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***BED 5338: Place, Practice, and Identity*** (online)

**CRN: 28588**

Spring 2020

March 16 – May 3

The University of Texas at El Paso, College of Education

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## **General Course Information**

***Instructor:*** Reynaldo Reyes III, Ph.D.

***Office Hours:*** Mainly through email (anytime), but other options are Facetime or Skype, if necessary

***E-mail:*** [reyes9@utep.edu](mailto:reyes9@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 toward learning and empowerment play in identity and practice of one's identity. Although there is some 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**

<b>Student Learning Outcome</b>	<b>Assessment</b>
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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay
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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay
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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay

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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay
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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay
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 Discussion Board participation (with peers and with instructor); Module Responses; Analytical Essay

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

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

2) Additional readings, podcasts, and videos, as assigned and provided in each Module

## 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 the syllabus course Calendar and/or on Blackboard (unless otherwise stated in the particular assignment directions). **There will be no points given for late discussion board postings or late weekly responses.** \*NOTE: Earning a “0” on an assignment has a VERY negative effect on your overall grade. Please make an effort to contribute something each week. 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. NOTE: 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. The deadlines are visible, and you need to practice doing attachments in Blackboard. That's part of the necessary requirements for being able to make it through this online 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 (within each Learning Module section) for you to submit all papers and assignments.

## **Course Requirements and Grade Percentage** **Distribution**

### **Points and Grading Scale:**

240 - 216 = A Excellent quality of work

215 - 192 = B Above average work

191 - 168 = C Average work (not acceptable for graduate-level work, but will still pass course)

167 - 144 = D Below average work

143 and below = Fail the course (must take course again)

### **1) Discussion Board Participation [70 points = 7 Weekly Module 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. The ONLY way you will achieve a score of 9 or 10 is if you a) post an original post AND respond to a classmate's posting BY WEDNESDAY of each module week. If you only post by Friday (the last day of the discussion week), you can only earn a high score of 8.
2. Read several posts of your classmates in the week's discussion board.
3. You may choose 1 person to have a discussion with, OR you may choose several people. I will let you decide.
4. NOTE: If you decide to have a discussion with one classmate for the week, please choose a different classmate the next week to diversify your experience in the course.
5. Use the following as guidelines for your discussion. You DO NOT need to address these questions or prompts in your first posting, but you can address them throughout your multiple posts with your one chosen classmate (or multiple classmates).
6. Make "connections" between what you have read for the week, the video or podcast, and your own experiences related to what is being studied 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. \*You must provide the authors last name in parenthesis when citing a reference.
  - 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, place, marginalization, identity, the education of English learners, the social contexts of teaching and learning, 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) falls 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 podcast)

- 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 podcast)

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 [70 points = 7 Module Responses x 10 points each]**

This assignment is designed to ensure that you not only read the material, but that you have read it well and that you are "wrestling" with the ideas based on your basic understandings of the material you have read. For each Module you will be responsible for addressing specific questions related to the readings by providing written responses in a Word document. You will find these questions through the Learning Modules link. Submit your responses to the questions there according to the assigned module at the time. You will have one Module Response each week.

In grading your Module Responses and participation, I will be using the following questions to guide how I will assign you a grade/score for weekly participation:

- *Does the student respond fully, insightfully, and analytically when addressing the questions based on the readings for the week?*
- *Does the student's response indicate that she/he has read the material and attempted, through their writing and forum discussion, to understand the material with questions, points of analysis, and insightful comments and thought?*

These questions, then, should be a guide for you when answering the Module Response questions so that you may write to your fullest potential as a graduate student and current or future educator of marginalized, culturally, and/or linguistically diverse students.

When reading your response, I will especially be looking for specific references to the readings. Not just general and vague responses that simply regurgitate what is asked in the question. I need to read that you've actually thought about the topics.

As such, you will be given a number score that reflects the quality of your Module Response on a scale from 1 – 10 (sent to you privately each week via the Gradebook). 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*

- 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(s) in regards to the reading. You must write in a way that reflects that you actually carefully read the assignment 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 that is reflected in the depth of your analysis that explores ideas and concepts highlighted from the reading according to the question being asked. That being said, a one-sentence response will not cut it for a question. I need to see more, where your writing reflects that you have actually “wrestled” with the ideas in the reading. Typically, depending on the question, you should expect to write approximately 1 page, ½ spacing, per question for each module. **For each Module Response, DO NOT submit more than one (1) page per question**. **For example, most weeks will be two (2) questions, so you should not type**

**more than 2 pages each week (1 page per question/set of questions).**

**NOTE: If needed, you can go over the 2-pages slightly by a few lines.**

Again, be succinct and to the point. Here are examples of “filler” and “fluff” for which I will deduct points: 1) “In my opinion...”, - You don’t need to state that you are about to state an opinion...Just state it. 2) “In the textbook, (title of textbook here),..., - You don’t need to state the book. I already know it. Nor do you need to cite the title of the chapter or article. Just mention the author, per APA format. 3) “I really really liked this reading because I thought it was just so nice...” – As a graduate student, this should be obvious. Don’t write like this. Basically, if your words do not have a purpose, delete them. I will deduct points for filler or fluff.

- In order to earn a score of 8, 9 or 10 in your Module Response, you MUST make SPECIFIC reference to the authors and their ideas from the reading within EACH response to EACH question. If this does not occur, you will automatically have one point deducted for the particular question that did not reference the reading pertaining to that question.
- Submit your Module Response in the section of that week’s Module, and submit it based on the Module #. There will be just one link there with a title of Module Response #.
- **Copy and paste each of the questions I have provided in your Word document, and then put your response under each question. The question should be single-spaced, while your response will be 1.5 spacing. Number and bold each question.** One (1) point will automatically be deducted for each question if you do not provide the question you are answering.
- Provide your work as ONE Word document attachment for each Module Response. \*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 7 days of submitting your work. If you do not receive a grade in the Gradebook, along with some comments if warranted, please notify me.

**\*\*About the Feedback and Score:** Please note that you will receive more detailed comments for your work earlier in the course, if warranted. \*NOTE: If you receive few comments or little feedback, it simply means that you are writing well and succinctly, and presenting adequate analysis of ideas. 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 our comments addressing the same issue have not been effective. As such, either you are not reading and using our 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 interpret based on the score key.

\*\*NOTE ON MY **YELLOW HIGHLIGHTING** in your returned/scored work: When you see something highlighted in your paper, with a “track functions” comment in the right-hand margin, that simply means that I have noted something to myself about what you said or how you said it. It is a way for me to keep track of your thinking and writing process as I grade. No action needs to be taken on your part from that highlighted portion of your work.

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

**10** = *excellent, near perfect response*; cited a minimum of one specific reference to the readings for every question and sub-question, which included page numbers, with quotes and/or paraphrases of ideas from the readings; 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 question and sub-question carefully and closely; posting was 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; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

**9** = *very good response*; although did cite and/or reference the readings in some parts of the posting, there was not a minimum of one specific reference to the readings for every question and sub-question of the Module Responses; or may have provided a reference for every question and/or sub-question, but posting was lacking in some quality that prevents it from earning a score of 10; attempted to address every question and sub-question, but lacked in addressing some specifics related to the details of 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; the paper did not exceed the required page-limit, with attention to being succinct and clear in presentation of ideas and analysis of those ideas based on the concepts studied

**8** = *good response*; wrote well, in-depth and analytically in some places; only specifically cited the readings once in all responses; addressed most of the specifics of the questions; writing was well-done, but needed some improvement in grammar,

spelling, sentence structure, and levels of analysis; tended to be more rhetorical in wording, and not as substantive and succinct as needed

**7** = *average response*; attempted to write well, in-depth and analytically in some places in the posting, but overall the writing lacked in quality and depth; only specifically cited/referenced the reading(s) one time in the entire posting; vaguely addressed the specifics of each question and sub-question; 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); was mostly rhetorical in wording, and not as substantive and succinct as needed in analysis

**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); little to no attention in addressing the specifics of each question and sub-question; no specific references to the readings; needs work in ability to analyze the material in the reading in exploring the ideas, concepts, theory from the readings; was almost entirely rhetorical in wording, and not as substantive and succinct as needed in analysis

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

**0** = no response given; or did not post by the stated deadline

**3) Final Paper: Film Analysis [100 points] DUE: Sunday, April 26<sup>th</sup>, 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*, 9) *Spare Parts*. (\*NOTE: If you have a suggestion for a film not listed here, and is related to material/topics in the course, please let me know.) 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.

## Film Analysis 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 5 chapters from the course book used as references. 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 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 section 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 (NOTE: Automatic 5-point deduction for each scene not described that is analyzed) 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.)

\*Submit your Final Paper in the link at the end of the Learning Modules section.

## **BED 5338 Spring 2020 Course Schedule**

### **Readings & Activities Key**

PS = Pease-Alvarez & Schecter

#### ***Week 1 Module, March 16 – March 22***

- To Do: Read (PS) Chapter 13, (PDF) *Imagined Communities & Educational Possibilities*, (PDF) *Teacher Investment in Learner Identity*; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #1 by Friday, March 20, 11:59pm
- DUE: Week 1 Module Responses by Sunday, March 22, 11:59pm

#### ***Week 2 Module, March 23 – March 29***

- To Do: Read (PS) Chapters 1 & 2; (PDF) *Definition of Communities of Practice*; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #2 by Friday, March 27, 11:59pm
- DUE: Week 2 Module Responses by Sunday, March 29, 11:59pm

#### ***Week 3 Module, March 30 – April 5***

- To Do: Read (PS) Chapters 3 & 4; (PDF) *School is a Prison and Damages Our Kids*; Watch video(s) and/or listen to podcast
- To Do: Post the Discussion Board
- DUE: Discussion Board Posting #3 by Friday, April 3, 11:59pm
- DUE: Week 3 Module Responses by Sunday, April 5, 11:59pm

#### ***Week 4 Module, April 6 – April 12***

- To Do: Read (PS), Chapters 5 & 6; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #4 by Friday, April 10, 11:59pm
- DUE: Week 4 Module Responses by Sunday, April 12, 11:59pm

#### ***Week 5 Module, April 13 – April 19***

- To Do: Read (PS), Chapters 7 & 8; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #5 by Friday, April 17, 11:59pm
- DUE: Week 5 Module Responses by Sunday, April 19, 11:59pm

***Week 6 Module, April 20 – April 26***

- To Do: Read (PS), Chapters 9 & 10; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #6 by Friday, April 24, 11:59pm
- DUE: Week 6 Module Responses by Sunday, April 26, 11:59pm

***Week 7 Module, April 27 – May 3***

- To Do: Read (PS), Chapters 11 & 12; Watch video(s) and/or listen to podcast
- To Do: Post on the Discussion Board based on the reading(s)
- DUE: Discussion Board Posting #7 by Friday, May 1, 11:59pm
- DUE: Week 7 Module Responses by Sunday, May 3, 11:59pm
- **DUE: Final Paper: Film Analysis by Sunday, May 3, 11:59pm**

## 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](http://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.

\*Please note that this syllabus is subject to any changes and/or adjustments at the discretion of the course instructor.