
BED 5338: Place, Practice, and Identity
CRN: 18094
Fall 2016
University of Texas at El Paso, College of Education

General Course Information

Instructor: Reynaldo Reyes III, Ph.D.

Virtual & Face-to-Face Office Hours: Wednesdays, 12:00pm – 3:00pm; or by appointment (meetings can take place face-to-face, in the Blackboard chat room, or via Skype, depending on your situation)

E-mail: rreyes9@utep.edu *Please note that when you e-mail me, either through regular e-mail or through Blackboard, I will try to respond to your e-mail within 24 hours.

Phone: 915-747-8817

Office Location: College of Education, Rm. 801-C

Prerequisites: BED 5331 with a grade of B or better.

Credits: (3-0)

Course Description

This course provides an exploration of the situational nature (place) of teaching and learning, rooted in a sociocultural framework, to understand the role(s) that community, social networks, micro-interactions, relationships, marginalization, and movement play in identity and practice of one's identity. Although there is an emphasis on language issues and students of Mexican-descent, this course emphasizes how these new understandings can provide insight to innovations that may contribute to the improvement of the education of all students.

Course Learning Objectives

When you leave this course, you should have a better understanding of:

- The situational nature of teaching and learning, and how the various dynamics within a setting has a profound impact on teaching and learning
- The role(s) that social, peer, and academic support networks in schools play in the schooling lives of students, in particular students of Mexican-descent

- The present, historical, and future variables involved in the successes and challenges of diverse student populations, and how they influence identity and performance within teaching and learning settings, with an emphasis on students of Mexican-descent
- The role(s) that language(s), literacy/ies, and discours(es) play in the struggles and successes of English language learners, in particular students of Mexican-descent
- The social, cultural, academic, and political aspects of presence and practice within and outside of schools and other social settings, and the role(s) that these have in identity and the learning of identity

These learning objectives and outcomes will be achieved through dialogue, debate and writing exercises. Each student will be responsible for participating in this course having read the materials and prepared to engage in discussion and dialogue with other class members.

Student Learning Outcomes & How They Will Be Evaluated

Student Learning Outcome	Assessment
The student will <i>interpret, analyze, and evaluate</i> the role(s) of community, practice, social networks, and identity in the schooling experiences of Mexican-descent students, and how they might <i>apply</i> such understandings to other school settings	Weekly Lesson Discussions (with peers and with instructor);
The student will <i>discuss, interpret, and analyze</i> the multiple social, cultural, linguistic, political, and historical variables involved in the schooling of Mexican-American students, and <i>problem-solve</i> and <i>apply</i> their solutions to school and other social settings	Weekly Lesson Discussions (with peers and with instructor);
The student will <i>apply</i> their analytical understandings of the micro and macro pedagogical tools needed for effective school reform, the need to integrate empowering social and academic networks, communities, and social settings, and the continuum that reflects the challenges and successes of students, in particular students of Mexican-descent, in their schooling	Weekly Lesson Discussions (with peers and with instructor);

The student will <i>evaluate</i> and <i>analyze</i> the different social, cultural, and pedagogical theories related to how schools and society marginalize particular student populations and <i>relate</i> them to the lived experiences of individuals who have had such experiences	Weekly Lesson Discussions (with peers and with instructor);
The student will <i>evaluate</i> and <i>analyze</i> popular multimedia text (film) and <i>compare/contrast</i> how the social, cultural, political, economic, and/or pedagogical features within the film reflect theory, and how such analysis and derived understandings might be applied to real-world settings	Weekly Lesson Discussions (with peers and with instructor);
The student will <i>compare/contrast</i> their own personal and professional experiences with schools with the experiences based on the readings and <i>analyze</i> via discussion and reflection how possible solutions based on theory can be <i>applied</i> to present and future school settings	Weekly Lesson Discussions (with peers and with instructor);

Required Text(s) / Reading(s) / Sources of Information

1) Peace-Alvarez, L. & Schechter, S. R. (2005) (eds.) *Learning, Teaching, and Community: Contributions of Situated and Participatory Approaches to Educational Innovation*. Lawrence Erlbaum: New Jersey.

2) Reyes III, R. (2013). *Learning the Possible: Mexican American Students Moving from the Margins of Life to New Ways of Being*. University of Arizona Press.

Class Policies

University Policy on Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by the individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that all faculty insist on adherence to these standards.

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.

Philosophy of Teaching & Learning

I believe that one of the best ways that one can learn is through dialogue. This dialogue can take on the form of reflection (written, mentally, verbally), interaction with text (whether in written form, the “text of the world,” or verbal text), or subconscious dialogue that may be triggered by an epiphanous event in an interaction (with others persons, with text, with the self). In order for a student to actively learn, they must engage in dialogue at various levels in its various forms. That being said, in order for true teaching and learning to occur in this course, your active participation is required in the small group, whole class, or one-on-one interactions that you may have with others in class. Part of this dialogue may come in the form of my questioning and/or prodding you to think beyond the surface and superficial of what you see and how you see it. Other dialogue will come from your questions and comments that will prompt others to participate and contribute. In order to participate effectively in dialogue about particular concepts, ideas or issues in multicultural education and culturally responsive pedagogy, you must have read, engaged in, and internalized the readings of the course. You will then be and become a more informed, analytical and critical participant in such dialogue. In short, be prepared to dialogue by reading the “word” and the “world” (Freire & Macedo, 1987) of all that encompasses this course.

Deadline Policy

All on-line assignments are due by 11:59 PM (Mountain Time) on the deadline date/day specified by the instructor in Blackboard (unless otherwise stated in the particular assignment directions). **There will be no points given for late discussion board postings or late weekly responses.** In extremely rare circumstances, and on an individual basis, I may allow an assignment to be submitted late, but **only** when there are serious extenuating circumstances, such as a medical situation or an accident, and with documentation. I will not accept late work followed by an e-mail from you telling me that you did not know what time it was, or your work would not

attach, etc. You know the deadline time, and you need to practice doing attachments in Blackboard. That's part of the necessary requirements for being able to make it through this course successfully.

Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Reading instructions is your responsibility and you should not assume different due dates or times, unless otherwise notified by the instructor.

You must post your Weekly Responses work as a Word Document, first and foremost, and then as text within the text box. **I will not accept your work if it is not attached as a Word Document with your submission.**

There will be a place on Blackboard for you to submit all papers and assignments.

Course Requirements and Grade Percentage Distribution

Points and Grading Scale:

230 - 207 = A Excellent quality of work

206 - 184 = B Above average work

183 - 161 = C Average work (not acceptable for graduate-level work, but will still pass course)

160 - 138 = D Below average work

137 points and below = fail the course (must take course again)

1) Discussion Board Participation [70 points = 7 Week Modules Discussions x 10 points each]

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, and other sources of information that I want you to base your thinking and writing in an in-depth, analytical, and critical manner. That is, in order to achieve the most from this course, you must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges. Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented.

Learning Objectives for Discussions: 1) To co-construct understanding of particular ideas, concepts, or topics highlighted by each student, based on the inter-weaving of the readings, Quick Reads, and videos; 2) to engage in discussion and dialogue with colleagues.

Instructions for Posting and Discussion Activity

I want the discussions on the readings and the videos to be just that – **discussion**. As such, here are the guidelines for your discussion activity:

1. Make “connections” between what you have read for the week and the video or additional reading prompt provided in the Module Week:
 - a. Be sure to specify any particular topic, concept, theory, idea, and/or pedagogical approach that you contextualize and discuss as part of your analysis by 1) naming any and every topic, etc. that you discuss, and 2) providing a particular quote from any of the readings reflecting the essence of the what you have named as your topic(s) in your discussion.
 - b. What are the “connections” you are making between your chosen topic, etc. from the readings and the part of the video or reading prompt that you want to analyze? These “connections” reflect your ability to analyze and go “beyond the surface” of what is already obvious. What are you trying to reveal through your analysis?
 - c. As you make a “connection” through your discussion and analysis, what does this “connection” mean to you as a current and/or future educator, or someone interested in the social and cultural aspects of teaching and learning, marginalization, identity, bilingualism, bilingual education, the education of English learners, policy, curriculum, and/or the like?
 - d. How can the final understanding and learning based on this “connection” you made between the reading(s) and the video or prompt reading help you to more effectively address the needs of students, in particular the marginalized, English language learners, or another student group you wish to discuss (perhaps an individual student or group of students you currently worked with or have worked with)?

(When responding to others in the class) Respond and engage in discussion that is **substantive**, and goes beyond simply stating, “I like what you said”, “I agree”, “That’s great!” You must cite a particular idea or thought from what your colleague posted and base your discussion on that idea or thought. What do you have to say about that idea? Or other ideas that are co-constructed?

Score Key & Criteria for Achieving a Certain Score for Discussion Board Participation

*You can potentially earn an OVERALL, holistic, maximum score of 10 points, for each week of discussion board activity. If your posting(s) fall within the parameters of the criteria indicated below, you most likely will achieve that score. For your Discussion Board score, you will receive comments and feedback on your discussion contributions when you score below a “7”. When you receive a high score (8-10 points), it means you have fulfilled, for the most part, the criteria needed to earn those points, and you will receive minimum comments, if any. When you earn high points, it means you are doing your job.

*NOTE: *If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving a score of 9 or 10*

points. I need to see an exchange of ideas between you and others in the course, not just responses to what others have posted with no evidence of further discussion, or posting 10 superficial responses to 10 different people on the day that the discussion forum closes, minutes within each posting.

(9-10 points) *Excellent Analysis and Discussion of Content and Activity* (overall excellent use and analysis of the readings for that week and connections between literature and video or radio report)

- a) Student provided a minimum of one (1) reference specific to the reading for the week in at least one post and/or response to another student within the discussion board
- b) (quality and quantity of content within writing) student wrote at least one in-depth and analytical post in response to the guiding questions on “making connections” between the literature and the what they viewed in the video or listened to in the new story
- c) student responded to a minimum of 1 post within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others in a substantive manner
- d) (quality of writing itself) writing is *excellent*, with few, if any, mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- e) student provided a post on the first day of the Module week (Monday), and did not post the entirety of their work in the hours or minutes before the posting deadline (Friday, 11:59pm), giving the impression that they are only fulfilling the “quantity” aspect of their work, and not the thoughtful, “quality” aspect of their work and this activity;
- f) student posted by the Friday, 11:59pm deadline

(8 points) *Good Analysis and Discussion of Content and Activity* (overall good use and analysis of reading literature and connections between literature and video or new story)

- a) (use of reading literature) Student provided a reference to the reading(s)
- b) (quality and quantity of content within writing) student wrote at least one in-depth and analytical post in response to the guiding questions on “making connections” between the literature and the what they viewed in the video or listened to in the radio report
- c) student responded to a minimum of 1 post within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others in a substantive manner
- d) (quality of writing itself) writing is *good*, with few mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- e) student posted by the Friday, 11:59pm deadline

(7 points) *Average Analysis and Discussion of Content and Activity*

- a) (use of reading literature and “connections” through analysis) Student did not provide a reference to the reading

- b) (quality and quantity of content within writing) student attempted to write at least one in-depth and analytical post in response to the guiding questions on “making connections” between the literature and what they viewed in the video or listened to in the news story, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
- c) student responded to a minimum of 1 post within the discussion board, engaging in actual discussion on particular points made by others, but the manner in which they built on and/or reacted to the ideas of others was not done so in a substantive manner
- c) (quality of writing itself) writing is *fair*, with a number of mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- d) student posted by the Friday, 11:59pm deadline

(5-6 points) Poor Analysis and Discussion of Content and Activity

- a) (use of reading literature and “connections” through analysis) Student **did not** provide a reference to the reading,
- b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student’s post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in the posting(s)
- c) (quality of writing itself) writing is *poor*, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding
- d) student posted by the Friday, 11:59pm deadline

(1-4 points) Very Poor Analysis and Discussion of Content and Activity

- a) (use of reading literature and “connections” through analysis) Student **did not** provide a reference to the reading
- b) (quality and quantity of content within writing) student wrote at least one post and/or response to another student’s post within the discussion board, but it was simply participation and presence on the discussion board, and little thought or depth was apparent in their work
- c) (quality of writing itself) writing is *very poor*, with many mechanical, grammatical, and/or stylistic writing errors that get in the way of understanding, and obviously was rushed and done simply to post something, anything, on the threaded discussion
- d) student posted by the Friday, 11:59pm deadline

(0 points) No Postings, No Discussion Board Activity

no response posted by the weekly deadline; OR student did not compile their discussion postings and post them as an attachment with the week’s discussion thread

*Note: I will participate from time to time in your weekly discussions, but ideally I would like to see how you “co-construct” knowledge and understanding with your classmates/colleagues. My participation in your discussions, of course, does not mean that I will be able to respond to everyone’s postings and thoughts. I will respond to postings as often as possible. Some week’s there may be more

participation on my part, while other weeks there may be little to no activity/participation on my part.

Note on Blackboard Being Out

If you find that Blackboard is “out” or you are unable to log in to Blackboard at the time that you are trying to post your work, you **MUST E-MAIL ME** (through regular e-mail) **IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK** (if a Module Assignment), or an e-mail indicating that you are trying to post more discussion, but you cannot because of the outage. When you do this I will know that you have completed the work in a timely manner and you will receive full credit for your work, even though it was not posted on the discussion thread. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you e-mail me indicating that Blackboard is out, but you do not send me your work as an attachment, you will not receive credit for your work.

2) Module Responses [60 points – 6 responses x 10 points each]

For each Module you will be responsible for addressing specific questions (Template Questions) and prompts based on the readings for the week (articles or chapters, depending on the text) by providing written responses in a Word document (Times New Roman font, 12-point, double-spaced). Your responses will be based on the entirety of the readings for the week, not just one chapter (until the last week), but what you read *as a whole*. The questions and prompts will all be the same throughout the course for each reading. You will find these questions here in the syllabus and through the Module Responses link in each Learning Module. Each paper should address the following:

Template Questions

1. Provide a 1 page (or so) summary of what the reading was about. This should read like an abstract. *NOTE: Your summary **MUST** accurately reflect what the reading was about. Please know that I will have read all readings, and will know whether you read them or not (especially the book that I wrote). If I suspect that you have not read, which will be reflected in a weak summary, I will automatically subtract 5 points from the 10 points of the Module Response.
2. In the next 1 page (or so), cite a “powerful idea” from what you read for the week by paraphrasing that powerful idea in 2-3 SENTENCES. *Note: If it is a quote from the reading, you are welcome to provide that quote representing the powerful idea. **Underline and bold** this powerful idea that you just paraphrased or quoted. And in the remainder of this page discuss **WHY** this idea is so powerful. Analyze this idea. Dissect it. Take it apart. Demonstrate to me in your writing that you are thinking profoundly about this powerful idea.
3. In the remaining 1 page (or so), apply what you learned from this reading in the real world (locally or globally) by utilizing and molding the idea/s from the reading into an innovation to address a particular problem and/or issue in the world of education (or if you are currently teaching, in your own classroom or school).

This module response will be based on the assigned readings for the week, and should be no longer than 3 pages. No more. No less.

Each set of responses will be graded based on 10 points. I will total your points at the end of the responses and send back to you with comments. You will also see your score in the Gradebook.

I want to see substance. I want to see quality. Not fluff that is aimed at taking up space on the page. I need to see that you make the most of your use of space on a page when it comes to expressing your thinking through your writing.

*You will be provided with an Exemplar after the first week of responses.

In grading your Module Responses, I will be using the following question to guide how we will assign you a grade/score for weekly participation: ***Does the student respond fully, insightfully, and analytically when addressing these questions and prompts based on that particular topic(s)?*** This question, then, should be a guide for you when answering the template questions above so that you may write to your fullest potential as a graduate student.

As such, you will be given a number score that reflects the quality of your writing on a scale from 1 – 10. The score key below indicates what each score represents in your Module Responses. You should use these scores to gauge how well you are doing with the Module Responses and determine what you need to do to improve on them.

Guidelines and Instructions for Module Responses

- Put your name and Module Response # as a heading for each paper (1-6).
- When addressing the Module Response questions, you must go beyond simply regurgitating information. You must provide an in-depth look at the issue presented in the question in regards to the reading. You must write in a way that reflects that you actually carefully read the readings for the week and have put some thought, beyond just personal experience, into your ideas that relate to the question and the overall reading for the week.
- As such, **keep your responses succinct and to-the-point**. What you write should be substantive and not be written with excessive “filler” simply to make it look like you’ve written something substantive. More than anything, I will be looking for QUALITY in your responses. I need to see that your writing reflects that you have actually “wrestled” with the ideas in the reading(s).
- In order to earn a score of 8, 9 or 10 in each Module Response, you MUST show evidence of higher-level thinking and deep analysis of the ideas you have read.

- Submit your Module Responses for each week's Module Response link, which can be accessed through the Learning Modules link.
- Provide your work as a 1 Word document attachment. *Note: You WILL NOT receive credit for your work if you do not provide it as an attachment in a Word document.
- Module Responses are due on Sundays, 11:59pm. You will not be able to turn in your work after the posted deadline. As such, you will not receive credit for that work not turned in.
- You will receive your graded responses with comments within 72 hours of submitting your work. If you do not receive a grade in the Gradebook, along with some comments if warranted, please notify me.

****About Your Score, the Feedback I provide you, and how you use that feedback:** Please note that you will receive more detailed comments for your work earlier in the course, if warranted. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes over and over again, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on *how* to improve your work. If the latter is the case, then let me know by e-mailing me, and I will provide you further, individual assistance either through a chat or via e-mail. Future work returned to you will have fewer comments and mostly consist of a score, which you can you interpret based on the score key.

Score Key & Criteria for Achieving a Certain Score for Module Responses

10 = *excellent, near perfect responses*; followed the template questions above carefully and closely; wrote in a highly analytical and in-depth manner that reflects the student thought about the material “beyond the surface” and not just in a superficial way; addressed every aspect of the template above carefully and closely; responses were easy to read, with no trouble understanding what and how it was written; excellent mechanics in writing, with few, if any, spelling, grammatical, punctuation errors

9 = *very good response*; may have followed the template questions above, but was lacking in some quality that prevents it from earning a score of 10; attempted to follow the template questions above, but lacked in addressing some specifics related to what each question was asking; mostly well thought-out writing, with a good ability to analyze, although a number of places in the posting did not go “beyond the surface” and were superficial and/or vague; overall, well-written, but some awkward writing in places, with some spelling, grammatical, and/or punctuation errors

8 = *good response*; wrote well, in-depth and analytically in some places; followed the template questions above; writing was well-done, but needed some improvement in grammar, spelling, sentence structure, and levels of analysis

7 = *average response*; attempted to write well, in-depth and analytically in some places in the response, but overall the writing lacked in quality and depth; overall the writing was mostly comprehensible, but writing was confusing to read at times, with some spelling, grammatical and/or punctuation errors (little attention to the details in writing quality)

5 - 6 = *below average response*; wrote superficially, and did not attempt to go “beyond the surface” and in-depth in the writing, especially as their thoughts relate to the reading(s); did not follow the template questions above; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings

1 - 4 = *very poor quality response*; little attention to details, addressing the template questions, and writing needed a great deal of improvement; very superficial responses; no specific reference to the readings

0 = no responses given; or did not submit by the stated deadline

3) Final Paper - Analytical Essay [100 points] DUE: Sunday, December 4, 11:59pm (no exceptions)

You will write a 5 – 7 page (minimum of 5 pages of actual writing, that does not include your References, and a maximum of 7 pages) paper that **analyzes** one of the following films dealing with various themes and issues in schools : 1) *Stand and Deliver*, 2) *Freedom Writers*, 3) *Lean on Me*, 4) *187*, 5) *Coach Carter*, 6) *Waiting for Superman*, 7) *Race to Nowhere*, 8) *Precious Knowledge*. As part of your analysis, you will use, discuss, and analyze actual scenes from the movie that reflect particular ideas, concepts, themes, theories, with an emphasis on the ideas of “place, practice, and identity” that were explored in this course. So, in writing your essay, you must choose a particular theme or idea that you would like to explore further (with 3 sub-topics that connect to what was studied in the course), with support from and reference to the academic readings from the course as well as other outside readings you choose, and with descriptions of actual scenes and depictions of such themes or ideas from the film you are analyzing. That is, be sure you are actually discussing what is occurring in the film and specifically referencing.

*An exemplar of an “A” Graded Analytical Essay can be found in the Exemplars link in the course menu.

Analytical Essay Guidelines & Rubric

**How your paper will be graded:* Each aspect of your paper is graded on a weighted scale, depending on the importance I have given it for this assignment (out of 100pts.). You will be graded on the following:

- Topic is substantive in nature, and closely related to some aspect of the course material read and/or discussed in BED 5338. This is evident through specific references to the readings from the course that support the analysis and discussion throughout the paper (5pts.)
- 5 – 7 pages, double-spaced, 12-point, Time Roman font, 1-inch margins (5pts.)
- A minimum of **ten (10)** sources cited and referenced in your paper, with a minimum of both books from the course used as references. That is, both books studied in the course are referenced within the paper, but OVERALL you have cited 10 sources. For example, the chapters within the Pease-Alvarez and Schechter text may be cited as DIFFERENT sources each (as it is an edited book with different authors throughout), but must be cited correctly using APA style. References are cited WITHIN the paper and match up with the references within the References Page. *Note: If you do not have the minimum of 3 sources from the course, you will automatically lose 5 points. If you do not have the minimum 10 sources cited, you will lose all 10 points (10pts.)
- APA (American Psychological Association) style for citation and references is correctly used throughout the paper and within the references page (5pts.)
- The paper is well-organized, well-written, with an introduction, body, conclusion and list of references, with few grammatical, spelling, and/or wording errors (15pts.)
- The paper has a thesis or statement expressing what the paper will be arguing and defending, outlining the three topics to be discussed within the paper (5pts.)
- The paper has 3 visible and explicitly provided/written sub-headings in the paper, bolded and italicized, and within each is the analysis and discussion of that particular point/topic. *Note: You will automatically lose all points if I do not see these three sub-headings within the paper (5pts.)
- The paper has provided an in-depth analysis of the three (3) explicitly-chosen points where the author has “gone beyond the surface” and analyzed through particular theoretical or conceptual lenses with support of literature, readings, and references from the course (as well as other sources), and has specifically cited scenes and/or situations from the chosen film to analyze that are discussed within each of the three explicitly-chosen point of analysis. That is, **I MUST see evidence of thinking and in-depth thought in your writing.** (50 pts.)

*When you turn in your Analytical Essay, please go to the Assignments tab and upload it to the Final Paper section where you find the link.

Readings Key

PS = Pease-Alvarez & Schecter

R = Reyes

BED 5338 Spring 2014 Course Schedule

Week 1, October 17 – October 23

- To Do: Read 3 chapters of your choosing from (PS), Part I: “Linking Pedagogy to Communities”
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting by Friday, October 21, 11:59pm
- DUE: Week 1 Module Responses by Sunday, October 23, 11:59pm

Week 2, October 24 – October 30

- To Do: Read 3 chapters of your choosing from (PS), Part II: “Professional Learning for Diversity”
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting by Friday, October 28, 11:59pm
- DUE: Week 2 Module Responses by Sunday, October 30, 11:59pm

Week 3, October 31 – November 6

- To Do: Read 3 chapters of your choosing from (PS), Part III: “Learning in Community (and Community in Learning)”
- To Do: Post on the Discussion Board
- DUE: Discussion Board Posting by Friday, November 4, 11:59pm
- DUE: Week 3 Module Responses by Sunday, November 6, 11:59pm

Week 4, November 7 – November 13

- To Do: Read (R), Chapters 1-3
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting by Friday, November 11, 11:59pm
- DUE: Week 4 Module Responses by Sunday, November 13, 11:59pm

Week 5, November 14– November 20

- To Do: Read (R), Chapters 4-6
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting by Friday, November 18, 11:59pm
- DUE: Week 5 Module Responses by Sunday, November 20, 11:59pm

Week 6, November 21– November 27

- To Do: Read (R), Chapter 7
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting by Friday, November 25, 11:59pm
- DUE: Week 6 Module Responses by Sunday, November 27, 11:59pm

Week 7, November 28– December 4

- To Do: View and analyze a film, per the guidelines and instructions for your Final Paper
- To Do: Post any thoughts, questions, or concerns regarding the analysis of your film
- DUE: Final Paper on Sunday, December 4, 11:59pm (no exceptions)

General Information & Guidelines

Writing Resources – Refer to the following website for any assistance with your writing or questions regarding APA format.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Word of Caution about E-Communicating

At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you can see, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written or drawn carries the message. Often excitement can be misinterpreted as anger or an insult. It is important that we all keep this in mind as we communicate electronically. Words in print may seem harmless but could emotionally injure a distant learner.

IMPORTANT: Avoid the use of caps in your electronic messages as wording in caps comes across as shouting.

Adding Body Language to Your Messages:

More information on Netiquette can be found at: www.albion.com/netiquette

Required Software and E-mail

- [Adobe® Reader®](#) is free software that allows everyone from business professionals to home users to easily and reliably view, print, and search PDF files using a variety of platforms and devices.
- Microsoft Office® - This product is available at the [UTEP Bookstore](#) for about \$15.00 (if the instructor cannot open the document, then it cannot be graded)
- E-mail account: If you don't have a UTEP e-mail account, GET ONE IMMEDIATELY.

Here's how:

- Go to <http://newaccount.utep.edu>.
- Create your account (remember that your date of birth is in the form mm/dd/yyyy: two digits for the month, then day, then year).
- After you create your account, you must wait 48 hours, then go back to the site and click on "Check on existing account." Enter your UTEP Student ID Number (e.g. 80XXXXXX) and date of birth, and you will get your login name and password. Please let one of us know if you have any difficulty. You may also call the UTEP HELP desk at 1-915-747-5257.
- The HELP desk hours are given below:
M-F 7:00am - 8:00pm (Mountain Time)
SAT 9:00am - 1:00pm (Mountain Time)
SUNDAY CLOSED

Being Successful in an Online Course

On-line learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions:** If you don't know the answer, someone else will. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others:** Offer a fact, article, link or other item that can help others learn something you can share.
- **Be appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.
- **Be diplomatic:** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-

reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- **Stay focused:** Stay on topic to increase the efficiency of your learning.
- **Students often like to converse socially:** To do this, you are strongly encouraged to go to Rosa's Cantina and socialize with your classmates online. While this is not a graded area, please remember I occasionally do drop in and socialize myself.
- **Take advantage** of the resources available to you such as the Digital Library and Smarthinking. (Refer to the Resources area for more information on these tools.)

Time Management

The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend:

3 credit hours of class time + 9 hours of study and prep time = 12 hours per week (more for accelerated courses, like this one).

Bear in mind that there will be many weeks where you will not need even half of that time, but there will be weeks where you will need the full quota of time. So plan ahead and get caught up on readings in advance in the slow weeks.

Message Guidelines & Etiquette (for postings & e-mail)

In posting messages to the online discussion activities, please follow these guidelines:

- Post your initial message as early in the week as possible so people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else.
- Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.
- Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
- Be an active group member, contributing substance and support to group work. The course is designed for collaborative learning, where each person plays an active role in group activities. Shoulder your fair share of responsibilities.

- A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 - **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
 - **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
 - **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.
- Notify the course instructor as far in advance as possible of any time exceeding 4 days in which participation will not be possible during an online course.
- Avoid using all caps. IT SEEMS LIKE SHOUTING!
- Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.
- Abide by Family Educational Rights and Privacy Act rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
- Use emoticons (smiley) if you wish to convey emotion, especially if you want people to know that you are using humor or joking:
 - :-) **happy, humorous**
 - :-(**unhappy**
 - :-O **shocked**
 - ;-) **winking**
 - :-} **wry, ironic**

Statement of Course Change

The instructor(s) reserves the right to make changes in the syllabus, calendar, and/or course material as deemed necessary. Students will be given plenty of notice of any and all changes.

What Should you Expect from me as the Instructor?

- I will provide you with clear instructions on class expectations.

- I will check my e-mail at least three times per week and will answer back to you as soon as possible (at least within 48 hours).
- I will provide a grade and/or feedback on your performance in a timely manner (typically within 48 hours for on-line discussions, and 72 hours for weekly responses, and within 3 weeks for papers).
- I will keep you informed about your graded progress in the class at all times through the Gradebook. If you have any particular questions regarding your grades, I will address them when you inquire about them.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.

Students with Disabilities

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Disabled Student Services Office](#) at The University of Texas at El Paso.