SYLLABUS
EDFR 2301
Intercultural Contexts of Education
Department of Bilingual & Literacy Studies

INSTRUCTOR INFORMATION

Instructor: Kip Austin Hinton, Ph.D.
Office location: BMAIN 2.118, Brownsville Campus
Office hours: Mondays 3:30-4:30pm (Brownsville)
               Tuesdays & Thursdays 1:30-3:00pm (Brownsville)
               Wednesdays 4:00-6:00pm (online)

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for
a phone call, connect session, or a meeting. Favor de contactarme por email o teléfono si se
necesita arreglar otro horario de platicar.

Office phone: 956 882 8847   Cell phone (texting): 956 365 9569
Email: kipaustin.hinton@utrgv.edu

Spring 2018
EDFR 2301-03 Course meeting place & time: Mondays 4:40-7:10pm, BLHSB 1.314, Brownsville

COURSE DESCRIPTION

Intercultural Contexts of Education
This education course introduces students to issues related to equity, diversity, and social
justice for culturally and linguistically diverse students and exceptional learners, as well as
classroom strategies for engaging diverse learners.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXTS

• Textbook:
     ($35 new on Amazon; also available at Brownsville Bookstore)
   o Additional PDF readings will be provided on Blackboard, at no cost.
LEARNING OUTCOMES OF EDFR 2301

By the end of this course, the students will achieve these Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>CAEP Standard</th>
<th>Conceptual Framework</th>
<th>TExES PPR competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply knowledge of inclusion and diversity spanning:</td>
<td>4a</td>
<td>Interculturalism</td>
<td>002A, B, C, F 008D</td>
</tr>
<tr>
<td>• Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Socioeconomic status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exceptionalities, special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sexual orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Geographical area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Citizenship/immigration status</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Engage students of all races and ethnicities, including students who are:</td>
<td>4a</td>
<td>Interculturalism</td>
<td>002A, B</td>
</tr>
<tr>
<td>• Latino/Hispanic</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Native American</td>
<td></td>
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<tr>
<td>• Indigenous Mexican</td>
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<td></td>
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<tr>
<td>• Alaskan/Aleut</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Asian</td>
<td></td>
<td></td>
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<tr>
<td>• Native Hawaiian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Black</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• White</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Biracial/multiracial</td>
<td></td>
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<tr>
<td>3 Challenge all students toward cognitive complexity through instructional conversation, with inclusion for:</td>
<td>4a</td>
<td>Interculturalism Inquiry</td>
<td>002E</td>
</tr>
<tr>
<td>• English learners</td>
<td></td>
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<tr>
<td>• Students with exceptionalities</td>
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<tr>
<td>4 Integrate perspectives of diverse identities by responding to:</td>
<td>4a</td>
<td>Interculturalism interrelatedness</td>
<td>002D</td>
</tr>
<tr>
<td>• Discrimination</td>
<td></td>
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<tr>
<td>• Histories</td>
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<tr>
<td>• Experiences</td>
<td></td>
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<tr>
<td>• Representations</td>
<td></td>
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<tr>
<td>5 Connect students’ prior experiences to real-world issues related to:</td>
<td>1c</td>
<td>Interrelatedness Inquiry</td>
<td>002C, F 008C</td>
</tr>
<tr>
<td>• School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Community</td>
<td></td>
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</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
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<table>
<thead>
<tr>
<th></th>
<th>Create caring and supportive learning environments and encourage self-directed learning</th>
<th>1g</th>
<th>Interrelatedness</th>
<th>005G</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Confront issues of diversity during field experience and reflect on observations</td>
<td>4b</td>
<td>Interculturalism Inquiry</td>
<td>002C</td>
</tr>
<tr>
<td>8</td>
<td>Engage diverse students and diverse families by understanding:</td>
<td></td>
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<tr>
<td></td>
<td>Learning styles</td>
<td></td>
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<tr>
<td></td>
<td>Multiple intelligences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology and communication needs</td>
<td></td>
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</tr>
</tbody>
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### TECHNICAL REQUIREMENTS

**Computer Hardware**
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

**Student Technical Skills**
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

**Software**
Mozilla’s [Firefox](#) (latest version; Macintosh or Windows)
Google [Chrome](#) (latest version; Macintosh or Windows)
Adobe’s [Flash Player & Reader](#) plug-in (latest version)
Apple’s [QuickTime](#) plug-in (latest version)

### BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

**UTRGV’s Blackboard Support:**

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 108</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

**Hours of Operation**
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - 844-897-9260
Assignments

Grading Policies

UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F). Assignments should be submitted on time, according to the dates given in the Blackboard Calendar. Your assignments will be either uploaded to Blackboard or presented during a weekly meeting. Late assignments will be subject to a letter grade deduction.

Letter Grade Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
</tbody>
</table>

Assignments and Assessments

Check Blackboard after every class meeting for updates on assignments.

Grading Weights of Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Assessment Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom activities</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>15%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Inquiry paper - memo</td>
<td>20%</td>
</tr>
<tr>
<td>Group article presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Field experience documents</td>
<td>5%</td>
</tr>
<tr>
<td>Final exam: Field Experience Presentation</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignment Details

Classroom Activities

Classroom activities include individual and group discussions, activities, and small presentations to complete during class time. Students must be present in class. The grade received in those activities will be determined by the quality of the work completed and the level of active participation. This is not just an attendance grade, it is based on what you do. Classwork missed – due to absence, arriving late, or leaving early – cannot be made up.

Online Discussion

This writing is assigned every week, after every class. You must respond to the discussion on Blackboard before the next class meeting.
QUIZZES

Four quizzes will be given in this course. They will focus on your ability to clearly and succinctly articulate the main themes of our readings.

GROUP PRESENTATION OF AN ACADEMIC ARTICLE

Each group (two or three students) will be assigned an article to read, summarize, critique, and present to the class. The article will relate to the class theme. The group will prepare a presentation, a handout and an activity following the guidelines provided in class. Assignments will be evaluated based on thoroughness of content and accuracy.

INQUIRY PAPER – MEMO

You will write a 4 page paper in which you synthesize insights from course readings and your experiences to make recommendations on promoting equity and improving the education for a specific category of diverse learners addressed in EDFR 2301.

Your paper will be in the form of a memo to an administrator at a school/district of your choosing. (It’s ok if you don’t know the administrator’s name – you can just address the memo “To: Principal of _____ Middle School,” “Superintendent, Brownsville I.S.D” or “Member, San Benito I.S.D. School Board,” to give three examples. The point is just to have a specific school context in mind as you write your memo.)

Your memo will have a heading in the following format:

To: [the person you’re addressing]
From: [your name]
Re: [the subject of your memo]
Date:

Although it is a memo, this is a formal piece of academic writing, so please make sure to maintain an academic tone and to adhere to APA conventions for reference/citation.

In your memo, you must do the following:

1) Summarize equity challenges for one specific group of “diverse learners” in your chosen school/district. That is, you must choose one of the populations of students we have discussed in this course (students with learning disabilities, English language learners, undocumented students, students from a particular racial/cultural background, GLBT students, etc.). Then you must address some of the challenges these students face at school.

Be careful not to sound as though you’re looking at these students from a deficit perspective; rather, consider the structural factors that affect these students’ access to quality education, and the abilities the students have which may not currently be supported.

2) Make three specific recommendations for improving the educational experience of this group of students in your chosen school/district. For each recommendation:
   a. Show how the recommendation would address an equity challenge for this group of students.
   b. Support the recommendation with evidence from (1) research [cite at least 3 academic articles] and (2) your community based learning or your life experiences, if applicable.
   c. Advise the administrator on how to implement the recommendation and assess its effectiveness. In other words, how should the school/district take action? And how will they know if their actions have been effective?

3) Include a brief conclusion summarizing your argument and discussing its implications for the educational success of your chosen group of students.

This syllabus subject to change to better meet course objectives per discretion of instructor.
COMMUNITY-BASED LEARNING

This course requires a minimum of 10 hours of observation/participation, either as community-based learning (CBL) or in a school. You will spend your hours as either a participant or an observer with a community organization or a school.

Community organizations

These organizations accept volunteers to help with various tasks. You can contact the organization directly and share the introductory letter with them.

- Good Neighbor Resettlement House (soup kitchen), Brownsville (956) 542-2368
- Young Center For Immigrant Children’s Rights, Harlingen (956) 230-1850 (training required, Sept.23-24, call for appt)
- Sacred Heart immigrant assistance center, McAllen 956-648-6361 http://sacredheartchurch-mcallen.org/immigrant-assistance/volunteer/
- Turtle Inc., South Padre Island (956) 761-4511
- CASA Court Appointed Special Advocates, Cameron & Willacy Counties (956) 546-6545 or (866) 546-1900
- Brownsville Adult Literacy Center (956) 542-8080
- Literacy Center of Harlingen (956) 428-8883
- Boys and Girls Club of Los Fresnos, Los Fresnos (956) 295-8707
- Ozaman Center, Brownsville (956) 831-6331
- San Benito Library, San Benito 956-361-3860
- Ronald McDonald House, Harlingen (956) 412-7200
- Su Clinca Familiar (volunteers who read to children, office support, etc.), Brownsville (956) 365-6750 ext. 1316
- Valley AIDS Council, Brownsville, Harlingen & McAllen 800-840-3629
- Sunshine Haven (volunteers who work with terminally ill patients), Brownsville (956) 350-8400
- Family Crisis Center (volunteers to prevent sexual assault), Brownsville (956) 423-9304
- There are many more! search in your neighborhood.

Schools

Many school districts encourage university students to come and either observe or help with classes or after-school programs. If I included a name, that is the person in the district who might be able to help you get placement for the observation/participation hours. Some districts (including Edinburg, Weslaco, and Harlingen) require a TB (tuberculosis) test before placement. The TB test is not expensive, you can get it as any doctor or small health clinic. There are many districts not included, that just means I don’t know the people but you should feel free to contact them about observing or helping. Also, most private schools and charter schools are happy to have volunteers for various activities.

Brownsville ISD

Online application: www.bisd.us/humanresources/newclassified/Campus_Clearance_Info.htm

At Brownsville, you would be categorized as a “Student Observer”

Edinburg CISD

The last 2 pages of this job application include their background check: http://edinburg.schooldesk.net/Portals/Edinburg/District/docs/Personnel/2015-2016/Classified%20Application%202015.pdf

This syllabus subject to change to better meet course objectives per discretion of instructor.
Janie Ramirez, j.ramirez@ecisd.us, 956 289 2312
411 N. 8th Avenue, Edinburg TX 78541

Or, call the school you are interested in for the steps to follow: http://www.ecisd.us

**Harlingen CISD**

First, contact the department you are interested in a placement with.

- Bilingual Education & ESL: Norma G. Garcia, norma.garcia@hcisd.org, 956-427-3055
- Secondary Education (Middle & High School): Dr. Joe Rodriguez, jose.rodriguez@hcisd.org, 956-430-9505
- Special Education: Daniel Garza, daniel.garza@hcisd.org, 956-427-3445
- Elementary Education: Loranda Romero, loranda.romero@hcisd.org, 956-430-4406

Then print this form:

and deliver it to HCISD Administration Building, 407 N. 77 Sunshine Strip, Harlingen, TX 78550

**Los Fresnos ISD**

Connie Garcia at 956 254 5000
600 N. Mesquite St., Los Fresnos Texas 78566


**McAllen ISD**

- Community Information (volunteering): Norma Zamora-Guerra, norma.z.guerra@mcallenisd.net, 956 618-6023
- Human Resources (background checks): Socorro Espinoza or Josie Tamez, jtamez@mcallenisd.net
2200 Tamarack Avenue, McAllen, TX 78501, (956) 618-6005

**Mission CISD**

- Criminal background check forms:
  http://www.mcisd.net/ourpages/employment/forms//Auxiliary%20Application%20Forms/Criminal%20Record%20Form%202-05.pdf
Office of Human Resources, 1201 Bryce Drive, Mission, Texas 78572

**Pharr-San Juan-Alamo ISD**

Background check form: http://www.psjaisd.us/Page/4106
Rebeca N. Garza, Administrator for Human Resource Services, rebeca.garza@psjaisd.us
HR: (956) 354-2013
601 E. Kelly Pharr, Texas 78577 (East Side Entrance, Door #7)

**Weslaco ISD**

Human Resources: 956 969 6991 ; Volunteering: 956 969 6600
319 W. 4th Street, PO Box 266 Weslaco, TX 78599-0266

The hours are required. However, the times are flexible. Complete the CBL record log each time you visit the site. Take notes afterwards, because you will deliver a presentation to the class on your experiences. Specific guidelines will be given before the due date.

http://www.american.edu/ocl/volunteer/CBLR-Community-Based-Learning-and-Research-homepage.cfm

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**FINAL EXAM: COMMUNITY BASED LEARNING PRESENTATION**

You will prepare a Prezi, Powerpoint, or poster presentation (as assigned) to share about an aspect of your CBL experience with the class.
## RUBRICS FOR INQUIRY PAPER -- MEMO

<table>
<thead>
<tr>
<th>SLO (Student Learning Objective)</th>
<th>NCATE Standard</th>
<th>Met (2.5-2)</th>
<th>Met with weakness (1.9-1)</th>
<th>Not Met (0.9-0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of inclusion and diversity spanning ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area, citizenship/immigration status</td>
<td>4a</td>
<td>Student demonstrates expertise in how to apply knowledge about diversity spanning multiple social categories and contributes to dialogue about how to serve diverse learners based on research and experiences.</td>
<td>Student demonstrates some familiarity with how to apply knowledge about diversity spanning multiple social categories and contributes to dialogue about how to serve diverse learners in a limited way.</td>
<td>Student does not demonstrate familiarity with diversity spanning multiple social categories and does not meaningfully contribute to dialogue about how to serve diverse learners.</td>
<td></td>
</tr>
<tr>
<td>Engage students of all races and ethnicities including students who are: Latino/Hispanic, Native American, Indigenous Mexican, Alaskan Aleut, Asian, Native Hawaiian, Other, Pacific Islander, Black, White, Biracial/multiracial</td>
<td>4a</td>
<td>Student shows deep understanding of how to engage students from different racial/ethnic backgrounds and effectively connects ideas from class to personal/field experience.</td>
<td>Student shows some understanding of how to engage students from different racial/ethnic backgrounds and makes some connections between class and personal/field experience.</td>
<td>Student shows little understanding of how to engage students from different racial/ethnic backgrounds and/or does not incorporate ideas from course texts.</td>
<td></td>
</tr>
<tr>
<td>Challenge all students toward cognitive complexity through instructional conversation, with inclusion for: English learners, students with exceptionalities</td>
<td>4a</td>
<td>Student thoughtfully considers how to challenge learners toward cognitive complexity and promote inclusion through specific policies/instructional practices.</td>
<td>Student somewhat considers how to challenge learners toward cognitive complexity and promote inclusion; suggestions for specific policies/instructional practices may be limited.</td>
<td>Student does not consider how to challenge learners toward cognitive complexity or promote inclusion and/or does not include suggestions for specific policies/instructional practices.</td>
<td></td>
</tr>
<tr>
<td>Integrate perspectives of diverse identities by responding to: discrimination, histories, experiences, representations</td>
<td>4</td>
<td>Student carefully considers implications of course texts and personal/field for educating a diverse population and policies/practices for serving them effectively and ethically. Student makes strong, well-grounded recommendations for policy and practice.</td>
<td>Student includes some recommendations for policy and practice in terms of educating a diverse population. Recommendations may lack supporting evidence or clear connections to student’s experience and reading.</td>
<td>Student does not integrate perspectives of diverse identities or does not include recommendations for serving diverse learners effectively.</td>
<td></td>
</tr>
<tr>
<td>Connect students’ prior experiences to real-world issues related to: school, family, community</td>
<td>1c</td>
<td>Student demonstrates deep knowledge of school, family, and community contexts for education. Student reflects on and analyzes her/his work, and she/he uses current research to inform practice.</td>
<td>Student shows some knowledge of school, family, and community contexts. Student partially reflects on and analyzes her/his work and attempts to use research to inform practice.</td>
<td>Student lacks knowledge of school, family, and community contexts. Student does not reflect on and analyze her/his work, nor does she/he use current research to inform practice.</td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
| Create caring and supportive learning environments and encourage self-directed learning | 1g | Student thoughtfully considers how to create caring and supportive learning environments and encourage self-directed learning. | Student includes some discussion of how to create caring and supportive learning environments and encourage self-directed learning. | Student does not meaningfully consider how to create caring and supportive learning environments and encourage self-directed learning. |
| Confront issues of diversity during field experience and reflect on observations | 4b | Student reports on how s/he confronted issues of diversity during field experience and reflects on observations. | Student reports on how s/he confronted issues of diversity during field experience and includes limited or superficial reflections on observations. | Student does not report on how s/he confronted issues of diversity during field experience and/or does not include reflections on observations. |

| **CBL PRESENTATION** |
| **Content:** What you saw and what you did | Yes(2) | No(0) |
| 1. Describe the sociocultural context of what you observed (economics, gender, race, language, cliques, etc.) |  |
| 2. Describe what the facilitators do (you and others) |  |
| 3. Describe what the children learn |  |
| 4. Relate your observations to at least 2 research-based ideas about education |  |
| 5. Describe problems faced by the children or the program, and possible solutions |  |

| **Quality:** Quality analysis and presentation | Yes(1) | No(0) |
| 6. You provide quality analysis of your observations |  |
| 7. You provide quality analysis of research-based ideas about education |  |
| 8. You use APA style to cite your sources and list references |  |
| 9. Your poster, ppt, or prezi is interesting and easy to understand |  |
| 10. Your spoken explanation is interesting and easy to understand |  |

**Total (out of 15 possible)** 20 max.

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**CALENDAR OF ACTIVITIES**

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Visit the calendar for information on the final exam schedule.

**PROFESSOR’S POLICIES**

**LAS FAMILIAS/FAMILIES:**

- ¡Niños bienvenidos! Nuestra clase acepta las madres solteras y todos los padres que están persiguiendo su educación superior al mismo tiempo que están criando niños. Si usted tiene que cuidar a un niño (¿o dos?) durante la clase, eso es acceptable. Yo les pido que estén preparados con actividades aptos para los niños, y estén preparados para consultar brevemente con ellos si su entusiasmo se convierte en una distracción. Si Uds. necesitan perder parte o la totalidad de una reunión de la clase con el fin de atender a su familia, favor de comunicar conmigo de antemano. Tal vez hay una situación diferente con una familia; Intentaré acomodarles con lo que sea. Si Uds. hacen el esfuerzo para arreglarlo conmigo, yo haré todo lo posible para arreglarlo con Uds.

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This syllabus subject to change to better meet course objectives per discretion of instructor.
• Children welcome! Our class accepts single mothers and all parents who are pursuing a higher education while raising children. If you have to care for a child (or two?) during class, that is okay. I ask that you be prepared with activities for your children, and that you be prepared to consult with them briefly should their enthusiasm becomes a distraction. In case you must partially or completely miss a class meeting in order to care for your family, please communicate with me in advance. Maybe there is a family with some different situation; I will try to accommodate whatever it is. If you make an effort to work with me, I will do my best to work with you.

LANGUAGE POLICY

Nuestra clase es en español. A veces el contenido de una lectura o presentación se hace necesario el uso de inglés en cantidades limitadas. Si viene una situación en que no estás seguro en cómo explicarlo en español, es seguro que voy a escucharte en inglés. Pero pido que cada día te haces un esfuerzo de usar el español académico. Mi capacidad en español no es perfecto pero es muy probable que podemos comunicar suficientemente en español.

ASISTENCIA/ATTENDANCE

Se requiere la asistencia puntual y regular. A los estudiantes se les permite una ausencia sin penalización por el grado de participación. Llegar tarde a clase dos veces, o salir temprano dos veces, constituirá una ausencia. concursos de maquillaje sólo se ofrecen en el uniforme de una ausencia justificada. Sólo hay 3 tipos de ausencia justificada: competir en un evento de atletismo UTRGV; participar en un día de fiesta religioso; o que cumplan el servicio militar. Si tiene que estar ausente debido a una enfermedad, es lamentable pero no justificadas. Un estudiante puede ser dado de baja del curso, a discreción del instructor debido a las ausencias excesivas (más de 3). El verano se mueve muy rápido, y si usted está ausente incluso una vez, usted puede encontrarse muy por detrás.

MAKE-UP POLICY

Política de asignaciones tardías: asignaciones tardías serán aceptadas para el crédito reducida después del día / fecha de su vencimiento. asignaciones finales de los años perderán el 10% del crédito de asignación (una letra) cada día.

HANDLING YOUR WORK

Nuestro aprendizaje darán charlas, prezis, tomas de corriente, presentaciones, actividades de clase, y proyectos de investigación. Se utilizarán estrategias de aprendizaje cooperativo y auto-dirigidos, incluyendo la lectura independiente, proyectos individuales y en grupos pequeños y grandes discusiones círculo grupo. Esto significa que necesita estar abierto a trabajar solos o con personas que apenas conozc.

PLEASE COMMUNICATE WITH ME!

Lea todas las tareas antes de la fecha en que se programan, y participar en todas las actividades de clase y discusiones.

• Por favor comunícámense conmigo!
  • En persona después de clase
  • e-mail (kipaustin.hinton@utrgv.edu)
  • visita durante las horas de oficina (Brownsville Campus, Main 2.118)
  • llamar a mi oficina (9568828847)

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• texto (9563659569)
• Twitter (@kipaustinhinton)

Si tiene alguna pregunta o duda, es su responsabilidad para darme a conocer. Yo te ayudaré sin embargo yo puedo.

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**CELL PHONES**

Teléfonos Celulares: Apaga el timbre, vibración está bien. Nunca deje que su teléfono celular hace ruido durante la clase. Me reservo el derecho a mantener su teléfono que suena si es mejor que la mía. Si ud. necesita recibir una llamada importante, está bien- sólo pido que salga de la aula, ya tienes permiso. Para el uso de Internet en los celulares, véase más adelante.

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**COMPUTERS & INTERNET**

Internet: Ya tienes permiso para usar tu celular, laptop, o Tablet para acesar el internet durante la mayoría de eventos durante nuestra clase, pero sólo con fines conectados con nuestra clase. No puedes usar ningún pieza de tecnología durante exámenes (quiz, etc.).

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**BAÑO/RESTROOM**

Si necesita usar el baño, usted tiene permiso para salir por unos minutos. No hay necesidad de preguntar. Voy a confiar en usted para reunirse con nosotros tan pronto como sea posible.

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**MUSICA**

A veces durante la clase, voy a reproducir música. A veces no lo hará. Si usted tiene la música que desee compartir, que me haga saber, tal vez pueda reproducirlo en los altavoces.

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**COMER Y BEBER**

No coma en el aula. Nunca deje envases de comida o botellas de agua u otra basura en el aula.

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**RESPONSE TIME**

I usually respond to emails within **24 hours** of receiving them. Any technical questions can be referred to Blackboard Support. If you have questions about assignment grades, please email me, kipaustin.hinton@utrgv.edu .

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**ATTENDANCE**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

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COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

INSTITUTIONAL POLICIES

STUDENTS WITH DISABILITIES

Required on all syllabi. Do not modify.

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (https://my.utrgv.edu/home); you will be contacted through email with further
instructions. Students who complete their evaluations will have priority access to their grades.

Online evaluations will be available:

- Fall 2017 Module 1: Oct. 5 – Oct. 11
- Fall 2017 Module 2: Nov. 29 – Dec. 5
- Fall 2017 (full semester): Nov. 15 – Dec. 6

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**SCHOLASTIC INTEGRITY**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are 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.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

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**DEFINITIONS**

“**Plagiarism** is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

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**SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:**

*Required on all syllabi. Do not modify.*

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

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**COURSE DROPS**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can

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no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

| TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, GENERAL ASSIGNMENTS AND ACTIVITIES |
|---------------------------------|-----------------|----------------|
| Topics and Assignments          | SLOs            | Evaluation Method |
| 1 Introduction to course purpose, objectives, organization, and processes. The interdisciplinary nature of schooling. Why do we teach? | 5, 6            | Discussion board |
| 2 The role of education. The components of culture and society. The process of socialization. | 5               | Discussion board Quiz |
| 3 Power, Forms of Discrimination Social transmission | 4, 5            | Discussion board |
| 4 Social class and education     | 1, 4            | Discussion board Quiz |
| 5 Intercultural/cross-cultural. Learning Theories. Culture and identity | 1, 2, 4         | Discussion board Inquiry paper due |
| 6 Race and ethnicity in education. Culturally responsive education | 2, 6            | Discussion board |
| 7 Racism, discrimination and expectations of student achievement. Deficit theory | 2, 4            | Discussion board |
| 8 Gay, lesbian, bisexual, and transgendered students |                        | Discussion board Quiz |
| 9 Students with special needs. Schooling and diverse populations | 1, 2, 3, 6      | Discussion board Group presentation |
| 10 Languages, bilingualism, and education | 3, 4            | Discussion board Group presentation |
| 11 Immigration and undocumented students | 3, 4            | Discussion board Quiz |
| 12 Gender and education          | 1, 4            | Discussion board |
| 13 Equity and education          | 3, 4, 7         | Discussion board |
| 14 Teaching for social justice   | 4, 6            | Discussion board |
| 15 Final Exam: Presentation      | All             | Presentation |

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