



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

Title of Course: BED 5338 SEC 002 CRN 28589 Place, Practice & Identity	Class hours: 3
Semester: Spring 2020	Instructor Information: Name: Yolanda Medina, Ph.D. Email: yamedina@utep.edu Office hours: By appointment, please email for a time to set up a virtual/phone meeting.
Day/Time: Fully Online; Runs: Monday-Sunday Schedule	
Credits: 3	

Course Description: How powerful is the physical space in which teaching and learning occurs outside the mind? How can educators design such spaces? This course explores these questions and more by considering how social settings, networks, and communities of practice - and the roles that members in these settings - influence how students engage in particular practices and learn new ways of thinking and being. Particular emphasis on specific student populations under study include Latinos, and those defined as marginalized for this course, including emerging bilinguals, migrants, immigrants, and others.

Course Format Information: This course will be conducted *fully online* [there are no in-person/campus-based class meetings]. This is a fast-paced, intense 7-week course that covers the content typically taught in a 15-week semester. It runs on a Monday to Sunday schedule; course work throughout the week are due at specific days/times, however, you are NOT required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Medina immediately (yamedina@utep.edu).

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are by UTEP's campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Readings:

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 Weekly Module in our Blackboard Course Site.

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, please get one and use it for all course correspondence. 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. For problems, call the UTEP HELP desk at 1-915-747-5257.

Copyright: Our online course site is copyrighted and is the property of UTEP. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact the Teacher Education Department Chair, Dr. Alyse C. Hachey at ahachey@utep.edu.

UTEP Learning Resources:

(UTEP provides a variety of student services and support, including the resources below.)

- UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any

student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Medina [email yamedina@utep.edu to set up a phone meeting].

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.* This includes: completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to: engaging in in-class activities and writing,

volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted. All online

assignments are due by the due date and time listed in the task directions (see each weekly module session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly. Reading instructions is your responsibility and you should not assume different due dates or times, unless otherwise notified by the instructor.

All online assignments are due by 11:59 PM (Mountain Time) on the deadline date/day specified 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.

*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.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances (or religious holiday reasons), please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit. 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.

If BlackBoard is down and you cannot get into our course site to post work by the required due date:

ALL coursework should be posted in our online course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at yamedina@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4. *You work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

Office hours for this course will be virtual. My email is ymedian@bmcc.cuny.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. You can expect a response from me with 24 hours (usually sooner) for any email communication you send.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email or phone). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. <i>interpret, analyze, and evaluate</i> the role(s) of community, practice, social networks, and identity in the schooling experiences of latinx students, and how they might <i>apply</i> such understandings to other school settings;	Weekly Discussion Board participation; Module Responses; Analytical Essay
2. <i>discuss, interpret, and analyze</i> the multiple social, cultural, linguistic, political, and historical variables involved in the schooling of latinx students;	Weekly Discussion Board participation; Module Responses; Analytical Essay
3. <i>apply</i> analytical conceptions 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 latinx-descent, in their schooling;	Weekly Discussion Board participation; Module Responses; Analytical Essay
4. <i>evaluate and 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; Module Responses; Analytical Essay
5. <i>evaluate and 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	Weekly Discussion Board participation; Module Responses; Analytical Essay

how such analysis and derived understandings might be applied to real-world settings;	
6. <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; Module Responses; Analytical Essay

Evaluation & Coursework Requirements of Students:

The total points you are able to earn in this course is 240. To ensure a high grade in this course, your goal should be to earn as close to 240 points as possible. In order to do this, please read and follow directions listed below carefully, participate to the fullest extent and pay close attention to due dates/times.

Evaluation of Coursework

- A Excellent quality of work
- B Above average work
- C Average work (not acceptable for graduate-level work, still pass course)
- D Below average work (must take course again)
- F = Fail the course (must take course again)

<u>How Grades are Determined</u>	
Grade	Earned Points
A	216-240
B	192-215
C	168-191
D	144-167
F	Below 143

Discussion Board Participation

[70 points = 7 Weekly Module Discussions x 10 points each]

POSTING: At the bottom of each weekly module in our course site, you will find the link to post your discussion participation for that week.

It is EXTREMELY important that you participate in online discussions and debates based on the weekly readings, videos, and other sources of information that it is important that you to base your thinking and writing in an in-depth, analytical, and critical manner. In other words, 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 and your classmates what 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

The purpose of discussions on the readings and the videos is 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. The choice is up to you.
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 Points 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 and keep up the great work.

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. The point is 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 the point I 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 depending on the flow of discussion taking place. Regardless, I will be closely monitoring the discussions.

Module Responses

[70 points = Seven 1-2 page responses x 10 points each]

POSTING: At the bottom of each weekly module in our course site, you will find the link to post your Module Response for that week.

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.

Score Key & Criteria for Achieving Points 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

Final Paper: Film Analysis [100 points]

DUE: Sunday, April 26th, 11:59pm (no exceptions)

Note: Please note that your Film Analysis paper is due at the end of Week 6. This is so that I have time during week 7 to your paper and then provide feedback. During our last week of course (Week 7), there will be additional regular coursework.

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 written 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 Schecter 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.

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/>

Course Schedule

Readings & Activities Key

PS = Pease-Alvarez & Schecter Textbook

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
- **DUE: Final Paper: Film Analysis 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

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

