

**College of Education, Teacher Education  
University of Texas at El Paso  
BED 3344 - 12748 - Dr. Talamantes**

**BED 3344 \* Parent/ Community Advocacy in BED  
CRN: 12748  
Fall 2020  
Online**

Faculty: Dr. María Del Rosario Talamantes

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Phone: (915) 494-8996

Office hours: Fridays 3:00 pm to 5:00 pm. Please, text me if you need my immediate attention to your e-mail; not after 10 pm (Only text)! I will periodically check the Peer Q&A forum discussion to answer unaddressed questions

You can text me in case of an emergency (Only texting) 915 494-8996

## **COURSE DESCRIPTION**

“The development of advocacy within families and community as a means of participation in the educational process of their children with particular emphasis on parents of children in Bilingual/ESL education programs. Emphasis on appreciation of cultural diversity and alternative ways of knowing among family and community” (UTEP catalogue).

This course will provide an examination of applied critical pedagogy and the multiple roles of teachers in the 21<sup>st</sup> century. It emphasizes the cultural, structural and institutional dynamics of schooling in multicultural and multilingual communities. Students will explore how teachers can utilize linguistic and cultural resources of the families for knowledge construction and academic growth by engaging in pieces of research. Students will think about the roles of parents in the formal and informal education of their children, with the purpose of strengthening the collaboration between teachers and families. Finally, students will reflect on the roles of teachers in the struggle for gender equity in this community.

## **COURSE OBJECTIVES**

- Domain I, Competency 2:
  - ❖ 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.
- Domain IV, Competency 11:
  - ❖ The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
- Domain IV, Competency 12:

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- ❖ 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;
- Domain IV, Competency 13:
  - ❖ The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Pedagogy and Professional Responsibilities Standards (PPR) addressed in this course:**

**Domain I, Competency 2:**

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.

**Domain I, Competency 3:**

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Domain I, Competency 4:**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II, Competency 5:**

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.

**Domain II, Competency 6:**

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Domain IV, Competency 11:**

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

**Domain IV, Competency 12:**

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.

**Domain IV, Competency 13:**

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

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

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**Student Learning Outcomes and Assessments**

<b>Domain I, Competency 002</b>	
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.	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the</i>
2.1 Demonstrate knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment. 2.2 Understand, accept, and respect students with diverse backgrounds and needs. 2.3 Use knowledge of diversity in the classroom and the community to enrich all students' learning experiences. 2.4 Apply strategies for enhancing one's own understanding of students' diverse backgrounds and needs. 2.5 Understand the instructional significance of varied student learning needs and preferences.	a. Discussions and lesson plans designed in class b. Quizzes (readings) c. Journal d. On-line activities e. Parent interviews. f. PPR Test
<b>Domain II, Competency 005</b>	
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.	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the</i>

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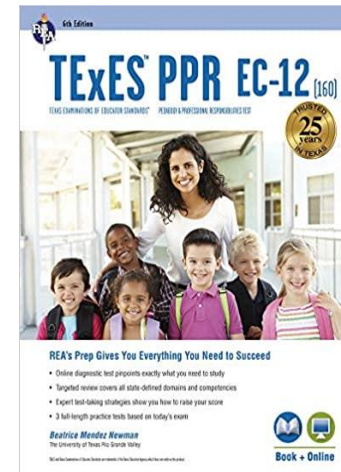
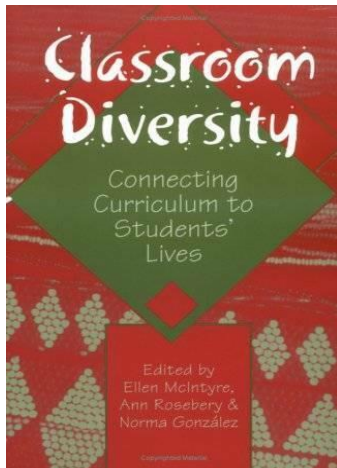
<p>5.1. Use knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g. encourages cooperation and sharing among younger students; provides middle level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).</p> <p>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.</p> <p>5.3. Explain ways in which teacher-student interactions and interactions among students' impact classroom climate and student learning and development.</p> <p>5.4. Explain the importance motivation and how to communicate the students on a daily basis enthusiasm for learning</p> <p>5.5. Use a variety of means to convey high expectations for all students.</p> <p>5.6. Create a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.</p>	<p>a. Discussion and lesson plans designed in class</p> <p>b. Quizzes (multicultural education readings)</p> <p>c. Journal</p> <p>d. On-line activities</p> <p>e. PPR Test</p> <p>f. Domain 5 scenario questions addressed, and discussed in groups</p>
<p><b>Domain IV, Competency 011</b> The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>11.1 Apply knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.</p> <p>11.2 Explain how to engage families, parents, guardians and other legal caregivers in various aspects of the educational program.</p> <p>11.3 Understand how to interact appropriately with all families, including those that have diverse characteristics, backgrounds and needs.</p> <p>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.</p>	<p>a. Discussion and lesson plan designed in class</p> <p>b. Quizzes (readings)</p> <p>c. On-line Journal</p> <p>d. On-line discussions</p> <p>e. PPR test</p> <p>d. Discussion -Valdez (con respeto), chapter 5</p>
<p><b>Domain IV, Competency 012</b> 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.</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the</i></p>

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<p>12.1 Understand the importance of interacting appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>12.5 Use resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.</p> <p>12.6 Explain the importance of working productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.</p>	<p>a. Discussions in class</p> <p>b. Quizzes (Discussions; power points; readings)</p> <p>c. On-line journal</p> <p>d. Parent interviews</p> <p>e. PPR Test</p>
<p><b>Domain IV, Competency 013</b> The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>13.1 Understand knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.</p> <p>13.2 Use advocacy for students and for the profession in various situations.</p>	<p>a. Discussions in class</p> <p>b. Quizzes (Discussions; power points; readings)</p> <p>c. Interactive journal</p> <p>d. Parent interviews</p> <p>e. PPR Test</p>

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Required Readings:



McIntyre, E., Rosebery, A., & González, N. (2001).  
*Classroom Diversity: Connecting Curriculum to Students' Lives*.  
NH: Heinemann

TEXES PPR EC-12 (160): Pedagogy & Professional  
(w/Online Access Code) Newman, 6<sup>th</sup> Ed.

Both available at the bookstore

- TEKS for lesson plans, according to subjects and grade levels <http://tea.texas.gov/index2.aspx?id=6148>
- Additional readings available in Blackboard

## GENERAL CRITERIA PROCEDURES

**Participate actively online.** Please, plan your time and organize your schedule as needed for your online class. You must log in to the course regularly, participate in all discussions and activities, and complete the expected group works on time. If you have an emergency that prevents your participation, you must let me know as soon as possible. I will drop students who do not participate in regular activities since this would count as your participation and attendance to this online course.

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Engaging effectively in group work is essential to learning in this course and to your development as an educator. You will depend upon your group members to share resources, communicate frequently, and complete their portions of assignments. They will rely upon you for completing the group work as well. If you are experiencing problems within your team, first try to resolve it on your own. If you cannot resolve the conflict, document the problem, and email it to me immediately. Do not wait until the end of the module when little can be done to fix it.

**Criteria for Discussions:**

1. Maintain engaged with peers, answer initial questions, see videos when assigned and make connections to the readings of the week.
2. Engage in interactive responses that are well thought out and appropriate for each topic that is discussed. Respond to question and to at least three other peers.
3. Keep up with the timelines for discussions.

**Criteria for Written Assignments:**

1. Write in an organized, clear, and concise manner and demonstrate depth of thought through analysis and synthesis of the information.
2. Demonstrate appropriate research skills, where applicable, that include:
  - a. correct form for citations
  - b. providing references as directed in the modules
  - c. limiting responses taken verbatim from resources to those that are correctly cited (Note: Any work that is used as your own without attributing to author constitutes plagiarism and is subject to sanctions by the university.)
2. Submit written responses within the parameters of the posted deadlines.
3. Prepare written assignments according to the directions posted for each module.
4. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

**COURSE POLICIES**

1. Students will complete all assignments by the due date posted. Late assignments will be assigned reduced points. Assignments that are labeled “missing” by the Blackboard system **will not** be accepted without the instructor's prior written approval.
2. All discussion forums and assignment links will be closed permanently after assignment deadlines, and any further entries will be ignored and will NOT count towards your grade.
3. Maintain copies of all work submitted.
4. If by the end of the first month of the semester, a student has not submitted any work, the student will be dropped from this course.
5. The Instructor will be available through the blackboard email link and virtually and during posted office hours.

**E-MAIL POLICY:**

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- 1) The instructor will answer e-mails Monday through Friday within 24 hours of receiving them.
- 2) It is recommended that you check your UTEP Blackboard course and discussion area at least three times a week at minimum to keep up with work on time.

**ATTENDANCE POLICY**

Because this is an online course, attendance is determined by class participation online. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the Discussion Boards
- Completing all module activities (assignments, quizzes, etc.)
- Completing all assignments

**LATE WORK POLICY**

**No late work will be accepted.** Assignments are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines.

**DROP POLICY**

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course, please contact me. If you do not, you are at risk of receiving an "F" for the course.

**ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

**TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers



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for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Flipgrid, and Blackboard. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

### **NETIQUETTE**

- Always consider audience in discussions. 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.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on 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).

### **COVID-19 INFORMATION AND ACCOMMODATIONS**

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training at [this site](#).

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at [mrcestillo@utep.edu](mailto:mrcestillo@utep.edu). My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course.

Even though our course is online, you may plan on going to campus for other reasons (e.g., library, computer or internet access). Prior to any campus visit, you must complete the self-screening ([screening.utep.edu](http://screening.utep.edu)). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a

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positive coronavirus test. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](https://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

### **SCHOLASTIC INTEGRITY**

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. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

### **STUDENT RESOURCES**

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access 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.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

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- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

## **POLICIES AND PROCEDURES**

### *Inclusiveness and equity*

Learning happens only when we feel respected as a whole human being. My top priority is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your future students' learning, so that you know how to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other, as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or [ahachey@utep.edu](mailto:ahachey@utep.edu), and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu).

### *Food insecurity, mental health, and access to support services*

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are

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listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need. You are not alone.

***Language policy for this course***

This course is designed to develop your knowledge of and appreciation for bilingualism in your future students, in yourselves, and in our community. You are encouraged to use and develop your own biliteracy skills in this course. *You may submit any formal assignment in English or in Spanish.* For discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variety(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

***Changes to the syllabus***

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard.

**Technical Requirements and Assistance (Hardware/Software):**

- 1. ATLAS Lab:** Please review both the Getting Started and the Technical Requirements links on the left side navigation within the course. Students who are not familiar with the online format for the Blackboard program may obtain assistance from the ATLAS Lab located in the Undergraduate Learning Center (UGLC), Room 202. Their hours of operation are Monday thru Thursday, 7:00 AM – 11:00 PM and Friday 7:00 AM – 3:00 PM and 4:00 PM – 10:00 PM. Contact information is [etap@utep.edu](mailto:etap@utep.edu), (915) 747-7875.
- 2. UTEP email ID:** You must have a UTEP email ID and a password before you can access Blackboard. UTEP automatically generates an email ID for you when you are entered into the system. If you do not have your ID or do not remember the ID or password, email ([helpdesk@utep.edu](mailto:helpdesk@utep.edu)) or call the Help Desk at (915) 747-5257.
- 3. Other assistance:** Email or Contact the Help Desk (915-747-5257) located in the UTEP library, Room 300, if you need further assistance with the Blackboard Learn system. Their hours of operation are Monday thru Friday 7:00 AM – 8:00 PM; Saturday, 9:00 AM thru 1:00 PM; Sunday, 12:00 PM thru 4:00 PM.

**Time Management:**

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The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3-credit course, course you should expect to spend: 3 hours of class time + 9 hours of study and prep time = 12 hours per week.

**Copyright Notice:**

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

**Virtual Classroom Policies**

- 1. Responses:** All responses in discussions, reflections, and writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatically correct, and must include correct forms for citations and references.
- 2. Group Participation:** Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.

**ASSIGNMENTS AND EVALUATIONS\***

**NOTE: You must complete all the assignments for this class; missing assignments/assessments affect the overall final grade.**

**1. End-of-class Quizzes: (4 x 2.5) 10 points**

You will take 4 quizzes about the readings assigned for the covered readings/discussions/activities (All quizzes under the Assessments Link) consisting of multiple choice and open questions. Each will count as 5 points of your total grade of this course. When missing the date line for quizzes, it would not be reopened.

**Rubric for open questions**

5 points	4 points	3 points	0-2 points
Answers the questions Organizes and expresses ideas clearly. Develops the ideas in depth Adequately utilizes main ideas and concepts	Answers the questions Organizes and expresses ideas clearly. Develops the ideas in depth Utilizes main ideas and concepts presented in	Answers the questions partially Organizes and expresses ideas but develops the ideas partially Utilizes main ideas and concepts presented in	Answer does not show student read the material. Answers the questions superficially and incompletely Disorganized ideas.

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presented in the readings. Applies main ideas and concepts to relevant examples of teaching practice correctly.	the readings but does not fully explain them Applies main ideas and concepts to relevant examples of teaching practice partially.	the readings but does not fully explain them Applies main ideas and concepts to relevant examples of teaching practice partially.	Main ideas and concepts from readings are not used or explain. No application of ideas/concepts to examples of teaching practice
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**2. Journal: 10 points, (2 x 5 points each)**

You will keep a journal that you will turn in two times during the duration of the course (2 pages each time). This journal should include your reflections about the readings we cover in the course and the lessons you are learning through the course materials. You should also connect these new ideas to observations you have made in schools. You should show that you have read and reflected about the ideas presented in the readings, and that you are able to apply them to real-life situations in classrooms. You do not have to agree with all the ideas presented, but you need to engage them. Please, note that if you only describe a situation you observed without analyzing it using our readings, you will not receive any credit for this assignment (See due dates in the tentative calendar shown next).

**Rubric for journals**

5-4	4-3	3-2	2-1 points
Reflects on <u>at least three ideas or concepts</u> clearly.	Reflects on <u>at least three ideas or concepts</u> clearly.	<u>No clear reflection</u> about new ideas and concepts.	Journal <u>does not show</u> that student read the material.
Adequately <u>utilizes main ideas</u> and concepts presented in the readings.	Utilizes main ideas and concepts presented in the readings but <u>does not fully explain them</u> .	Organizes and expresses ideas but <u>develops the ideas partially</u> .	Reflections and <u>superficial and incomplete</u> .
Organizes and expresses <u>ideas clearly</u> . Develops the ideas in depth	Organizes and expresses <u>ideas clearly</u> .	Utilizes main ideas and concepts presented in the readings but <u>does not fully explain them</u> .	<u>Disorganized ideas</u> . Main ideas and concepts from <u>readings are not used or explain</u> .
<u>Applies main ideas</u> and concepts to relevant examples of teaching practice correctly.	Applies main ideas and concepts to relevant examples of teaching practice <u>partially</u> .	Applies main ideas and concepts to relevant examples of teaching practice <u>partially</u> .	<u>No application of ideas/concepts</u> to observations of teaching practice

**3. Group presentation and lesson demonstration: 15 points**

The students in groups (about 5 students per group) will present a chapter from the textbook “*Classroom Diversity: Connecting Curriculum to Students’ Lives*.” The goal of these presentations is to communicate practical ideas and activities that teachers can do with students in the classroom to implement an “anti-bias” and “culturally relevant” curriculum. Each group will submit (using the specific blog) a PowerPoint with voice, or a video which must include:

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1) the main ideas of the chapter, 2) elaborate on one specific teaching activity selected by the group, and 3) briefly present the principles of Multicultural Education and Critical Pedagogy guiding the selected activity. Select an activity that you think will work well in this border region and conduct a brief lesson demonstration (include lesson plan and materials that you will use). **The lesson plan must include the relevant TEKS.** Each group will post (Blackboard) **a hand-out** with the main points and the lesson plan introduced **the day before the presentation**, for everyone to see. Hand-outs will be graded along with the oral presentation (see due dates in the calendar).

**4. On-line PPR-Like Multiple and open questions discussions: (2 x 5) 10 points**

Two discussion questions that you must address making sure you include the points you have learned through the course. You are also assigned to reply to three of your classmates' responses.

**Rubric for discussions and responses**

5 points	4 points	3 points	0-2 points
Answers the questions Organizes and expresses ideas clearly. Develops the ideas in depth Adequately utilizes main ideas and concepts presented in the readings. Applies main ideas and concepts to relevant examples of teaching practice correctly. Reply to three classmates' responses.	Answers the questions Organizes and expresses ideas clearly. Develops the ideas in depth Utilizes main ideas and concepts presented in the readings but does not fully explain them Applies main ideas and concepts to relevant examples of teaching practice partially. Reply to three classmates	Answers the questions partially Organizes and expresses ideas but develops the ideas partially Utilizes main ideas and concepts presented in the readings but does not fully explain them Applies main ideas and concepts to relevant examples of teaching practice partially. Only reply to one student	Answer does not show student read the material. Answers the questions superficially and incompletely Disorganized ideas. Main ideas and concepts from readings are not used or explain. No application of ideas/concepts to examples of teaching practice Not replying to students

**5. Interview to parents and reflection paper: 15 points.** You are assigned to interview immigrant parents (2-1) in regard to the experiences with their children attending school, their academic and personal struggles. A question should address the parents' experiences with their children's teachers. Questions will be designed in class (see due dates in the calendar). Additionally, you will write 2 pages reflection paper including key terms learned throughout the course.

**6. Readings notes and participation: 10 points** for taking notes regarding the assigned readings (a minimum of one page each week per reading), and your participation in the virtual class which includes discussions (from posted videos), lesson plans created and analyzed in your groups, as well as your engagement through the presentations and group work. **One point will be deducted for missing discussions and not presenting the notes of the day.**

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- 7. Weekly Discussion: 10 points** This includes the answer to the initial questions provided by the professor and the replying to 3 classmates to culminate the discussion activity with the summary of all activity on the weekly discussion always due on Friday. The summary must show what discussion you started, the responses to your classmates' responses to you, and the connection to your personal experiences.
- 8. PPR final test: 20 points** The purpose of this exam is to assess the learning of the student throughout this course. Students will respond to multiple choice questions that are very similar to the PPR TExES state exam. Most of the questions will contain the concepts learned in the course applied to specific instructional situations. The questions will be related to the standards covered in this course: Domain I, Competency 2, 3 and 4; Domain II, Competency 5 and 6; Domain IV, Competency 11, 12 and 13.

**Grading/Evaluation**

Learning Activity	Points	%
End-of-Week Quizzes (4x2.5 points)	10	10%
On-line Journal summaries (2x5)	10	10%
Interview to immigrant parents and reflection paper	15	15%
Group presentation and lesson demonstration	15	15%
Lesson Plan Discussions (2X5)	10	10%
Reading notes (before each class)	10	10%
Weekly Discussion (Includes the answer to questions and replying to 3 classmates)	10	10%
PPR Test	20	20%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

***Grading Scale (based on accumulation of points, percentages ABCDF)***

- A = Accumulated Points 90 – 100 (90% - 100%)
- B = Accumulated Points 80 – 89 (80% - 89%)
- C = Accumulated Points 70 – 79 (70% - 79%)
- D = Accumulated Points 60 – 69 (60% - 69%)
- F = Accumulated Points 59 – and less (59% and less)

**Additional Course policies**



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1. Full attendance & participation is required. Since this is an online course, participating, discussing, and submitting the assigned assignments of each week would count as your attendance and participation. Virtual absences exceeding 2 class meetings may result in a loss of 10 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. 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 missed work.
3. I expect active participation in class discussions and activities. I expect you to read every reading assigned.
4. **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

**Tentative Calendar Of assignments.**

Date	Topics/ questions	Reading assignments due for today's session	Assignments Due
W. 1 08-24	<p><b><u>Introduction, expectations, and review of the course outline.</u></b></p> <p><b>YouTube video:</b> Introduction to multicultural education. Embrace Multiculturalism</p> <p><b>Sharing multicultural experiences</b> Discussion question: How we can make a difference in immigrants' life? Share your experiences as an immigrant or with immigrants in this country. Forming groups for presentations</p>	Embrace Multiculturalism to Foster Parental Involvement (Varela, 2008)	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Introductions (Blog) due at 11:59 pm</li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• due at 11:59 pm</li> </ul>

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<p><b>W. 2</b> 08-31</p>	<p><b><u>Critical Pedagogy and Multicultural Education</u></b>  <b>YouTube video:</b> What is critical pedagogy and what does it look like?  <b>Video/PowerPoint:</b> What is multicultural education?  <b>Discussion questions</b> (connecting readings to students' experiences)  Analyzing a multicultural lesson plan in your groups</p>	<ol style="list-style-type: none"> <li>1. Ladson-Billings, It's not the culture of poverty, it's the poverty of culture.</li> <li>2. Making the invisible visible: Critical Pedagogy as a viable means of educating children</li> <li>3.</li> </ol> <p>*** The assigned readings are crucial for activities and assessments. <b>Please, read all!</b></p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• due at 11:59 pm</li> </ul>
<p><b>W. 3</b> 09-07</p>	<p><b><u>Explanations of "school failure" of "minority" and "immigrant" students.</u></b>  <b>YouTube video/PowerPoint</b>  Look at the "deficit" notions around and inside you.</p> <p><b>09/09 Fall Census Day</b>  <b>May drop the class before this day without penalty.</b></p>	<ol style="list-style-type: none"> <li>1. Chapter 6: Race, Class, and Gender: Why students fail.</li> </ol>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three</li> </ul>

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			<p>classmates due at 11:59 pm</p> <p><b>Friday:</b> Quiz #1 Open</p> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• Quiz # 1 Due 11:59 pm</li> <li>• summary of discussion activity</li> <li>• due 11:59 pm</li> </ul>
<p><b>W. 4</b> 09-14</p>	<p><b><u>Immigrant families and children</u></b> <b><u>Power point</u></b> <b>Video:</b> Fear and learning at Hoover Elementary</p> <p><a href="https://utep.kanopy.com/video/fear-and-learning-hoover-elementary">https://utep.kanopy.com/video/fear-and-learning-hoover-elementary</a></p> <p>Discussion questions, scenario questions/ PowerPoint</p> <p>Design questions for the <i>interview to parents</i> of recent immigrants.</p>	<p>1. Chapter 5 “Surviving in a new world” (Con Respeto).</p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Introductions (Blog) due at 11:59 pm</li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• due at 11:59 pm</li> </ul>

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<p><b>W. 5</b> 09-21</p>	<p><b><u>Immigrant families and children</u></b></p> <p>Video: Embracing Family knowledge in education analyzing multicultural lesson plans</p> <p>PowerPoint</p>	<ol style="list-style-type: none"> <li>1. My Mother's Spanish</li> <li>2. Perez Carreon, Drake, Calabrese, The importance of presence</li> <li>3. TEKS (for lesson plans)</li> </ol>	<p><b>Monday:</b></p> <p><b>JOURNAL 1 DUE 11:59 pm</b></p> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <b>No notes are due this week</b></li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 6</b> 09-28</p>	<p><b><u>Working with parents</u></b> <b>Expert Panel:</b> Parent-Teacher Conferences</p> <p>PPR Practice Questions: Competency 11</p> <p>PowerPoint</p>	<ol style="list-style-type: none"> <li>1. Delgado-Gaitan, Involving parents in the schools: a process of empowerment.</li> <li>2. Yosso articule: Madres por la educación</li> <li>3. PPR questions in class (Use your PPR books)</li> </ol>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class/group discussion due at 11:59 pm</li> </ul>

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			<p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Friday:</b> Quiz # 2 Open</p> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• Quiz # 2 Due 11:59 pm</li> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 7</b> 10-05</p>	<p><b><u>Working with members of the educational community and beyond</u></b> <b>Expert Panel</b> PPR Practice Questions: Competency 12 and 13</p> <p>PowerPoint</p>	<ol style="list-style-type: none"> <li>1. Epstein Model of Parent Involvement</li> <li>2. NEA: A parent’s guide to school involvement</li> <li>3. Bringing the community in.</li> <li>4. PPR book</li> </ol>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class/group discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 8</b> 10-12</p>	<p><b><u>Class issues and teacher-parent relationships</u></b> The effects of poverty on schooling Movie</p>	<ol style="list-style-type: none"> <li>1. Jones, Working-Poor Mothers and Middle-Class Others</li> </ol>	<p><b>BB LESSON PLAN DISCUSSION 1</b></p>

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	<p><b>PPR Practice Questions: Competency 2</b></p>		<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• <b>BB L PLAN 1 DUE</b> For Discussions Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates</li> <li>• Reply to group presentations due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 9</b> 10-19</p>	<p><b><u>Gender issues in the Mexican/ Latino communities.</u></b> Role of schools in the reproduction of patriarchy. <b>Film:</b> Tough Guise <a href="https://utep.kanopy.com/video/tough-guise-0">https://utep.kanopy.com/video/tough-guise-0</a> <b>PPR Practice Questions: Competency 2</b></p>	<p>1. “Seventh graders and sexism” by Lisa Espinoza. PPR book</p>	<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class/group discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p>

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			<ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 10</b> 10-26</p>	<p><b><u>Race, learning and school “success”.</u></b> Your interview findings Anti-racist pedagogy Tracking. <b>Power Point</b> <b>Group presentations</b></p> <p><b>10/30 Fall Drop/Withdrawal Deadline</b></p>	<ol style="list-style-type: none"> <li>1. Chapter 4: Learning about Racial differences and similarities</li> <li>2. Chapter 8: Once Upon a Genocide</li> <li>3. TEKS (for lesson plans)</li> </ol>	<p><b>BB LESSON PLAN DISCUSSION 2</b></p> <p><b>Monday:</b> Groups 1, &amp; 2, (chapter presentations and lessons)</p> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• BB Lesson Plan discussion due at 11:59 pm</li> </ul> <p><b>Thursday: Due at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates for the Bb discussion 2</li> <li>• Reply to the groups’ presentations</li> </ul> <p><b>Friday:</b> Quiz # 3 Open</p>

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			<p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• Quiz # 3 Due 11:59 pm.</li> <li>• Summary of discussion activity due at 11:59 pm</li> </ul>
<p><b>W. 11</b> 11-02</p>	<p><b><u>Student-centered and intellectually challenging environment</u></b>  <b>PowerPoint:</b> Student-centered and intellectually challenging environment          PPR Practice questions (competency 5 and 6)  <b>Group presentations</b></p>	<ol style="list-style-type: none"> <li>1. Valenzuela, Teacher-student relations and the politics of caring.</li> <li>2. PPR Book</li> </ol>	<p><b>Monday: Groups 3, &amp; 4</b> (chapters) presentations and lessons</p> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates, due at 11:59 pm</li> <li>• All replay to the groups' presentations</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity. due at 11:59 pm</li> </ul>



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<p><b>W. 12</b> 11- 9</p>	<p><b><u>Connecting curriculum to students' lives:</u></b> Designing lessons that promote school-family-community partnerships AND are connected to local needs. PPR practice questions (competency 3 and 4) <b>Group presentations</b></p> <p><b>Power Point</b></p>	<ol style="list-style-type: none"> <li>1. Funds of knowledge (Moll)</li> <li>2. PPR Book</li> <li>3. TEKS</li> </ol>	<p><b>JOURNAL 2</b></p> <p><b>Monday: Groups 5, &amp; 6</b> (chapter presentations and lessons) due at 11:59 pm</p> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <b>No notes due this week</b></li> <li>• <b>BB JOURNAL 2</b> DUE For Discussions Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> <li>• All reply to the groups' presentations</li> <li>• Due T 11:59 pm.</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity.</li> <li>• <b>due at 11:59 pm</b></li> </ul>
<p><b>W. 13</b> 11-16</p>	<p><b><u>Hetero-sexism and homophobia</u></b> Film: "It's Elementary: Talking about Gay Issues in Schools" <b>Group presentations</b></p>	<p>A mother speaks out</p>	<p><b>Monday: Groups 7, &amp; 8</b> (chapter presentations and lessons)</p>

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			<p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at 11:59 pm</li> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> <li>• All reply to the groups' presentations Due 11:59 pm.</li> </ul> <p><b>Friday:</b> Quiz # 4 Open</p> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• Quiz #4 Due 11:59 pm.</li> <li>• summary of discussion activity.</li> <li>• due at 11:59 pm</li> </ul>
<p><b>W. 14</b> 11-23</p>	<p><b>Groups presentations</b> <b>Parents interviews in bilingual education</b> <b>Final Exam Review</b> <b>Study Guide</b></p>		<p><b>Monday: Groups 9, &amp; 10</b> (chapter presentations and lessons) due at 11:59 pm</p> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• Readings notes due at</li> </ul>

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			<p>11:59 pm</p> <ul style="list-style-type: none"> <li>• Whole class discussion due at 11:59 pm</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• Reply to three classmates due at 11:59 pm</li> <li>• All reply to the groups' presentations Due T 11:59 pm.</li> </ul> <p><b>Sunday:</b></p> <ul style="list-style-type: none"> <li>• summary of discussion activity <b>due at 11:59 pm</b></li> <li>• <b>Interview and reflection to immigrant parents due on Blackboard-Assignments 11:59 pm.</b></li> </ul>
12-07	PPR based, reading discussions, and key concepts		<b>Final Exam</b>

**Course Schedule Changes:**

**As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change!**

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

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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).*