

Course Information

CRN: 11994

Dates: Aug 26, 2019 - Dec 05, 2019

Classroom: Education Building 307

Time: 5:30PM - 8:20PM

Course Instructor

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Lecturer

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Course Description

An examination of applied critical pedagogy and the multiple roles of teachers in the 21st century. Includes a field-based application of the socio-cultural foundations of education within the context of local schools and communities. Emphasizes the cultural, structural and institutional dynamics of schooling in multicultural communities.

Course Objectives

The purpose of this course is to help educators become reflective practitioners by introducing them to critical ways of thinking about the social processes that shape schooling both in the United States and Latin America. To understand these processes, we will engage in the scholarly study of societal aspects that shape the identities of both educators and the institutions they serve.

1. Through readings of education theorists and practitioners, this course invites educators to reflect on and discuss how societal power arrangements within our communities influence the cultural, structural and institutional dynamics relevant to educational politics, policies, and educators' perspectives.
2. In other words, the purpose of this course is to introduce you to ways of thinking about schooling as one component of the complex social process that shapes students' lives, and to begin your journey to becoming a reflective educator. We will do this through a scholarly study of identity, paying close attention to how it impacts teaching and learning.

Students in Critical Pedagogy are expected to:

1. Utilize technology effectively during the duration of the course (you will need access to a computer or tablet).
2. Read, reflect, discuss, and write about the fundamental concepts and principles of critical pedagogy, taking in consideration the impact of issues concerning race, social class, gender, sexual orientation [...]
3. Be able to identify authors, theories and concepts in the critical pedagogical tradition.
4. Conduct and participate in informed class discussions and presentations, with concern for the involvement of all participants.

Texas Pedagogy and Professional Responsibilities Standards Alignment

This course gives you early field experience, along with the tools to observe and interpret what you see. Learning the principles of educational anthropology and multicultural approaches to pedagogical practice will aid you in aligning your teaching practice with all of the following standards:

1. **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

State Board for Educator Certification Standards – Pedagogy and Professional Responsibilities (PPR)

These Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Teachers must demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

The full scope of the SBEC Standards for PPR can be found here: [Texas Administrative Code SBEC PPR Standards](#)

This course, in particular, helps educators:

- Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans
- Ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- Understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
- Understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible

University Policies

1. **Attendance:** Every in-person class meeting is vital. As a major emphasis is placed upon classroom discourse and collaboration in this course, attendance to in-person class sessions is mandatory. Full credit can still be earned with one absence. University policy allows for student withdrawal if a certain number of classes are missed.
2. **Academic Honesty:** Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
3. **Students with Disabilities:** If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS), located at Union East, Room 106. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA)

Course Readings

Required Books

1. Freire, P. (1968) ***Pedagogy of the Oppressed*** (any edition, eBook, Kindle, PDF, etc.)
 - a. Freire, P. (1968) *Pedagogía del Oprimido* (cualquier edición)
 - b. Freire, P. (1968) *Pedagogia do Oprimido* (qualquer edição)

Required Journal Articles

1. The Urban Review Vol. 34, Issue 2, June 2002:
Available at Springer Link with your UTEP login: <https://0-link-springer-com.lib.utep.edu/journal/11256/34/2/page/1>
 - a. Vavrus, F., & Cole, K. (2002). "I didn't do nothin'": The Discursive Construction of School Suspension. *The Urban Review*, 34(2), 87-111.
2. Equity & Excellence in Education, Volume 41, 2008 - Issue 4:
Available at Taylor & Francius with your UTEP login:
<https://0-www-tandfonline-com.lib.utep.edu/toc/ueee20/41/4>
 - a. Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). **Operationalizing Culturally Relevant Pedagogy: A Synthesis of Classroom-Based Research.** *Equity & Excellence in Education*, 41(4), 433-452.

Suggested Journal Articles:

3. Counterpoints Vol. 382, 2010: Education in Hope: Critical Pedagogies and the Ethic of Care
Available at Jstor with your UTEP login:
<https://0-www-jstor-org.lib.utep.edu/stable/i40115903>
 - a. Monchinski, T. (2010A). **Chapter Two: Critical Pedagogies and Contemporary Education.** *Counterpoints*, 382, 13-43.
 - b. Monchinski, T. (2010B). **Chapter Six: Critical Pedagogy, the Ethic of Care, and Educational Reform.** *Counterpoints*, 382, 163-190.
4. Counterpoints Vol. 378, 2011: *Does Your Vote Count? Critical Pedagogy and Democracy.*
Available at Jstor with your UTEP login: <https://0-www-jstor-org.lib.utep.edu/stable/i40115916>
 - a. Carr, P. (2011). **Chapter 1: Introduction: Seeking Democracy through Critical Pedagogy.** *Counterpoints*, 378, 3-26.
 - b. Carr, P. (2011). **Chapter 7: Democracy, Critical Pedagogy and the Education of Educators.** *Counterpoints*, 378, 123-151.
5. Counterpoints Vol. 422, 2012: *Critical Pedagogy in the New Dark Ages: Challenges and Possibilities.*
Available at Jstor with your UTEP login: <https://0-www-jstor-org.lib.utep.edu/stable/i40115951>
 - a. Section Three: Trends in Critical Pedagogy
 - i. Kincheloe, J. L. (2012). **Critical Pedagogy in the Twenty-First Century: Evolution for Survival.** *Counterpoints*, 422, 147-183.
 - b. Section Four: Critical Pedagogy in the Classroom
 - i. Aronowitz, S. (2012). **Paulo Freire's Radical Democratic Humanism: The Fetish of Method.** *Counterpoints*, 422, 257-274.
 - ii. Darder, A. (2012). **Creating the Conditions for Cultural Democracy in the Classroom.** *Counterpoints*, 422, 275-299.

Assignments and Grading

In-Class Participation (10% of final grade)

Your voice matters, and so does your participation in class. I acknowledge that participation grades often favor extroverts, therefore the class is structured so that there are opportunities to participate in different ways. There are **13 class sessions** in which you can earn 10% of your final grade.

In-Class Participation Grading Criteria

1. In p.7 of this syllabus there is a calendar of assigned multimedia that you are required to read (scholarly articles) or listen to (podcasts) prior to every class session. Therefore, the first criteria I will follow in allocating daily participation grade is a (subjective) sense that you, in fact, read or listened carefully to the assigned articles and/or podcasts by starting each class session with a brief Q&A session (0 to 100 scale).
2. Each class session will include an exercise that will require everyone to participate, individually or in groups, this will be the second criteria we will follow for grading in-class participation, I will give you a grade (0 to 100 scale), and all of your classmates will give you a grade (1 to 10 scale, see "Peer Evaluations").

Note on Multimedia: Most of the time, the syllabus outlines that you are required to listen to the podcast episode but you don't have to watch the accompanying video (we will do that in class), so note that there are two separate *Play* buttons, one in the center of the video, and one to the left of the Podcast title:



Andreas Schleicher: What Are The Keys To A Successful Education System?



Research & Presentation Assignments (20% of final grade)

There are two assignments you will need to work on at home:

1. **Research Assignment:** This assignment is due on September 15, by 23:59, and I'm allotting our first class session so you have the time to complete it (0 to 100 scale).
 - a. Please email me the 2 complete Required Journal Articles in PDF format. This email should be titled:
 - i. *TED 3330 Assignment 1 – Last Name, First Name.*
 - b. In the body of this same email, please copy and paste all the abstracts from the 7 Suggested Journal Articles, preceded by their APA reference in a numbered list (1. a. Format –same is this syllabus).

Research Assignment Grading Criteria

Completion of all required references and attachments (50%), correct use of APA (30%), correct format (20%).

2. **Presentation Assignment:** TBD; you will give a presentation to the class, individually or in groups, on Sep. 30th. In the past, these presentations have gravitated towards topics of content implementation (for example, lesson plans).

Presentation Assignment Grading Criteria

Courage (30%), engagement (20%), multimedia (20%), references required (20%) and suggested (10%) readings.

Presentation Assignment Rubric

Category	Needs Work (70-79%)	Satisfactory (80-89%)	Exceptional (90-100%)
Courage	Presenters relied on monotonous presentation aids, visibly stayed within comfort zone.	Presenters made effort to be engaging, visibly stepped outside their comfort zone.	Presenters were very engaging and used innovative ways for delivering content.
Engagement	Audience engagement not a priority, was not visibly built into presentation plan.	Audience engagement was built into presentation plan and implemented.	Audience was visibly engage, effectively and consistently, throughout presentation.
Multimedia	Relied on uninteresting, text-heavy slides.	Slides were interactive, other media involved.	Innovative uses for multimedia involved.
References	Made reference to Required readings only.	Referenced Required and Suggested readings	Satisfactory plus own research referenced.

Written Assignments (60% of final grade)

There will be a total of **10 writing assignments** turned in throughout the semester. They will be turned in via Blackboard or email, you will have a week to complete each of these assignments. The written assignments will be free-writing exercises for the most part, but should comply with the following:

1. They should be at least 3 paragraphs long:
 - a. The first paragraph will be introductory, in which you will discuss:
 - i. The Required Prior Listening for that week
 - ii. The In-Class Multimedia from the week prior
 - b. The second paragraph will be reflective, and will outline how your personal experiences help you relate to the week's topics, readings, and multimedia.
 - c. The third paragraph will be critical, and it should discuss how the class may or may not impact your practice as an educator and why.

Written Assignment Due Calendar

Date	Written Assignment Topic	Due
9-Sep	Written Assignment 1: <i>Why do we create stereotypes?</i>	Written Assignment 1
16-Sep	Written Assignment 2: <i>Do we treat all students the same?</i>	Written Assignment 2
23-Sep	Written Assignment 3: <i>What is the meaning of "Discipline" in an educational setting?</i>	Written Assignment 3
30-Sep	Written Assignment 4: <i>What does "potential" mean? How can we help our students discover and utilize it?</i>	Written Assignment 4
7-Oct	Written Assignment 5: <i>"Pedagogy of the Oppressed" Ch.1 first impressions, parallels to class multimedia.</i>	Written Assignment 5
14-Oct	Written Assignment 6: <i>"Pedagogy of the Oppressed" Ch.1 Critique: What is this book about?</i>	Written Assignment 6
21-Oct	Written Assignment 7: <i>"Pedagogy of the Oppressed" Ch.2 first impressions, parallels to class multimedia.</i>	Written Assignment 7
28-Oct	Written Assignment 8: <i>"Pedagogy of the Oppressed" Ch.2 Critique: What is this book trying to teach?</i>	Written Assignment 8
4-Nov	Written Assignment 9: <i>What is Critical Pedagogy?</i>	Written Assignment 9
2-Dec	Written Assignment 10: <i>Class Critique: How can this class be better?</i>	Written Assignment 10

Writing Assignments & Chapter Critique Rubric

Category	Needs Work (70-79%)	Satisfactory (80-89%)	Exceptional (90-100%)
Introduction	The text addresses the required material too briefly, or by title only.	The text addresses required materials, names authors, protagonists, and sources.	Text addresses requirements satisfactorily and provides evidence of further research.
Reflection	Personal experiences are outlined, but not explained in detail.	Personal experiences are outlined, and explained in detail.	Reflection meets requirements satisfactorily and cross-references required multimedia.
Critique	The critique relies heavily on subjective, personal opinions.	Subjective, personal opinions are examined reflectively and supplemented by readings.	Critique meets requirements satisfactorily and provides evidence of further research.
References	References are not in APA format.	References are in APA format with few errors	References are in APA format, free of errors.

Self-Evaluation (5% of final grade)

Mid-way, and at the end of the course, we will discuss your performance in the class, and come to an agreement on which grade (1 to 100 scale) best defines your overall attainment (yes, you get to grade yourself!).

Peer Evaluations (5% of final grade)

Your classmates will evaluate your in-class contributions for each session (1 to 10 scale), you must submit peer evaluations yourself in order to get credit for the ones submitted for you by our classmates. These will be completed digitally using the following form (link): [TED 3330 Peer Evaluation App](#)

Course Calendar & Multimedia Links

Date	Type of Session	Location	Required Prior Reading	Required Prior Listening/Viewing	Link	In-Class Multimedia	Link
26-Aug	Online	Blackboard		<i>Each Of Us Has A Voice, How Can We Use It For Social Change?</i>	http://n.pr/2U6fj0D		
9-Sep	Full Class 1	ED 307		<i>Why Do We Create Stereotypes?</i>	http://n.pr/1vWpNpw	<i>The Rise Of Rising Intonation</i>	http://n.pr/2kpJ5ak
						<i>Interview With Actress Lake Bell</i>	http://n.pr/2kpJ5ak
						<i>What does it Mean to be Articulate?</i>	https://n.pr/1vWoeYT
16-Sep	Full Class 2	ED 307	Vavrus, & Cole (2002): "I didn't do nothin'": The Discursive Construction of School Suspension. <i>(bring a copy to class)</i>	<i>How Can We Encourage Girls to Keep Pursuing Math?</i>	https://n.pr/2T26bTI	<i>Can Prejudice Ever be a Good Thing?</i>	http://n.pr/1vWpNpA
23-Sep	Full Class 3	ED 307	Morrison, Robbins, & Rose (2008): Operationalizing Culturally Relevant Pedagogy: a Synthesis of Classroom-Based Research. <i>(bring a copy to class)</i>	<i>Why are Black Girls More Likely to be Punished In School?</i>	http://n.pr/2Cix35M	<i>Why Black Girls are Targeted for Punishment at School</i>	http://n.pr/2Cix35M
				<i>How Does Imposter Syndrome Affect Students Of Color?</i>	http://n.pr/2FH9Sbx	<i>How Students of Color Confront Imposter Syndrome</i>	http://n.pr/2FH9Sbx
30-Sep	Full Class 4	ED 307		<i>How Can Mentors Guide Kids to Live Up to Their Full Potential?</i>	https://n.pr/2lz4nfR	Presentation Assignment	
				<i>Help For Kids The Education System Ignores</i>			
7-Oct	½ Class 1	ED 307	<i>Pedagogy of the Oppressed</i> Chapter 1	<i>A Year of Love and Struggle in a New High School</i>	http://n.pr/2kTD6y7		
14-Oct	½ Class 2	ED 307	<i>Pedagogy of the Oppressed</i> Chapter 1	<i>They Can't Just be Average</i>	http://n.pr/2lbpOD		
21-Oct	½ Class 3	ED 307	<i>Pedagogy of the Oppressed</i> Chapter 2	<i>The Fierce Debate Over High Standards</i>	http://n.pr/2lxV5dS		
28-Oct	½ Class 4	ED 307	<i>Pedagogy of the Oppressed</i> Chapter 2				
4-Nov	Small Groups 1	ED 307					
11-Nov	Small Groups 2	ED 307					
18-Nov	Small Groups 3	ED 307					
25-Nov	Small Groups 4	ED 307					
2-Dec	Class Eval (full)	ED 307					