generate new knowledge. The criteria of this take "home exam" request that you write a *Research Proposal* incorporating the following components:

1. Title – It needs to give a good idea of what the project is all about.

2. Introduction – It's an overview of the whole project and its rationale. (One or two paragraphs).

3. Statement of the Problem – Explain its causes, or historical foundations, or any related background of the problem. References expected here. (two paragraphs).

4. Need for the Study – Why is there a need to study this particular topic, case, or phenomenon? Show (prove) that there is a gap on literature you have reviewed to prove that others have not studied the “same thing” you are proposing. Try to be innovative, creative. It is expected that you say something like: “Much research had been done in this area; however, very little research had been done to address/examine (and be specific about your focus...). (One paragraph).

5. Purpose Then you can say how your research will fill this gap by stating the purpose of your study. You may say something like: “Therefore, the purpose of this study is to uncover/cover/fill... (and lay out your goals). (One paragraph).

6. Literature Review – In your own words articulate the various readings you did and how they inform your study. Using discursive language narrate the relevance of all readings to the construction of knowledge or new understandings related to your topic. Lay out the pros and cons or scientific findings that shed new light to your study. It should not be choppy like a laundry list, use transitions to compare and contrast readings. (*This is going to be your largest part, at least 3 pages minimum*).

7. Research Question – Use preferably *how, why, what* questions and avoid questions that give yes or no answers. So it would allow the discovery of findings to evolve during your study that may be unexpected. (*These are not survey questions that you would ask research participants*, rather they are general questions you are trying to find answers in your study). These should be no more than 3 to 4 key questions.

8. Hypothesis – Just state briefly what are the expected findings (using a couple sentences).

9. Methodology – *How are you going to do the study* and the reason's methods chosen are most appropriate for your study. It should include study's *population and sample*-(who are you studying, if appropriate grade level, gender, how many research participants...) Where (*city*) are you going to do the study? State the *ethnicity* and or cultural background of population living there. Also say if you are using quantitative and qualitative approaches-(meaning surveys or observations, interviews...). Avoid saying the name of schools and persons for confidentiality purposes. (This part

should be a very big paragraph).

10. The last component is the Bibliography (*This is not considered part of the five pages*). It needs to include at least 10 reliable reading references from journals and books; beyond it, web pages' references are acceptable.

Formatting: according to APA book (check apastyle.org), doubled-spaced, and on font # 12; Length: 5 to 6 pages. *Throughout the whole paper you are expected to include references of all authors you read and named on bibliography.*

Grading will be based on clarity, cohesiveness, and logic academic rationale expected of graduate students. The main focus will be placed on Literature Review.

On online Presentation student must use power points style of presentation with guiding bullet words of study's main focus with enough self-explanatory text and content. Note: Copies of a whole typed page are not appropriate. Please submit it on blackboard discussion folder as an attachment.

FINAL RESEARCH PAPER

This final paper request that you write the following components:

1. Title – It needs to give a good idea of what the project is all about. (Title can be different from first paper as now the findings can be incorporated).
2. Abstract (no longer introduction) – The abstract is a synopsis of topic and a brief notion of findings. Notice that abstract replaces your introduction used on mid-term. You may present a very short version of the introduction attached to the abstract to state your study's rationale. (One or two paragraphs).
3. Statement of the Problem – Same as you have stated in mid-term paper. (two paragraphs).
4. Need for the Study – Same as mid-term. (One paragraph).
5. Purpose – Same as mid-term. (One paragraph).
6. Literature Review – After having conducted the study you may feel the need to add additional readings to assist into the explanation of findings. (This is one of assignments' largest sections, 3 pages minimum).
7. Research Question – Same as mid-term.
8. Hypothesis – Did you confirm or not your hypothesis? (Use a couple sentences only to answer)
9. Methodology – How was the study conducted? Were the methods chosen appropriate for your study? It should include study's population and sample-(who did you study? if appropriate grade level, how many research participants...) Also say if you used quantitative and qualitative approaches-(meaning surveys or observations, interviews...). It is almost the same thing you proposed on mid-term, but now you are stating it after the fact.
10. Findings - Include all findings and main **patterns** of your study's results. It is expected that you lay it out data and your own **interpretation** of it, using narrative or discursive writing. State clearly how your findings **answer the research questions**. (This is the second largest section of assignment, 3 pages minimum). Note: graphics and or charts are expected to be placed as addendum

or appendixes on the back of paper).

11. Conclusion - You are encouraged to speak freely now that you have the theoretical and practical foundations. In your own words, speak with authority on the topic and say what you think about it. Your opinion here is appropriate (two paragraphs).

12. Suggestions – What would be your suggestions for classroom ideas, curriculum, policies or any suggestions you consider important for pedagogical improvement. Here your “Publishable Lesson Plans” are mandatory to be submitted-it needs to be critical, to raise critical consciousness, please make sure you do so. In addition, you need to give very specific ideas about how would you teach students about social science issues to solve or avoid the development of problem/s you studied. If appropriate give ideas of how your study can shed new light into social science education. (This section is expected to be at least two pages).

13. The last component is the Bibliography (*This is not considered part of the ten pages*). It needs to include at least 10 reliable reading references from journals and books; beyond it, web pages’ references are acceptable.

Formatting: according to APA book, doubled-spaced, and on font # 12; Length: about 6 pages. *Throughout the whole paper you are expected to include references of all authors you read and cited on bibliography.*

Grading will be based on clarity, cohesiveness, and logic academic rationale expected of graduate students. The main focus will be placed on data findings patterns and interpretations making sure to answer research questions.

NOTE: It is expected that student use past tense or present tense language throughout the entire paper.

On *Oral Presentation* student must use power points style of presentation with guiding *bullet words* of study’s main focus with enough self-explanatory text and content. Note: Copies of a whole typed page are not appropriate. Please submit it on blackboard discussion folder as an attachment.

Student Profile

(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.

