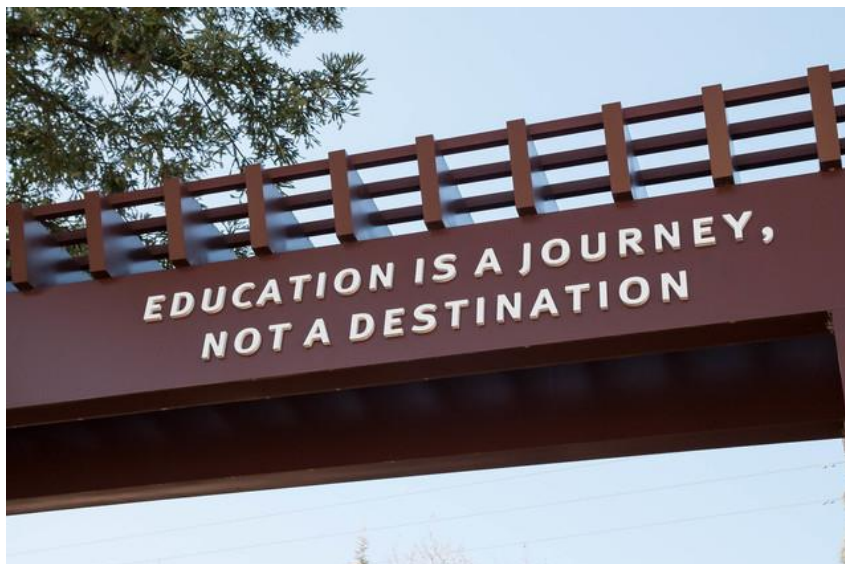


Introduction to Education in New Mexico (EDUC 1120 - 501)



Fall 2024, Tuesday & Thursday 10:30am-11:45am, A&S 141

Instructor: Joshua Frank Cárdenas, Ph.D.

E-mail: jstjoshn@unm.edu (the best way to communicate with me is via **Canvas**)

Office Hours: Tuesday & Thursday-9:30am-10:30am, also Tuesday 3:30-4:30pm in A&S 111. Strictly via Zoom my office hours are also Wednesday 3:30-4:30pm and Thursday 2:30-3:30pm.

I am happy to meet in person or on Zoom at another place (such as the library) or time. Simply contact me via Canvas to schedule this at your convenience.

Office Phone: (505) 925-8618. Leave a message if it is not a pressing matter can wait.

Cell phone (emergencies only): (505) 369-6694

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia [main campus]. The original peoples of New Mexico Pueblo [including Isleta Pueblo/Tiwa Territory where UNM Valencia sits], Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Catalog Course Description: Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education. *A field component at an educational site is required [of 20 hours].*

Goal: Introduce students to the professional world of education and teaching and learning through participating in a service-learning experience. This course is designed as a bridge between your role as a student and as a professional in the field of education. Through coursework and your work as a service-learning intern in an educational setting, you will develop professional understandings, practices, and identities that will prepare you for future work in education.

Credit-hour statement: This is a three credit-hour course. Class meets for two 65-minute sessions of direct instruction for fifteen weeks during the Fall 2024 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Note: There is a 20 hour required field component to this class. This must be confirmed by the instructor through an exchange of information. Hours must be documented & signed off by the participating instructor or principal along with a record, aka the Field Log.

Required Texts:

- Powell, S. D. (2024). Your introduction to education: explorations in teaching (Fifth edition). Hoboken, NJ: Pearson Education, Inc. ISBN: 9780138171339
- Selected readings in Canvas (canvas.unm.edu)
- The textbook, if purchased from the bookstore may be available via RedShelf Course Materials as an eBook by clicking on the tab in our Canvas page.

Course Objectives

Each objective is coded to the College of Education and Human Sciences Core Values, Understandings, Practices, and Identities, along with the [Interstate Teacher Assessment and Support Competencies \(InTASC\)](#), New Mexico Public Education Department (NM-PED) [Licensure Requirements](#), and [Elevate NM Domains](#).

Course Objectives	Core Values	Understandings	Practices	Identities
1. Through a 20-hour service-learning internship in an educational setting, students will identify and respond to issues related to cultural, ethical, political, social and technological dimensions in schools.	2, 3, 6, 8	1, 2, 4, 5, 6	1, 2, 4, 5	1-7
2. Students will be able to identify and describe positive interdependent relationships between families, educational settings, and community, resulting in effective learning experiences.	1-6, 8	1, 2, 6	1, 2, 4, 5	1-7
3. Through interviewing a family member, students will gain an understanding of familial and self-advocate experiences, perceptions, and relationships with educational settings.	1-8	1, 2, 4, 5, 6	1, 2, 4, 5	1-7

4. As a result of video overviews of each Department in the College of Education and Human Sciences and the broader University and other activities, students will identify for themselves 2-3 possible degree pathways that interest them and the careers connected to those pathways.	2, 6	1, 2, 4, 5, 6	1, 2, 4, 5	1-7
5. Students will analyze and discuss economic, historical and sociocultural trends that impact education, and investigate issues in New Mexico connected to education. Students will describe some culturally and linguistically responsive pedagogies that can be used to address issues related to the New Mexico 2018 Martinez Yazzie ruling.	1-8	2-7	1-5	1-7
6. Students will analyze and reflect on their own personal educational journey and experiences through journal entries.	2, 3, 5	1-7	1-5	1-7
7. Students will demonstrate professionalism and positive dispositions in their interactions in educational settings and in our classroom. Students will engage in productive discussions that are learner-centered, contextual, and coherent.	2, 3	1-7	2, 4	1-7

Attendance & Participation

Students are expected to attend class sessions and engage in in-class activities (see [Class Absences and Student Attendance](#) in UNM Pathfinder). If you know you will be absent for a class session, please communicate with me prior. 3 absences are allowed however excessive absences combined with lack of work will result in being dropped if it's within the first 3 weeks. Attendance requires full participation. This includes taking copious notes, honoring dialogue and discussion, paying attention to lecture and presentations and above all, not working on other classes work, or otherwise being distracted through phone and computer use unrelated to the above. Each Thursday, reflection will be due based on your analysis of class lecture, careful reading-viewing of materials, visits to classroom sites, personal research and participation in small and large group discussion. Student's will either self-pair/group or will be assigned a "study buddy" or "study group" to facilitate this process and hold each other accountable for participation and work. We can

help each other through. Visiting office hours are another way to boost your total work along with your own study sessions and experience in and out of the k-5 classroom.

Objectives 5, 7

Readings and Assignments

Students are expected to complete assigned readings prior to class and submit assignments by the due date. Assignments will be submitted to Canvas unless otherwise noted. If you anticipate difficulty meeting a deadline, please communicate with me. Late work is accepted but it will be penalized by the day. Work turned in early will result in no penalty even if it is incomplete. Late work is graded in the order it was received. Each assignment can be drafted or edited until the desired grade is received. Follow the rubric for each assignment as well as pay attention to instructor feedback during the submission, grading and regrading processes.

In addition to the assignments associated with the service-learning internship (listed above), students will complete the following assignments (detailed assignment descriptions will be posted in Canvas two weeks prior to the assignments due date).

Discussion Reflection: Every Thursday we will begin discussion in class prompted by pre-reading sources, attending to lectures and other resources made available. Each Sunday, 1-2 page reflection will be due based on your analysis of class lecture, careful reading-viewing of materials, visits to classroom sites, personal research and participation in small and large group discussion. Student's will either self-pair/group or will be assigned a "study buddy" or "study group" to facilitate this process and hold each other accountable for participation and work. If you miss a class date, call up your study group or study buddy to review the materials, lectures and to take part in a discussion with others. Listen carefully, take turns talking, take notes and ask questions when appropriate. We can help each other through. Visiting office hours are another way to boost your total work along with your own study sessions and experience in and out of the k-5 classroom.

- ✓ Feel free to incorporate ideas from in-class discussion and other relevant sources.
- ✓ CITE YOUR SOURCES (use APA, "in-text citation" or "parenthetical citation" styles. See [OWL Purdue APA](#) for more information), focused on our textbook and required sources.
- ✓ This can be in an audio or video format, 5-10 minutes (cite your sources in APA style)
- ✓ Using "I" and the personal subjective voice is okay but keep it academic.
- ✓ Due: Weekly on Canvas on Sunday @11:59pm
- ✓ They do not repeat or replace lecture, attendance or discussion and will be marked down if they reflect a lack of study, reflection and discussion. *Objectives 2, 5, 7*

Educational Autobiography: Each student must give a 10-15minute presentation (max) about their educational journey. Think and talk about the ways you were educated as a person and into your people-culture-religion-family-community. Also, think about the roles of schools, teachers, texts and other relationships to these institutions. What is most significant? Who was most significant? Highs and lows, struggles and successes? What do you wish your teachers knew about you? What did you need as a student? What kind of learner are you? How did you develop into a successful student and how will you become a successful teacher (or if teaching, better at your profession)? Mnemonic devices only (things to help you remember or a visual presentation). Tell story. *Objectives 2, 5*

Notetaking Sample: Each student is required to take notes in each class and at each visit to a classroom as a participant-observer. This is practice for being an attentive student and teacher. These will be submitted after your first class and first visit. *Objectives 2, 5, 7*

Article / Chapter Reviews: There will be a chapter review and an article review throughout the semester based on assigned readings. Students will read the chapter or article and reflect on one to three quotations, and write at least one question for discussion. Discussion will be led by students on these days using your questions. *Objectives 2, 4, 5*

Family Interview: Students will interview someone who is serving or has served as an advocate for a school-aged child (parent, guardian, etc.) about their experience with education. Students will write five questions, conduct the interview, and submit a reflective essay based on this interview. Alternative methods will be considered. *Objectives 2, 3, 5, 7*

Educational Career Exploration: Students will research and read about a specific position in education, and submit a descriptive essay on their research, ideas and goals. *Objectives 2, 5*

Field Log & Documentation: Students will complete 20 hours of service-learning within a classroom serving students k-5. They will concurrently perform observations, participation, dialogue, and critical deep reflection upon their experiences in and out of the classroom. This will be compiled into a 10-15 minute audio-video presentation to share with the class along with the student's field log and hours signed by the participating teacher or principal. *Objectives 4, 6, 7*

Quizzes & Exams: There will be a Syllabus Quiz to test your knowledge of our course map and plan. Memorize this and work your plan. Somethings might change but you will have notice. There will be 2 quizzes throughout the term to test your knowledge of your reading of the textbook and core ideas. Study hard and then put the past behind you or take it until you make it. There is a midterm exam at the halfway point and this will force you to commit to this knowledge and course. Midterms is your last chance to drop with a letter grade. *Objectives ALL*

Final, an Educational Site Study: You are to study a specific school site, past or present, and ideally the one you have been performing service-learning in this term. This should represent a culmination of your accumulated knowledge, experiences in and out of the classroom and your own research and study. This is worth the most and will help or hurt your grade depending upon your effort and completion. Start early on this by collecting data and doing research regularly. *Objectives ALL*

Grading

Activity/Assignment	Points
Attendance, in-class participation (activities, discussions), and	15 weeks @ 10 points/week = 150 points

Reflections	
Syllabus Quiz	25 points
Notetaking Samples	50 points (2, 25 points each)
Educational Autobiography	50 points
Quizzes (2)	50 points (2, 25 points each)
Midterm	100 points
Family / Advocate Interview	50 points
Career Exploration	50 points
Chapter & Article Review	50 points (2, 25 points each)
Field Log, Hours Documentation & Presentation	100 points
Final: Educational Site Study - Interview/Conversations (2), - Primary Sources: Artifacts and Evidence (2) - Research and Scholarship, Secondary Sources (2)	100 points - 5-7 pages without references or appendices - Or, 10-15 minutes presentation - APA formatting - 6 sources utilized minimum - Journal notes & Products/Drafts
TOTAL POINTS	775

Final grades are based on the sum of all possible course points as noted above.

<u>Percentage of Available Points</u>	<u>Letter Grade</u>
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

The University of New Mexico utilizes a [fractionated grading system](#). Following are the allowable grades and associated grade points:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00

C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Course Schedule

Readings/assignments due for the week should be completed for class on Monday unless otherwise noted. Assignments are submitted to Canvas.

Week/ Module	Week of	Topics	Readings / Assignment(s) Due
1	08/20 & 08/22	Introduction to the course, including the field experience component	<u>Read & Review</u> Holm, "Peoplehood Matrix" Anaya-Rael, "The Four Elements" & Cajete, "Finding face, finding heart, finding foundation" <u>Assignments</u> Syllabus Quiz Discussion Reflection 1
2	08/27 & 08/29	Philosophical and Social Foundations of Schooling	<u>Read & Review</u> Chapters 8 & 9 in <i>Explorations in Teaching</i> Benally, "Navajo Philosophy of Learning & Pedagogy" <u>Assignments</u> Discussion Reflection 2 Notetaking Sample 1
3	09/03 & 09/05	History of America's struggle for educational opportunity	<u>Read & Review</u> Chapter 7 Suina, "The Pueblo People and the Dominant Culture" Away From Home Watch Unseen Tears & A Class Apart <u>Assignments</u> Chapter 7 Review Due Discussion Reflection 3

4	09/10 & 09/12	Teaching & Learning with and without Schools	<u>Read & Review</u> Chapters 1 & 2, Explorations <u>Assignments</u> Educational autobiography assignment due in class 09/12 Discussion Reflection 4
5	09/17 & 09/19	Schools & Curriculum	<u>Read & Review</u> Chapters 3-5 <u>Assignments</u> Discussion Reflection 5 Quiz #1 (Chapters 1-5, 7-9)
6	09/24 & 09/26	Learning Environment	<u>Read & Review</u> <ul style="list-style-type: none"> • Chapter 6 & • Anzaldua "La Prieta" <u>Assignments</u> Article review (on "La Prieta") Discussion Reflection 6
7	10/01 & 10/03	Ethical Issues	<u>Read & Review</u> <ul style="list-style-type: none"> • Chapter 10 • The Perils of Treating Schools like Corporations • U.S. Department of Education Calls for End to Corporal Punishment • Library Book Ban Attempts at an All Time High <u>Assignments</u> Discussion Reflection 7 Notetaking Sample #2
8	10/08	Review All, Weeks 1-7	<u>Read & Review</u> Review all, Chapters 1-10 <u>Assignments</u> Discussion Reflection 8 Midterms

	10/10	Fall break	Rest and Recover
9	10/15 & 10/17	Education in NM (continued) Martinez-Yazzie Consolidated Lawsuit (2018)	<u>Read & Review</u> Chapter 11 & "Yazzie/Martinez v. State of New Mexico Decision" overview <u>Assignments</u> Discussion Reflection 9
10	10/22 & 10/24	Current issues in education Education reform	<u>Read & Review</u> Chapter 12 <u>Assignments</u> Discussion Reflection 10 Family/advocate interview assignment due
11	10/29 & 10/31	Careers in education <i>Bring a laptop to class this day if possible!</i>	<u>Read & Review</u> Chapter 13, on Canvas <u>Assignments</u> Discussion Reflection 11 Quiz 2 (Ch. 6, 10-13)
12	11/05 & 11/07 (class via Zoom)	College of Education and Human Sciences	<u>Read & Review</u> Watch 10 Things I Wish I Knew <u>Assignments</u> Discussion Reflection 12 Career Exploration Essay Due
13	11/12 & 11/14	Effective teachers Finish Service-Learning and Begin Work on final projects	<u>Read & Review</u> Noddings, "Caring in Education" <u>Assignments</u> Discussion Reflection 13
14	11/19 & 11/21	Reflect on field experience/service-learning internship	<u>Read & Review</u> Delpit, "Other People's Children" <u>Assignments</u> Discussion Reflection 14 Service-learning log,

			documentation of hours & Reflection paper
15	11/26 & 11/28	Sharing teaching philosophy	<u>Read & Review</u> No readings <u>Assignments</u> Discussion Reflection 15
16	12/03 & 12/05	Finals – Education Site Study Presentations, pick a day	<u>Assignments</u> Educational Site Study due by Tuesday, Dec. 05th @ 11:59pm
17	12/10 & 12/12	Potluck in the Plaza No Class 12/12	Last day to turn in assignments is 12/10 Grades due 12/15

The course schedule is subject to change. Minor changes will be announced in class, major ones will result in an updated Syllabus. ACTUAL DUE DATES & TIMES ARE POSTED IN CANVAS.

Classroom and University Policies

Academic Integrity Statement:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Learning Commons: Tutoring Services

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is

in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment. If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need to stay home, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

Respectful and Responsible Learning

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure.

Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your work.

UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

I am here to help you be successful in this course. Please let me know of any issues or problems as soon as they arise.

This syllabus may be subject to change at the discretion of the instructor.