

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

**Course Syllabus for TED 5313-001 (30901)
ONLINE--DIVERSITY IN EDUCATIONAL SETTINGS
Summer Semester, 2014**

PROFESSOR: César A. Rossatto, Ph.D.
OFFICE: Teacher Education # 812
TELEPHONE: (915) 747-5253
OFFICE HOURS: Monday through Fridays from 7:00 pm to 8:00 pm
available online at Virtual Office at Blackboard or by Skype (my name on skype:
cesar.augusto.rossatto)
E-MAIL: crossatto@utep.edu
CREDIT HOURS: 3

Class meets online every day from Jun 09 to Aug 01 Mondays to Fridays

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.

TEXTSBOOKS FOR THE COURSE:

(The first 5 books below will be divided among students for group reading and presentation, only one of these is mandatory to buy out of these 5. *Everyday Antiracism* is mandatory to buy for each student).

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 two (2) movies we will use that you may feel the need to purchase if you can't see them at UTEP library; they are: "Fear and Learning at Hoover Elementary" and "The Color of Fear." (more details on Bb Course Content/Calendar)
8. Collection of articles (available 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.

Guidelines to Contact Professor at Virtual Office:

1. Click Virtual Office at Blackboard on left column
2. Click Course Diversity...
3. Click Launch Room
4. See Documented download at the bottom of screen and click on it and run it, (if your are using Google Chrome)

CLASS ASSIGNMENTS:

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

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

(25 points) Reflective Papers

In one full-page paper assignment (one paragraph synopsis with main arguments of assigned reading of the day, and one paragraph for critical reflection of it) student are requested to compose one page paper. Assignment may also request students to answer a question about the readings. (All together this assignment will compose about five papers--one page each).

Each paper should be 1 page long (no more no less). Use double spacing and 12-pt font. The paper should be a reflective essay on the specific article or chapter assigned for the day as per course calendar syllabus below. By "reflective" I mean that it should be an examination and description/argument of your own thinking on issues relative to the ideas

presented in the course. I.e. the Summary part needs to be very objective, you need to show you read the article and understood main arguments, and then the second part you write your reflection.

Two points will be deducted for each late paper. Please submit it under in the designated area on Blackboard. **Just copy and paste it**, please don't upload it. You will see link for that purpose on Blackboard. The Blackboard system will not allow late submissions!

(25 points) Final Essay

Writing this "essay" (of three pages) requires that you pick a topic or issue related to the course to be presented and discussed online last day of class. So, while you are taking stock of your own thoughts, the objective of this paper assignment is to try to make a point about the course ideas.

Thus, you should pick a topic about which you feel passionate. Think of this paper as having the opinionated passion of an editorial, but also having the introspective humility of a confession. On last day of class you will share your paper overall ideas with the class (online) under discussion link (Discussion folder of Blackboard). Student must provide a one-page handout to classmates in the online classroom discussion. The paper should be with meaningful information. Students should provide a synopsis of the final paper and post it on the Discussion Board for interaction. Please notice that 5 points out of 25 is for the online classroom presentation. Students must respond to at least 2 different classmate's postings.

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

Grading will be based on clarity, cohesiveness, and logic academic rationale expected of graduate students. APA Style expected to be used.

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

(25 points) Publishable Lesson Plan

In 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...). Students 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. Please present a brilliant and innovative idea only.

Submit it at our course's Blackboard in Assignments folder. It 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 this

syllabus.

The blackboard 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 is looking at 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 every day of class.

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 150-200 words and you should respond to at least two of your peers (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 paste of your "Paragraph Reflection" assignment is not acceptable.

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

A score grading system is allocated for each posting student make on online classroom discussions and paragraph reflections. All of these above will be part of the classroom participation grading. Notice, student absence to posting participation will incur 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 blackboard 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 blackboard dialogue participation.

LOGGING ON TO BLACKBOARD

1. Open Internet browser window (IE or FireFox)
2. In the Address bar, type in the following URL: <http://my.utep.edu>
3. You will get some alert messages, click OK for them
4. Locate the sign-in area at the top right side of the screen and log in using your UTEP email username and password
5. Once you have logged in, locate the Blackboard link on the left side and click it. This will open another window
6. Scroll down until you reach this semester's listing of courses and click on the course that you are enrolled in.

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 Blackboard 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>)

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.

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

Please use the Browser Checker @

<http://blackboard.utep.edu/webct/urw/tp0.lc3230446603001/browserchecker.dowebct?checkType=&java=true&cookies=true&popups=true>

Or located at the top of the Blackboard Portal to ensure you have all of the right plugins for this and other courses.

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

which contains the Blackboard Knowledge Base and UTEP online course FAQ repository where you can find answers to the most frequently asked technical questions and resolution steps for common technical issues. You can also submit a help ticket via this website and receive a reply within a few minutes.

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.

Blackboard Maintenance Window

So that UTEP can continue to provide a stable learning environment, 12:00-6:00am Mountain time on Thursdays is reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance.

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.

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

*****Note: This is a compressed, intensive 8-week course that is the equivalent in content and work to the normal 16-Week Fall and Spring courses, as it is mandatory by the university. Be prepared to meet the same standards as you would if taking this course in 16 weeks.**

Jun 09 **Begin in “Start Here: First Day of TED 5313” Module 0**

Read:

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

Jun 12 **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)

Read:

- 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

Jun 16 **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)

Read:

1. Pedagogy of the Oppressed (article) (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

Jun 19 **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**)

Read:

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,

Jun 23 **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)

Read:

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

Jun 26

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);

Read:

1. Social Class and the Hidden Curriculum of Work by Jean Anyon, (p. 6-91)
2. Keeping Track, 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

Jun 30

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)

Read:

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

Jul 03

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)

Read:

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

Jul 07

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

Read:

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

Jul 10

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

Read:

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,

Jul 14

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

Read:

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,

Jul 16 **Work in Module 11: Culturally Sensitive Teaching, Fear n 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)

Read:

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

Jul 18 **Work in Module 12: 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

Jul 21 **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**)

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

Jul 23

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**)

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

Jul 25

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

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

Jul 28

Work in Module 16: Religion and Everyday Antiracism

Read:

1. Is Religion Still the Opiate of the People? By Cesar Rossatto
2. Your own chapters to present in class
3. Peers' Power Point book presentations

Assignment: Discussion board post and start book presentation.

Course content: Character, Meaning, Religion, Practical Applications of Antiracism Education, Critical Race Theory Applied into Practices

Jul 30

Work in Module 17: Everyday Antiracism Edited by Mica Pollock

Read:

4. Your own chapters to present to class
5. Peers' Power Point book presentations

Assignment: Presentation is due and discussion board posting

Course content: Practical Applications of Antiracism Education, Critical Race Theory Applied into Practices

Aug 01

Work in Module 18: FINALS

Read:

1. Peers' Power Point book presentations

Assignment: Final projects (Essay and Lesson Plan) presentations
Final papers due, postings on Discussion board

Course content: Teachers as Social Transformative Intellectual Leaders, Students to Own Experiences with Schooling, Teaching, and Learning, Educators as Classroom Facilitators and Agents of Social Change, Multiculturalism, Democratic Possibilities and Rethink Schooling, Empirical and Epistemological Efforts to Generate Knowledge, Global Awareness and Interdisciplinary Approaches, Integration of Contextualized Activities Realistic to Historical, Geographical, Cultural, Political, and Economic Backgrounds into Emancipatory Alternatives, Dissemination and Application of Knowledge.

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.

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.

_____ Student Signature

_____ Date

Please leave this following block blank for my records.

