



## CSUP Graduate Education Course Syllabus

### Mod A Understanding Hispanic Students

#### ED 501 CLDE

##### Catalog Description:

This course will provide an overview of Hispano-Indo history and clarify the various ethnic labels. Mayan/Aztec and Arabic/Spanish contributions to the Americas will be reviewed. The Origins of Hispanic stereotypes, historical misinformation and Hispanic diversity are examined. Hispanic religious, cultural traits and acculturation levels will be presented. Current social, political, and educational issues affect Hispanos in society and school systems. will be presented. Teachers will develop a lesson or Project for school/classroom stings. They will review 4 movies on Hispanic history. They will write a final essay pulling the course information together. This course will help educators improve their knowledge and understanding of Hispanic history, culture, and address student academic achievement issues (3 Credit)

**Credit Hours: ED 501:** This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as shown in the Course requirements section as well.

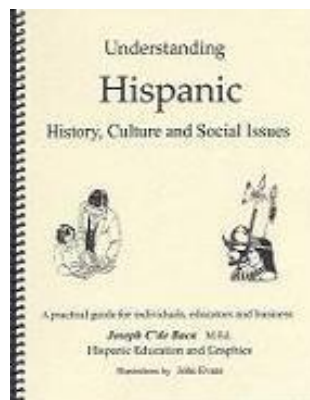
**Course Format:** Distance learning, independent Study Grad Course for working teacher license renewals.

**Instructor:** Joseph C'deBaca MAED [joseph@teacherslearningcenter.com](mailto:joseph@teacherslearningcenter.com) phone 727-273-4852

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**Required Text – Media :** **Understanding Hispanic Culture, History and Social Issues** by Joseph C'de Baca. Workbook 80 pages 2003 Denver, CO: Course Kit, 110 PowerPoint P Slides and 4 videos.



## Course Objectives:

1. Participants will understand the origins of Hispanic ethnic labels and accurate use of the terms and labels as well as the cultural contributions of the Maya, Aztecs, and Islamic Spain.
2. Educators will examine the origins of Hispanic stereotypes, misinformation and myths regarding Spanish history, culture and people and explore history from a Spanish perspective.
3. Participants will learn about and evaluate various Hispanic cultural views, behaviors, and traits to distinguish them from U.S. culture, media and social programming and normal adolescent behavior.
4. Educators will understand Hispanic catholic religious beliefs and practices contrasted with Protestant beliefs as well as the current immigrant assimilation and acculturation process of all immigrants.
5. Educators will review learning theory and methods for improving their instructional effectiveness regarding teaching Hispanic student's basic skills and core knowledge.
6. Educators will synthesize the course content using power point shows and Videos to develop a visual comprehensive approach to effective teaching and improving student achievement.

Student Learning Outcomes: (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Educator Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignments and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for students learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

## Chapter Sections

1. Introduction – Educational Considerations
2. Hispanic Cultural Identity
3. Hispanic Terms and Labels
4. May, Inca and Pueblo Indians
5. May, Inca and Pueblo Indians
6. Spanish Age of Discovery
7. Historical Revisionism – Columbus
8. Black Legend – Inquisition
9. Hispanic Religions Perspectives
10. Levels of Acculturation

### Course Requirements:

Complete the 4-A Syllabus assigned readings from the workbook and answer the guided questions and book readings. Educators will also be viewing the 11 power-point slide shows as assigned in the 4-A Syllabus with 210 slides and corresponding text. Also View the 4 assigned video movies on youtube.com or other source and write a movie review/reflection for each movie. Utilize the workbook Understanding Hispanic Culture, History and Social Issues by Joseph C'de Baca. Focus your 4-A Responses on areas of history, culture and academic achievement that may be relevant to your teaching and professional experience. Answers may include how the course perspectives can enhance your capacity to understand this ethnic group and apply concepts learned in this course. Develop a lesson/unit plan or project/activity for school us. Write a final Application essay describing how the course content can or will be utilized in your teaching experience. Write about how you can apply them to your teaching methods, instructional practice and classroom or school. See Rubrics below. Utilize SLO's in writings.

### Course Requirements:

1. Read and View 110 PP Slides
2. Answer 4-A Syllabus Questions
3. Lesson or Activity
4. Four Movie Reviews
4. Final Application Essay

### Video Requirements:

1. 1492 Conquest of Paradise
3. The Mission
3. Ceasar Chavez
4. The Myth of Spanish Inquisition

### Student contact Hours Course Work Time 3 credits.

Requirement	Points	Student (hours)
Read View 11 PowerPoint shows with 110 slides	20	22.5
Write Responses to 4-A Slides Syllabus Questions	30	30.0
Design Lesson Plan or Activity/Project	10	10
Four Movie Video Reviews	20	25
Final Application Essay	20	20
Total	100	112.5

**Attendance/Participation:**

Educators will choose and order their course/s at the CSUP website or [www.teacherslarning.com](http://www.teacherslarning.com) and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

**Term Dates:**

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2<sup>nd</sup> to May 15<sup>th</sup> Summer – May 16<sup>th</sup> September 15<sup>th</sup>

**Fall** – September 16<sup>th</sup> – December 31<sup>st</sup>

**Grading:** Grades automatically revert to an "F" if the course is not completed within a year.

<i>Percentage</i>	<i>Grade Level</i>	<i>GPA</i>
<i>100% to 90%</i>	<i>A</i>	<i>4.0</i>
<i>89% to 80%</i>	<i>B</i>	<i>3.0</i>
<i>Not Allowed</i>	<i>No "C" grades</i>	
<i>Assignment</i>	<i>One Redo</i>	

**Writing Format** Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

**Email Assignments to:** [teacherslearningcenter@gmail.com](mailto:teacherslearningcenter@gmail.com) in 1 or 2 Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

**Grading**

Chapter Reviews & Reflections	40	90 - 100 = A
Research Article Reviews	30	80 - 89 = B
Lesson or Project or Activity	20	70 - 79 = C
Application Essay	10	60 - 69 = D
	<u>10</u>	0 - 59 = D
<b>Total 100</b>		Grade B or better required

**Rubrics:** Course Assignment Rubrics Section 4-A Syllabus Questions

**Mod A Understanding Hispanic Students**

<b>Assignment Responses</b>	<b>Basic (30 pts.)</b>	<b>Proficient (40 pts.)</b>	<b>Advanced (60 pts.)</b>
<p>Read the 4-A Assigned readings and answer the question. Complete the various tasks as stated.</p> <p>Questions are synchronized with the PowerPoint slide shows that have a text slide explanation below each slide.</p> <p>Open the 4-A syllabus that was emailed. Read the questions then View the Power-Point slides as directed along with the corresponding book readings.</p> <p>Answer the questions on the 4-A Syllabus as you progress through the course. Submit completed 4-A Syllabus</p>	<p>Writes a minimal response to the questions.</p> <p>Includes major points expressed by the instructor or author of assigned readings</p> <p>Write 2 -3 paragraphs responding to the question or statement. Summarizing the knowledge and information that you thought was significant.</p> <p>Consider reflecting about your thoughts, feelings and ideas that were enlightening and/or applicable to your experience.</p>	<p>Writes a general narrative reply to the questions with limited personal reflection.</p> <p>Expresses major points of readings and questions.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes several examples.</p> <p>Answers reflect Evidence that the Power Point slides were viewed</p>	<p>Writes a complete narrative in response to the questions, statements or tasks. Writes personal reflections that include the teacher's experiences with these issues as they relate to their school or personal classroom experience.</p> <p>Expresses major points of each question and provides in-depth elaboration. PP slides were viewed</p> <p>Questions are thoroughly addressed and incorporated into a narrative.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools. Error-free.</p>

#### **Video Review Rubric Assignment:**

<b>DVD Review</b>	<b>Basic (10 pts)</b>	<b>Proficient (15 pts)</b>	<b>Advanced (20 pts)</b>
Locate the relevant Video for the course and watch it or them the 1st	Writes a basic review of the Video with one or two	Write a expanded review of the Video with several citations	Writes complete review of Video with numerous citations and examples that

time for entertainment. Then watch the movie for a 2nd time pausing and taking relevant notes.  Then write a movie review-reflection connecting movie content, information and learning with other course material and Hispanic history, culture and social issues topics.	citations of information. Review only includes a minimal connection between course materials and Video content	of information and explores the connection between course and Video content.  Writing has some critical analysis, solutions, personal reflection and school applications.	thoroughly explore the connection between course and Video content. Personal examples, critical analysis, solutions and reflections are relevant to teaching and classroom applications in schools and personal development.
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### Required Lesson/Unit Plan and Activity Rubric

Activity - Lesson	Basic (5 pts.)	Proficient (10 pts.)	Advanced (10 pts.)
Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.  Other activities include: staff development,  State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.	Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.  Error Free	Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.  Includes any state, district, or national academic standards that apply.  Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.	Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.  Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.  Addresses any state, district, or national academic standards in the activity.  Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement.

### Final-Application Essay Rubric Assignment

Final- Essay	Basic (5 pts.)	Proficient (7 pts.)	Advanced (10 pts.)
Write a 3 page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections and any state, district, or national academic standards that apply.</p> <p>Writing has critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.</p>

**Late Work:** They are late if not completed within 6 months after Registration. Late assignments will receive a 20% reduction. An “F” grade will be posted if the course work is not completed on time.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:** Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

### **Institutional Equity Statement**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at [nicole.ferguson@csupueblo.edu](mailto:nicole.ferguson@csupueblo.edu), phone 719-549- 2210, or in person at LARC 187.