THE UNIVERSITY OF TEXAS AT EL PASO  
COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION  
Course Syllabus for TED 3330 001 - CRN 12017  
EDUCATION and COMMUNITIES: APPLIED CRITICAL PEDAGOGY  
Fall Semester, 2014  
Class meets Wednesday 9:00-11:50am  
COE Room 308

“There is no greater assault on a person’s dignity than to be named in relation to what one is not, to have to justify one’s existence, or apologize for who and what one is.”
Nomalungelo I Goduka, 2006, p.xvi.

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Course Description: This course studies applied critical pedagogy in the sociopolitical context of community and state, equity issues associated with race, class and gender, as well as the multiple roles of the 21st century teacher and the moral dimensions of teaching. It includes field-based application of socio-cultural foundations in education within local schools and communities and emphasizes cultural, structural and institutional dynamics of schooling in multicultural and multilingual communities. Prerequisites: Admission to Teacher Education and department approval.

COURSE OBJECTIVES AND STUDENT OUTCOMES:

Objectives:
At the end of the course students will be able to:

- Reflect on their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as, the organization of instruction in the classroom;
- Understand the school as an institution that belongs to a social, political, economic and cultural context. Learn to see the school in connection to other organizations, institutions in order to provide a pertinent education for their students;
- Reflect on how class, race, and gender are related to learning at school and outside the school;
- Design lessons/ projects that help students to think critically about inequities based on gender, class and ethnicity; and,
- Identify and deconstruct problematic hegemonic social structures in order to recreate democratic possibilities and rethink schooling for a more just world.

**Pedagogy and Professional Responsibilities Standards (PPR)**

Details on the standards for pedagogy and professional responsibilities and content standards are available online: http://www.sbec.state.tx.us

<table>
<thead>
<tr>
<th>Domain I, Competency 002</th>
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</thead>
<tbody>
<tr>
<td>The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.</td>
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<thead>
<tr>
<th>By the end of the course the students will be able to:</th>
<th>To evaluate these outcome; the faculty member will use following assessment procedures:</th>
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<tbody>
<tr>
<td>2.1 Demonstrate knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment.</td>
<td>1. Quick writes</td>
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<td>2.2 Understand, accept, and respect students with diverse backgrounds and needs.</td>
<td>2. Written Closure Reflections</td>
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<tr>
<td>2.3 Use knowledge of diversity in the classroom and the community to enrich all students' learning experiences.</td>
<td>3. Essays</td>
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<tr>
<td>2.4 Apply strategies for enhancing one’s own understanding of students' diverse backgrounds and needs.</td>
<td>4. Oral Histories</td>
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<td>2.5 Understand the instructional significance of varied student learning needs and preferences.</td>
<td>5. Diversity Interviews</td>
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<td>6. TExES pop quizzes</td>
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<tr>
<th>Domain II, Competency 005</th>
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<tr>
<td>The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</td>
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<thead>
<tr>
<th>By the end of the course the students will be able to:</th>
<th>To evaluate these outcome; the faculty member will use following assessment procedures:</th>
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<tbody>
<tr>
<td>5.1. Use knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g. encourages cooperation and sharing among younger students; provides middle level students with opportunities to collaborate with peers; encourages older students’ respect for the community and the people in it).</td>
<td>1. Quick writes</td>
</tr>
<tr>
<td>5.2. Design a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.</td>
<td>2. Written Closure Reflections</td>
</tr>
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<td>5.3. Explain ways in which teacher-student interactions and interactions among students’ impact classroom climate and student learning and development.</td>
<td>3. Essays</td>
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<td>5.4. Explain the importance motivation and how to communicate the students on a daily basis enthusiasm for learning</td>
<td>4. Oral Histories</td>
</tr>
<tr>
<td></td>
<td>5. Diversity Interviews</td>
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<td></td>
<td>6. TExES pop quizzes</td>
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</table>
5.5. Use a variety of means to convey high expectations for all students.
5.6. Create a safe, nurturing and inclusive classroom environment that addresses students’ emotional needs and respects students’ rights and dignity.

**Domain IV, Competency 011**
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**By the end of the course the students will be able to:**

11.1 Apply knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
11.2 Explain how to engage families, parents, guardians and other legal caregivers in various aspects of the educational program.
11.3 Understand how to interact appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
11.4 Identify ways to have effective communication with families on a regular basis (e.g., to share information about students’ progress) and respond to their concerns.

**To evaluate these outcome; the faculty member will use following assessment procedures:**

1. Quick writes
2. Written Closure Reflections
3. Essays
4. Oral Histories
5. Diversity Interviews
6. TExES pop quizzes

**Domain IV, Competency 012**
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**By the end of the course the students will be able to:**

12.1 Understand the importance of interacting appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
12.2 Identify how to maintain supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
12.3 Distinguish the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
12.4 Understand the value of participating in school activities and contributing to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
12.5 Use resources and support systems effectively (e.g.,

**To evaluate these outcome; the faculty member will use following assessment procedures:**

1. Quick writes
2. Written Closure Reflections
3. Essays
4. Oral Histories
5. Diversity Interviews
6. TExES pop quizzes
By the end of the course the students will be able to:

1. Explain the importance of working productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.

Domain IV, Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

To evaluate these outcomes, the faculty member will use the following assessment procedures:

1. Quick writes
2. Written Closure Reflections
3. Essays
4. Oral Histories
5. Diversity Interviews
6. TExES pop quizzes

REQUERED MATERIALS


Anderson (2011) TExES PPR for EC-6, EC-12, 4-8 & 8-12. Research & Education Association

Other Readings: Selections from other books, journals, publications or websites may be assigned.

Additional Bibliography (Recommended Readings)


Assignments and evaluation
*** All assignments will be turn in through Blackboard with the exception of the Quick Writes and closure reflections.

CRITERIA FOR GRADING

There are 100 points possible for the course. The breakdown of the grading is as follows:

1. Quick Writes, Reflections and class online discussion (15%)-(See Appendix A for further information).
2. Diversity Interviews (10%)- (See Appendix B for further information)
3. Four Critical Reflective Essays (20%)- (See Appendix C for further information)
4. TExES PPR Pop Quizzes (5%)-(See Appendix D for further information)
5. Oral History Project Proposal (20%)-(See Appendix E for further information)
6. Oral History Project and Presentation (30%)-(See Appendix F for further information)

Grading/Evaluation

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quick Writes/Class Reflections and class online discussions</td>
<td>15%</td>
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<tr>
<td>Diversity Interviews</td>
<td>10%</td>
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<tr>
<td>Four Critical Reflective Essays (4x5)</td>
<td>20%</td>
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<tr>
<td>TExES PPR pop quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm Exam: Oral History Project Proposal</td>
<td>20%</td>
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<tr>
<td>Final Exam: Oral History Project and Presentation</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Final grades will be based on the following scale:
A = (90% - 100%) - Excellent
B = (80% - 89%) - Good
C = (70% - 79%) – Average
D = (60% - 69%) - Below Average
F = (59% and less) – Fail

Course policies
1. Full attendance & participation is required. Absences exceeding 2 class meetings may result in a loss of 5 credit points. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Students who are late to the class will be counted as absent for the first half of the class. It is the student’s responsibility to call attention to their presence in the class if they come in after the attendance is taken.
2. You are responsible to make up any work missed.
3. I expect active participation in class discussions and activities. I expect you to read every reading assigned.
4. Assignments should be turned in on time. I will not accept work turned in after the deadline.
5. Please, turn off your cell phones.
6. Confidentiality: The privacy and identity of children and their families should be protected in all written materials. Therefore, in the written reports, please change the name of the participants.
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**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 Office of disabled Student Services located in Union E Room 203. 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).
<table>
<thead>
<tr>
<th>Dates:</th>
<th>Themes, Questions, Activities for today:</th>
<th>Assignments Due today:</th>
<th>Readings/ Assignments for next class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK -2 9-03</td>
<td>What is the “Critical Lens”? How do we define pedagogy? Activities-Nepantla Bridge Book: Zoom Group Discussions</td>
<td>Nieto-Chapter 1 Quick Writes Reflections</td>
<td><strong>First Essay Nieto-Chapter 2 Defining Multicultural Education for School Reform</strong></td>
</tr>
<tr>
<td>WK -3 9-10</td>
<td>Why Multicultural Education? Activity: Perspectives &quot;Social Class and the Hidden Curriculum&quot; (p. 67-91) By Jean Anyon Group Discussions</td>
<td>Nieto-Chapter 2 Quick Writes Reflections Essay 1 due online</td>
<td><strong>Nieto-Chapter 3 Racism, Discrimination and Student Expectations of Student Achievement</strong></td>
</tr>
<tr>
<td>WK -4 9-17</td>
<td>How do we define racism? Activity: VATOS <em>View: &quot;Race: the power of an illusion&quot;</em> Group discussions</td>
<td>Nieto-Chapter 3 Quick Writes Reflections</td>
<td><strong>Nieto Chapter 4 Structural and Organizational Issues in Classrooms and Schools</strong></td>
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<tr>
<td>WK -5 9-24</td>
<td>Where is the equity in schooling? Activity: “Dual Language Chart” “Savage Inequalities: Children in America’s Schools” By Jonathan Kozol Subtractive Schooling, Introduction by Angela Valenzuela Group discussions</td>
<td>Nieto-Chapter 4 Quick Writes Reflections Diversity Interviews Due</td>
<td><strong>Second Essay Nieto -Chapter 5 Culture, Identity, and Learning</strong></td>
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<tr>
<td>WK -6 10-01</td>
<td>How do we define culture, identity and learning? Activity: Identity Poems <em>How Does the Culture of the Teacher Shape The Classroom Experience of Latino Students? The Unexamined Question in Critical Pedagogy</em> By Antonia Darder. (pp.195-220) Group discussion</td>
<td>Nieto-Chapter 5 Quick Writes Reflections</td>
<td><strong>Nieto -Chapter 6 Linguistic Diversity in U.S. Classrooms</strong></td>
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<tr>
<td>WK -7 10-8</td>
<td>How do we define culture, identity and learning? View: The Lemon Grove Incident “Educating for Critical Consciousness” by Paulo Freire Group Discussion</td>
<td>Quick Writes Reflections Essay 2 due online</td>
<td><strong>Nieto -Chapter 7 Understanding Student Learning and School</strong></td>
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<tr>
<td>WK -8 10-15</td>
<td>How does Linguistic Diversity look in the U.S. 21” century classroom? View: Dual Language Schools</td>
<td>Nieto-Chapter 6</td>
<td><strong>Nieto -Chapter 7 Understanding Student Learning and School</strong></td>
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<td>Week</td>
<td>Activities</td>
<td>Assignments</td>
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<td>WK -10 10-29</td>
<td>How are we defining student achievement? Activity: Guess Who is coming to dinner? “Behind the Curtain of Accountability: All About Testing” by E.Garan Group discussions</td>
<td>Quick Writes Reflections Essay 3 due online</td>
<td>Nieto -Chapter 8 Learning from Students</td>
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<tr>
<td>WK -11 11-05</td>
<td>Speaking the Language of Possibility-Read: Empowering Students. By Jim Cummins Read: Pedagogy of Hope by Paulo Freire Group discussions</td>
<td>Nieto-Chapter 8 Quick Writes Reflections</td>
<td>Nieto -Chapter 9 Adapting Curriculum for Multicultural Education</td>
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<tr>
<td>WK -12 11-12</td>
<td>Speaking the Language of Possibility</td>
<td>Nieto-Chapter 9 Quick Writes Reflections</td>
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<tr>
<td>WK -13 11-19</td>
<td>Speaking the Language of Humanism Activity: Teaching to Transform Pedagogy of Heart by Paulo Freire Group Discussion</td>
<td>Quick Writes Reflections Essay 4 due online</td>
<td>Fourth Essay Nieto -Chapter 10 Affirming Diversity: Implications for Teachers, Schools, Students, and Communities</td>
</tr>
<tr>
<td>WK -14 11-26</td>
<td>Speaking the Language of Humanism “Teaching is a Human Act” by Paulo Freire</td>
<td>Nieto-Chapter 10 Quick Writes Reflections</td>
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<tr>
<td>WK -16 12-10</td>
<td>Presentations</td>
<td>Final Oral History Paper Due</td>
<td>Thank you for your hard work.</td>
</tr>
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Appendix A

Quick Writes, Closure Reflections and class online discussion (15%)

A Quick Write is a versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading or viewing. Its purpose is to Activate prior knowledge, Help students make personal connections, Promote reflection about key content concepts, Encourage critical thinking, Organize ideas for better comprehension, and synthesize learning and demonstrate understanding of key concepts.

Note: Typically a Quick Write is graded only for completion, not for quality or accuracy.

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You will be writing quick writes on a daily basis on articles, activities and viewings of documentaries presented in class, as well as closure reflections at the end class. As stated previously grading will focus on completion and not being in class that day will hinder your grade assigned for this assignments.

Appendix B

Diversity Interviews (10%)

In collaboration with a peer from class, you will interview 2 members of an ethnic group of which you are NOT a member. As a class we will develop interview questions to be asked of the people you selected to be interviewed. Possible interview questions could those that will ask about participants’ perspective of U.S. schooling, their personal experiences in schooling, or of their personal views of students in U.S. schools if they themselves did not attend school here in the U.S. More about these interviews will be discussed in class to ensure that there is consensus and a clear focus of the interview and writing process to ensure ethno-sensitivity and dignity to those being interviewed.

Appendix C

Four Critical Reflective Essays (20%)

- 4 reflection essays will be turned in during the semester for every 4 weeks of the semester. In it, you will critically analyze main arguments for one or two readings/lectures/films (comparing, contrasting, and/or both) up to that certain point in class. The reflection essay should be at least one doubled spaced page 12
fonts, Times New Roman which will include a dialectic reflection of the material seen, read, and/or discussed in class. In addition to this, it must be cited in accordance with APA formatting, at least three references seen in class, for each reflection paper. Students are encouraged to take a step further and include reflective analysis of the materials and discussions in class.

- Students who complete each assignment should not assume that full credit is given.

- The quality, more than the quantity of the assignment, is the most important consideration for grading purposes. Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported arguments, including examples). Moreover, points are deducted for assignments turned in after due dates (10% for each class the assignment is overdue) up to two weeks, afterward the assignment is given an automatic F.

- Again, all reflections must be a minimum of one page (500-650 word count). Please include a word count on the bottom of your last page.

Appendix D
TExES PPR pop quizzes

Periodically you will be given a pop quiz on the TExES Domain Competencies. Be sure that you read the domains and competencies that pertained to the competencies being covered during the course.

Appendix E
Oral History Project Proposal (20%)

Judith Moyer* (1993; 1999) writes that oral history, “is the systematic collection of living people’s testimony about their own experiences. Historians have finally recognized that the everyday memories of everyday people, not just the rich and famous, have historical importance. If we do not collect and preserve those memories, those stories, then one day they will disappear forever” (p1) Since we all have stories to tell-to share-especially those of us that were born and raised in the borderlands of U.S. and Mexico, these stories, our stories need to be told. Oral histories provide for us a method, mode, and an approach to do just that. Thus, this project/research will provide you with the opportunity to systematize living people’s testimony about their own experiences around the borderlands. It will give you an opportunity to research stories “unique, valuable treasures for your family and your community” (p. 1). Moyer states, “You and your
family members can preserve unwritten family history using oral history techniques. Likewise you and your community can discover and preserve unwritten history large and small. Oral history is so flexible that people of all ages can adapt the techniques of asking and listening to create and learn about history and historical narratives” (p.1). Oral histories not only enlighten our understanding of what has occurred, but enables us to critically reflect this understanding to transform the future in order to deconstruct and reconstruct a more democratic, just world.

**Sequence for Oral History Research**

1. Formulate a central question or issue.
2. Plan the project. Consider such things as end products, budget, publicity, evaluation, personnel, equipment, and time frames.
3. Conduct background research.
4. Interview.
5. Process interviews.
6. Evaluate research and interviews and cycle back to step 1 or go on to step 7.
7. Organize and present results.
8. Store materials archival.

*http://dohistory.org/on_your_own/toolkit/oralHistory.html*

You will choose a topic of interest related to schools or communities and develop an oral history research/ project. At this stage of the project you should include the central question or issue, project plan, background research and interview questions. Your Research Proposal should be 5-6 pages typed, 12 point font, double –spaced and should follow APA 6th Edition format. More discussion of this project will follow in class

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**Appendix F**

**Final Oral History Project and Presentation**

Your final Oral History Research/ Project should be a continuation of your research/ project proposal. Maintaining the first 5-6 pages of your mid-term paper, you will add another 5-6 pages for a total of 10-12 pages (not to include title, abstract and bibliography). Students will conduct the study in the schools and communities and present the results. Your final paper should include the following:

1. Title Page (Should give an idea to reader of what the project is about)
2. Abstract (100 words-- 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. A central question or issue. (One or two paragraphs)
4. Project Plan.
5. Conduct background research.
6. Interview and Interview Questions.
7. Process interviews.
8. Evaluate research and interviews and cycle back to step 1 or go on to step 7.
9. Findings and Implications (Steps 4-9 should be the bulk of your narrative)
10. Conclusion (Should be about two paragraphs)
11. Bibliography

All levels of TExES Competencies accomplishments will be evaluated in this assignment. (Note also: 5 points out of 30 is for oral presentation)