DRAFT SYLLABUS
Summer Session I, 2016
EDS 117 Language, Culture & Education

Instructor: Alison Wishard Guerra (Education Studies)
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Place: Quito, Ecuador
Monday, Wednesday 1pm – 4pm
Location: TBA

Course Description
In this course we will investigate mutual influence of language, culture, and education. We will
investigate culture as a set of practices, rather than a fixed ethnic or linguistic category. Cultural
practices include language practices, caregiving practices, and daily routines, as mediators of
developmental and educational outcomes, and notions of universal and cultural specific
development practices and developmental pathways. We will discuss the complex ways that language
and culture interact in learning and development in the context of schools.

In this Global Seminar deliver of EDS 117 students will integrate their own field experiences and
the lived experiences of people in a variety of different cultural communities encountered through
this course. Students will be expected to link learning theories and course content to first hand
experiences in Ecuador as well as past experiences in schools in the United States.

Topics include:
Orienting concepts in the study of human development and culture
Sociocultural Theory
Language socialization Theory
Social Capital
Funds of Knowledge
Achievement gap
Motivation Theory
Families, culture & socialization

Required Readings and resources: There is one required course reader.
  a. Course Reader: The course reader will be available from University Readers and must be
     purchased before departing for Quito. www.universityreaders.com
  b. TED site. Additional readings or supplemental materials will be placed on the TED site.
     This is a mandatory component of the course.

Class Excursions: Given the location of this global seminar, local excursions in Quito as well as
overnight excursions to neighboring regions will be organized for students to apply course content
to participant observations in a variety of cultural contexts. Students are expected to participate in all

1 Unless otherwise noted due to local and multi-day excursion schedules. See detailed course
schedule for class session details.
excursions. Excursions will serve as field experience relevant to both EDS 115 and EDS 117. See supplemental handout on Excursions.

**General Class Meeting Agenda:**

Each session will be devoted to a variety of learning activities including lecture, student led discussions, in-class writing, and an individual class presentation. Class participation includes both attendance and participation in discussion as well as facilitating other people's learning

**Policies**

- **Attendance & Participation:** This course is designed to include a variety of activities including in-class individual written reflection as well as small and large group discussions. Your punctual attendance, preparation for class, and active participation are critical and will together comprise 30% of your overall grade. You are, therefore, expected to complete the required reading for each week prior to the class session. Think critically about what you read and consider the connections between the readings.

- **Use of Technology:** Use of Technology/Cell Phones: For most of the class session, note-taking on a tablet, laptop, or other device will not be necessary. All PowerPoints will be made available on TED and in-class written reflections will be completed longhand. I will therefore ask you to leave your devices closed and put away unless specifically needed for an in-class task or assignment. Please turn cell phone ringers off during class. See Research on benefits of paper vs. screens.

- **Check your email regularly.** I may send group messages to the class using your ucsd.edu email. If you use another email address, make sure to include it on the UCSD webmail list or forward your UCSD account.

- **In-class work.** In-class work and in-class writing must be completed and turned in during the class period. No make-up assignments are offered.

- **Papers and projects:** Papers and project assignments must be turned in on time. Late assignments will be penalized.

- **The following is required collaborative work:** in-class work, student-led discussions, Project One and Project Two. This work is done with one or more other students. Part of your grade will be based on the group's work, but all members will also receive individual grades for their contributions.

- **The following is required individual work:** Written Response Papers, In-class participation. Individual work must be done by you alone and plagiarism will result in no credit for the assignment.

- **Academic Integrity:** Individual work must be done by you alone and plagiarism will result in no credit for the assignment. All students are expected to know about and abide by the [UCSD Policy on Integrity of Scholarship](#).

- **Citations.** You are expected to use formal APA or MLA citation for works used to support your own. [APA](#) or MLA.

**Grading:** Your course grade will be earned by your participation in and completion of all assignments, exams, and evidence of your learning and thinking in the following categories:
25% Attendance, Participation and in-class work: It is important to arrive on time for class and to stay for the entire class meeting. Text messaging, inappropriate use of laptops (e.g., movies, email, chats), excessive conversing with your neighbors, and other behavior that distracts you from the class will affect your participation score.

10% Private Learning Theory Paper: Private Learning Theory and Personal Goals for this Course. Your first assignment will be due the second day of the course. After completing the first readings, please write a 2-3 page essay describing your private theory of learning. Include how you consider language, culture, development, and classroom practices to play a role in your theory. Remember that a theory is a way of understanding things. There is no right or wrong answer. Include at the end of this paper a few sentences (max 1 paragraph) of what your personal goals are for this course experience, what you hope to learn, and how you plan to apply it to your experience in Ecuador and/or life outside the university.

40% Thought & Investigative Papers: You will write six two-page paper based on the session’s reading and class discussions. For several of the papers you will be instructed to conduct some action research by conducting mini interviews with local people, connecting course content to lived experiences. Use the thought papers as an opportunity to grapple with how each set of readings helps to inform your understanding of the cultural nature of development, teaching, and learning. See assignment hand out for more detailed description.

10% Field Observation and Field Note: Students will write a 3–5 page field note of a field observation of children and families in a local park that will include three sections: 1. Wide-angle description of overall social scene; 2.) Focused objective observation describing observable behaviors including identification of the activity setting and behaviors of adults and children; and 3.) a reflective discussion of the observation where they will reflect on a specific topic relevant to each course and integrate at least two course readings to support their claims.

25% Final Term Paper: The final term paper will be a take-home analytic essay on a selected course topic. Students will write a 5-6 page analytic essay. The prompts for the essay will be distributed one week prior to the due date. The Term Paper is due on the Summer Session I Final exam date. An optional alternative to the written essay is the Visual Essay. Optional Alternative to the Written Essay – With the instructor’s permission, students may do a Visual Essay instead of the Analytic Essay. The Visual Essay is a presentation to the class during Week 10. The Visual Essay focuses on images, photos, text and/or media that analyze course topics. Students may work alone or in groups of no more than four students. Time is limited, so “first come, first served.” Details about the Visual Essay will be distributed in class. See Final Term Paper Assignment for more details.

Course Topics by Week

Week 1: Orienting Concepts, Assumptions, and Point of View

Monday June 27, 2016: Introduction to Theories of learning and development

Individual readings will be finalized in the year prior to Summer Session I.
In Class Activities: small group discussions, in-class writing

Wednesday, June 29, 2016: Culture, schooling, and the “achievement gap”
  - Readings: TBD
  - In Class Activities: TBD
  - Due: Private Learning Theory Paper, due via TED

Thursday, June 29, 2016 9am – 11am: ACADEMIC EXCURSION La Iglesia La Compania de Jesus, Old Quito
  - 9am meet in Old Quito at La Iglesia de la Compania de Jesus
  - 9:15-10:30am: Tour La Iglesia
  - 10:30-11am: Mini lecture/discussion in Old Quito Plaza de la Independencia

Week 2: Language, Culture and Achievement

Monday, July 4, 2016: The “cultural deprivation” account and its influence on perspectives of educational attainment
  - Readings: TBD
  - In Class Activities: TBD
  - Due: Thought paper integrating academic excursion, due via TED

Wednesday, July 6, 2016: The construction of “culture-based” achievement
*Class will not meet at regular time or location. Mini lectures and discussions will occur during the excursion. Students are expected to complete the required readings prior to the excursion.
  - Readings: TBD
  - In Class Activities: TBD

Wednesday July 6 - Thursday July 7:
  - ACADEMIC EXCURSION TO HIGHLAND SIERRAS & IMBABURA PROVINCE. Details will be given to students in advance

Week 3: Social Capital & Funds of Knowledge
SELF-GUIDED ACADEMIC EXCURSION, due this week: Conduct Local Park Field Observation this week.

Monday July 11, 2016: Social Capital & Funds of Knowledge
*Class meets 1-3pm due to local excursion, Thursday July 14
  - Readings: TBD
Wednesday July 13, 2016: Theories of development among Latino families: Familismo & Bien Educado
*Class meets 1-3pm due to local excursion, Thursday July 14

- In Class Activities: TBD
- Due: Thought paper integrating academic excursion, due via TED

Thursday July 14, 2016, 1 – 5pm: ACADEMIC EXCURSION Morales Street/La Ronda and Old Quito Art District

- 1pm class meets at Plaza de Santo Domingo in the La Ronda Art District (maps and transportation options will be given out ahead of time)
- Tour Casa de las Artes La Ronda
- Visit local art studio, possible hands on activity
- 3:45pm, walk to Old Quito for visit to Art District, possible visit to studio of Jaime Zapata

Week 4: Language Socialization & Language as a Cultural Practice

Monday July 18, 2016: Linguistic diversity in communities and schools

- Readings: TBD
- In Class Activities: TBD
- Due: Field note documenting observation in local park

Wednesday July 20, 2016: Bilingual Education: Friend or Foe?
*Class session will be held on the road during multiday excursion

- Readings: TBD
- In Class Activities: TBD
- Due: Thought Paper

Wednesday July 20 – Saturday July 23: ACADEMIC EXCURSION TO AMAZON REGION
Tentative Itinerary. Details of excursion will be handed out during session 1 on June 27th, 2016. See excursions handout for more details.

- Wednesday July 20: Depart Quito 9am. Travel by bus from Quito to Amazon Region.
  - 7:00-7:45pm EDS 115 class lecture & discussion
  - 7:45pm – 8:30pm EDS 117 class lecture & discussion
- Thursday July 21:
  - 7:00-7:45pm EDS 115 class lecture & discussion
  - 7:45pm – 8:30pm EDS 117 class lecture & discussion
- Friday July 22:
Week 5: Praxis and Educational Recommendations: Validating Language and Culture in Schools

Monday July 25, 2016: Praxis and Educational Recommendations: Validating Language and Culture in Schools (Part I)
   ❖ Readings: TBD
   ❖ In Class Activities: TBD
   ❖ Due: Thought Paper

Wednesday July 27, 2016: Praxis and Educational Recommendations: Validating Language and Culture in Schools (Part II)
   ❖ Readings: TBD
   ❖ In Class Activities: TBD

Final Term Paper Due on designated Final Exam period for Summer Session I, 2016. Paper due to TED.