

UNLV College of Education
Preparing Professionals for Changing Educational Contexts

Department of Teaching and Learning
Inquire. Educate. Innovate.

Cultural Studies, International Education, Multicultural Education (CSIEME) Program
Get proximate. Change the narrative. Stay hopeful.
Be Willing to do things that are inconvenient and uncomfortable.

Course Information

Prefix & Number	CME 755
Title	Teaching about Latina/Latino Experiences in Education
Credits	3
Semester	Spring 2021
Professor/Facilitator	Dr. Norma A. Marrun Pronouns: she/her/ella
Office Location	Virtual via Zoom
Phone	702-895-1434 (office)
Email	norma.marrun@unlv.edu
Class Location	Remote Learning via Zoom
Office Hours	30 minutes before and after class and by Appointment via Zoom
Prerequisites	Graduate Standing
Course Description	<p><i>Examine the various sociopolitical, sociocultural, sociohistorical, and other factors that have shaped, and continue to shape, the PK-16 schooling experiences of Latina/Latino youth. Learn to use a community cultural wealth lens to develop critical understanding of the educational challenges that Latina/Latino students' encounter in schools.</i></p> <p>Specifically, this course examines how the intersection of race, ethnicity, class, gender, language, generation, and immigration status shape the schooling experiences of Latina/o students. Special attention will be given to the Mexican American population (the largest group within the U.S. Latino population). This course also investigates major educational court cases and educational policies that have significantly affected access to, and quality of educational opportunities. Lastly, this course will examine current trends in the education of Latinas/os and how educators can work to improve the educational achievement of Latina/o students.</p>
Course Objectives & Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the historical, social, political, cultural, and economic factors impacting the educational experience of Latina/o students. 2. Gain a greater understanding of the contributions of Latina/o educators, activists, and organizations committed to improving the achievement of Latina/o students. 3. Develop the skills to critically analyze and assess educational research, policies, and programs geared towards Latinas/os. 4. Develop awareness and tools to become culturally responsive to the needs of Latina/o students and their families.

Required Materials

- All course readings/films are posted online on Canvas and iterated by due date in the Course Schedule below.
- There is no textbook required for this course.

Perspective on the Course and Language Use

This course is organized around scholarship with certain values, interests, and assumptions that scholars bring to their discipline. They are not neutral or objective. In order to be successful, you do not need to embrace the course perspective. However, you will be expected to engage in critical reflection, develop the ability to look beyond your own experiences, and to challenge unexamined assumptions. When you share personal experiences working with Latina/o students or conversations you have had (with family, co-workers, or friends) or images you have seen on social media (popular culture) about Latinos, make sure that you understand multiple sides and that you support your observations with scholarship from the course or academic research. When you speak from your experiences use “I” language and the language of the course to describe the experiences of Latina/o experiences in education. Generalizations, stereotypes, and discriminatory language (slurs or derogatory remarks, sexist, homophobic, transphobic, classists, or any offensive language) will not be tolerated in class discussions or any written assignments, unless they are used to demonstrate how language terminology in policies and practices are discriminatory and oppressive. This includes the use of the word “illegals.” The term “illegals” dehumanizes communities; it is legally misleading, and is a code word for racial and ethnic xenophobia.

Class Format

The course is organized as a series of *pláticas* (talking circles/ open conversations) in which active participation; critical dialogue, compassion, reflection, and listening with respect are embraced. The purpose of *pláticas* is to create a collaborative learning space. Your participation in class will be evaluated on how well prepared you are (having read for class and coming prepared with questions) than with my judgment about whether what you say is right or wrong, or whether you embrace the course perspective. I will ensure that everyone gets an opportunity to participate in class by occasionally calling upon you whether you volunteer or not. My intentions for doing this is NOT to embarrass or single you out, but rather to ensure that you are included in the *plática* and that your ideas/questions are received and respected by your peers. I ask that everyone be mindful of your participation and pay attention to how much you are or are not contributing to the *plática*. Active participation also requires listening to each other sympathetically by respecting the contributions of others and reframing disagreement in constructive ways. The goal of *pláticas* are to learn from each other and to expand your understanding of the issues from a perspective different from your own.

Student Names and Personal Pronouns

Class rosters are provided to the instructor with the student’s legal name as well as “preferred first name” (if previously entered by you in the Student Profile section of your university account). However, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, and other assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Electronic Devices and Classroom Policy

For the benefit of everyone's learning experiences, please turn your electronic devices to either off, silent, or vibrate mode during class. Communicating by electronic devices, including but not limited to text, emailing, online shopping, engaging in social networking sites, is strictly prohibited unless expressly designated as part of the learning activities. If I observe you using an electronic device unrelated to the class, you will lose participation points even if I do not bring your attention to it. **Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.**

Grading Evaluation and Criteria

Follow the syllabus. Take responsibility to learn of and adhere to any changes that are made to the syllabus. When evaluating your assignments, I will be looking for the following characteristics: each assignment responds to all parts of the guidelines, evidence of critical thinking, synthesis of ideas, creativity in your writing, and thoughtful contributions to class discussions, peer collaborations, and presentations. In addition, I will be looking at the degree to which you understand and incorporate course concepts and materials in class discussions and written assignments. For written assignments, I will be looking at: how well your papers are focused and organized (avoids going on tangents or makes generalizations), and writing is compelling – does not just list facts or direct quotes, but builds a case and uses appropriate and supportive evidence. Assignments will include writing multiple drafts to allow for revisions, rethinking content, and structural decisions. Revising and editing is not the same. Revising involves rethinking your ideas, reorganizing the flow of your paper, and refining your arguments in order to achieve clarity and purpose. Editing includes rereading to check for errors like grammar, spelling, punctuation, word choice, and APA style.

Late Submissions

Late assignments **will not** be accepted. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late assignments. Any student missing class, quizzes, activities, or any other in class assignment because of observance of religious holidays shall be given an opportunity during that semester to make up missed work.

The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course, of they/her/his intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

Submitting Written Assignments

For this class, all written assignments must be checked for grammar and proofread and should be double-spaced, 12-point, Times New Roman font, and one-inch margins on all sides. All written work should be typed using formal APA (American Psychological Association) guidelines. The format used must be used consistently throughout the assignment and documented in the reference list.

Email

To effectively participate in class, you must use UNLV's "official" e-mail system for students. Please limit your emails to important and necessary matters. All UNLV students receive an official UNLV account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Many answers to your questions may be in the syllabus or Canvas, so please consult it before emailing me regarding 'quick questions.' Please title your email subject line **CME 650**. This way, I will know the email is from our class and will try to respond to all emails within 24 hours, excluding weekends.

Course Assignments & Grading

Requirements Overview (see additional details, below)	Points
1. Attendance & Participation	10 points
2. Literature Review	50 points
a. Outline of Literature Review (first draft/revised draft)	5 points
b. Critical Annotated Bibliography for Literature Review	5 points
c. Draft of Literature Review	5 points
d. Peer-Review of Literature Review	5 points
e. Literature Review Presentation	5 points
f. Final Literature Review	25 points
3. <i>Mascaras</i> Art & Narrative	5 points
4. Film Analysis	5 points
5. Culturally Responsive Community Engagement Culminating Experience Project and Multimedia Presentation	30 points
Total points	100

Grading Scale ****this class is not graded on a curve****

- A 95-100
- A- 90-94
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- F 59% and below

Requirements in Detail

1. Attendance and Participation

It is of the utmost importance that you attend all class meetings and be an active participant in class activities. I will have a sign-in sheet for each class; it is your responsibility to sign by your name for each class meeting. If you are more than 10 minutes late to class, you will be deducted half of your attendance/participation points for that day. Faithful attendance, reading, and active participation (meaningful discussion points, in-class activities, quizzes, and assignments count toward participation) are important requirements. Excessive tardiness will count toward an unexcused absence. **You are allowed one unexcused absence without penalty.** Upon your third unexcused absence, you will lose all of your attendance/participation points. Upon your fourth absence you will fail the course.

2. Literature Review

This assignment has six components. Each component is explicated below. Each component will be graded individually (according to the points iterated for it in the requirements overview section above).

a) Outline of Literature Review

This assignment component consists of two parts. Part 1: students will complete a 2-page (double-spaced) outline focused on one educational issue affecting the academic achievement of Latina/o students along the PK-20 educational pipeline. ***You must have my approval (at least one week before it is due) on your topic before you begin drafting your proposal.** Your research proposal should indicate as specifically as possible the following: (1) the topic/issue you have selected to write about for your research paper, (2) your primary thesis, (3) the significance of the topic you are writing about, (3) three research questions that your paper will answer, and (4) a basic proposal outline of your paper. Part 2: make revisions in the outline and resubmit. **More detailed guidelines will be provided in class.**

b) Critical Annotated Bibliography for Literature Review

This assignment component consists of two parts. Part 1: submit a list of 10 references. Part 2: expanding from the research proposal assignment, students will complete an annotated bibliography summarizing at least **10 scholarly sources** (book chapters, peer-reviewed journal articles). Each annotation should include the citation (APA format), followed by a brief summary of the source, an assessment of the source, and a reflection on the source (100-150 words). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. More detailed guidelines will be provided in class. The literature review outline and annotated bibliography will serve as the basis for your final paper which is a literature review that addresses your specific objective. In order to find articles, you will need to be familiar with and use different data-bases such as ERIC, Lexis-Nexis, JSTOR, etc.

c) Draft of Literature Review

A **10-12 page** draft of your literature review. You will identify and carefully analyze an issue affecting the opportunity gap of Latina/o students (i.e., tracking, gifted education, college readiness)—what do researchers, educators, Latino families/students, and popular media sources have to say about this issue? Your final paper must include a description of the issue, analysis of its relevance in contemporary education, exploration of the issues relative to our Las Vegas context. This can be accomplished by interviewing a Latina/o community leader, teacher, administrator, parents, and/or students. Provide synthesis of the research with personal observations and perspectives.

d) Peer-Review of Literature Review

You will exchange papers with two peers. Make in-text suggestions using the ‘track changes’ function in MS Word or by typing feedback on the following: framing the issue, evidence provided, demonstrates a grasp of the issue, historical, political, social, and cultural analysis, organization/clarity (i.e., introduction, supporting research, analysis, and conclusion). As a peer-reviewer, you will check for the focus of the paper: Is the topic appropriate for the assignment? Is the topic too big or too narrow? Is the thesis statement specific enough? Is the thesis simply providing a summary, rather than making an argument? Is there a balance in the writing? Does the author spend too much time on one section and neglect other parts? Is the organization clear and logical? Are there sections that need clarity or paragraphs that need transitional sentences and/or words to help the reader move smoothly from one section to the next? Are the sources credible and diverse? Are

sources cited correctly and do they follow APA format? **More detailed guidelines will be provided in class.**

e) Presentation of Literature Review

During the final exam session, students will have an opportunity to share their literature review with the class. Your presentation should include an overview of key themes of your literature review. More details to follow. **More detailed guidelines will be provided in class.**

f) Final Literature Review

You are required to write a **15-page** (not including references) literature review. This assignment will give you experience in writing a well-organized analytical synopsis of the literature that is pertinent to your scholarly interests. Identify an educational issue impacting Latina/o students and schooling. Your literature review must provide information about the issue, develop a thesis statement and use evidence from scholarly sources to support your thesis and answer your research questions. The research paper must propose recommendations and solutions focused on improving Latina/os' educational experiences. Your final paper must also include an abstract and a minimum of 20 scholarly sources (you can use 5 sources from the course readings).

3. *Mascaras* Art and Narrative

This assignment will involve understanding your identities through the creation of *mascaras* (masks). This assignment consists of three parts. Part 1: you will pair up with a classmate to build your mask (in-class). Part 2: you will decorate your mask at home. Part 3: drawing from the course readings on identity, you will write a one-page narrative connecting the metaphor of wearing masks: Who am I? What aspects of your identity do you present and hide from others? What aspects of your identity have shaped your educational trajectories?

4. Film Analysis

Write a two-page analysis (double-spaced) of one of the following films using the class readings. How do the issues discussed in the film connect to the educational experiences of Latina/o students? This is not a summary and should not read like a movie review. All films are available on **Kanopy** through UNLV's library.

- *Fear and Learning at Hoover Elementary. The Denial of Education and Health Care to Undocumented Immigrants (1997)*
- *Forbidden. Gay and Undocumented, Moises Serrano Fights for Justice (2016)*
- *Latinos Beyond Reel: Challenging a Media Stereotype (2012)*
- *Mosquita y Mari (2012)*
- *Papers: Stories of Undocumented Youth (2009)*
- *Stolen Education: The Legacy of Hispanic Racism in Schools (2013)*
- *The Graduates/Los Graduados (2014)*

5. Culturally Responsive Community Engagement Culminating Experience Project and Multimedia Presentation

This project has three parts:

First you will identify a community-embedded organization that is situated adjacent to a “[high-need](#)” public school with a high Latinx student population (for more information about CCSD schools: <http://nevadareportcard.com/PDF/2019/02.E.pdf> (see page 6 forward)). The organization you select should serve the school and surrounding local Latinx community, through the provision of culturally responsive community engagement work. [Here is a list](#) of community-embedded organizations you might consider exploring to see if: 1) they are situated proximate to a high need public school; and, 2) they serve that school and the surrounding Latinx community in a culturally responsive way. ***You must have my approval (by the end of the second week of the course) on your organization before you begin your work with/through it.**

Second, once you identify an organization and have it approved, you should reach out to the site (phone, email, in person (if they are open and using COVID precautions) to learn more about the site and see how you can get involved with the work they do (complete 20 hours of service to the organization through community engagement). The goal of your work with the organization is for you to develop the ability to **actualize cultural responsiveness** in your teaching/activist/scholar practice/praxis in an educational setting (school, community organization, higher education, etc.).

Third, you will demonstrate **actualization of this ability through a multimedia presentation** to the class at the end of the semester. The presentation should:

- 1) define “high need” school;
- 2) identify and describe the characteristics of the school you chose;
- 3) define cultural responsiveness;
- 4) identify and describe the organization you chose and provide a rationale for why you chose it; and,
- 5) present your ideas about/understandings of cultural responsive practice/praxis:
 - a) from the literature you reviewed;
 - b) through completion of the Mascara art project;
 - c) from your film analysis; and especially,
 - d) from your involvement with the organization.

Your multimedia presentation should be no more than 10 minutes in length. It can include text, images, music, poetry/spoken word, video, audio, technology, dance/movement, etc., that aids you in telling the story (chronicle, portfolio, diary, testimonio, etc.) of the work (intellectual, emotional, spiritual, academic, etc.) that you did over the semester to become a culturally responsive teacher/activist/scholar.

Tentative Class Schedule

Date	Topics	Readings/Assignments
Week 1: 1/19/21	Introductions & Course Overview	<p>Assignments:</p> <p>Hispanic, Latina, Latino, Latinx and other terms? (in-class)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Rodríguez, R. T. (2017). X Marks the Spot. • González, C., & Gándara, P. (2005). Why We Like to Call Ourselves Latinas.

<p>Week 2: 1/26/21</p>	<p>The Geographical & Racial Demarcations of Latinos in the U.S.</p>	<p>Assignments:</p> <p>Discussion of Community Norms (in class) Discussion of Literature Review Outline & Critical Annotated Bibliography for Literature Review (in class) Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Johnson, K. R., & Trujillo, B. (2011). A Brief History of Mexico-US Migration Patterns. • Chavez, L. R. (2013). The Latino Threat Narrative. <p>Film:</p> <ul style="list-style-type: none"> • <i>Harvest of Empire</i>
<p>Week 3: 2/2/21</p>	<p>School Segregation: Americanization Programs & “Mexican Schools”</p>	<p>Assignments:</p> <p>Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Nieto, S. (2004). Black, White, and Us: The Meaning of <i>Brown v. Board of Education</i> for Latinos. • Valencia, R. R. (2011). Segregation, desegregation, and integration of Chicano students. In R. R. Valencia (Ed.). <i>Chicano school failure and success: Past, present. And future</i> (3rd. ed., 42-75). Routledge. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • San Miguel, Jr., G. (2005). The Impact of <i>Brown</i> on Mexican American Desegregation Litigation, 1950s to 1980s. • Márquez, J. D. (2016). Juan Crow: Progressive mutations of the Black-white-binary. Critical ethnic studies collective. <i>Critical ethnic studies: A reader</i> (pp. 43-62). Duke University Press. <p>Recommended Film:</p> <ul style="list-style-type: none"> • <i>Lemon Grove Incident</i>
<p>Week 4: 2/9/21</p>	<p>The Chicano Movement & Student Activism in Education</p>	<p>Assignments:</p> <p>Library Instruction Session (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Berta-Ávila, M., Tijerina Revilla, A., & López, Figueroa, J. (2011). <i>Marching students: Chicana and Chicano Activism in Education, 1968 to the present</i>. University of Nevada Press. (Ch. 1 & 2). <p>Recommended Film:</p> <ul style="list-style-type: none"> • <i>Taking Back the Schools</i> (Episode 3 of <i>Chicano! History of the Mexican-American Civil Rights Movement</i>)

<p>Week 5: 2/16/21</p>	<p>Decolonizing Knowledge & The Ethnic Studies Movement</p>	<p>Assignments:</p> <p>Guest Speaker: Chelsea DeSalvo (in class) Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Outline of Literature Review Due</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cabrera, N. L. (2014). Lies, damn lies, and statistics. The impact of Mexican American studies classes. In J.Cammarota, & A. Romero (Eds.), <i>Raza studies: The public option for educational revolution</i>. The University of Arizona Press. • Marrun, N. A. (2018). The Power of Ethnic Studies: Portraits of First-Generation Latina/o Students Carving Out <i>Un Sitio</i> and Claiming <i>Una Lengua</i>. <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Deppenbrock, J. (2017). Ethnic Studies: A Movement Born of a ban. • Banks, J. (2012). Ethnic Studies, Citizenship Education, and the Public Good. <p>Recommended Film:</p> <ul style="list-style-type: none"> • <i>Precious Knowledge</i> (2011). Palos, A. (Dir.) United States: A Dos Vatos Film. (available on Kanopy through UNVL's library streaming videos).
<p>Week 6: 2/23/21</p>	<p>The Historical & Legal Overview of Language Policy & Ideologies</p>	<p>Assignment:</p> <p>Discussion of Critical Annotated Bibliography (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Anzaldúa, G. (1999). <i>Borderlands/La frontera: The New Mestiza</i>. Aunt Lute Books. (How to tame a wild tongue). • Martínez, G. A. (2006). Language Ideologies. • Martínez, G. A. (2006). Language Attitudes.
<p>Week 7: 3/2/21</p>	<p>Food, Identity, & Space</p>	<p>Assignment:</p> <p>Bring your favorite school lunch and/or family dish to share with the class (in class) Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Revised Outline of Literature Review Due (upload to Canvas)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Mares, T. M. (2012). Tracing Immigrant Identity through the Plate and the Palate. • Salazar, M. L. (2007). Public Schools, Private foods: <i>Mexicano</i> Memories of Culture and Conflict in American School Cafeterias.

		<ul style="list-style-type: none"> • Burciaga, J. A. (1993). The Joy of Jalapeños. • Burciaga, J. A. (1993). The Great Taco War.
Week 8: 3/9/21	The Impact of Anti-Latino & Anti-Immigrant Sentiments on the Education of Latina/o Student	<p>Assignment:</p> <p>Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chavez, L. R. (2013). DREAMers and Anchor Babies. • Dingeman-Cerda, K., Muñoz Burciaga, E., & Martinez, L. M. (2015). Neither Sinners nor Saints: Complicating the Discourses of Noncitizen Deservingness.
Week 9: 3/16/21	Spring Break	
Week 10: 3/23/21	Counterstories Along the Educational Pipeline	<p>Assignments:</p> <p><i>Mascaras</i> (in class, materials will be provided) Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Critical Annotated Bibliography Due (upload to Canvas)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Montoya, M. (2011). Masks and acculturation. In R. Delgado & J. Stefancic (Eds.), <i>The Latina/o condition: Critical reader</i> (pp. 37-43). New York University Press. • Rendón, L. I. (1992). From the Barrio to the Academy: Revelations of a Mexican American “Scholarship Girl.” • Saldaña, L. P. (2013). Memories of Schooling in the Field: From Barrio Scholarship Girl to Chicana Activist Scholar.
Week 10: 3/30/21	Unmasking Deficit Thinking	<p>Assignments:</p> <p>Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class) <i>Mascaras</i> Due (in class)</p> <p>Mascaras Narrative Due (upload to Canvas)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Valencia, R. R., & Black, M. S. (2002). “Mexican Americans Don’t Value Education! On the Basis of the Myth, Mythmaking, and Debunking. • Marrun, N. A. (2018). “My Mom Seems to Have a <i>Dicho</i> for Everything!”: Family Engagement in the College Success of Latina/o Students.
Week 11: 4/6/21		Assignments:

	Representations of Latinas/os in the Media	<p>Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Film Analysis Due (upload to Canvas)</p> <ul style="list-style-type: none"> • Select a film from the list under assignments (all films are available on Kanopy through UNVL's library streaming videos). • Write a two-page analysis (double-spaced) of the film using the class readings. This is not a summary and should not read like a movie review. <p>Reading:</p> <ul style="list-style-type: none"> • Tatum, C. M. (2017). Cinema. <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Aronson, J. (2004). The Threat of Stereotype.
Week 12: 4/13/21	Hispanic Serving Institutions	<p>Assignments:</p> <p>Bring photo(s) of campus that capture UNLV's emerging HSI status (in class)</p> <p>Discussion of Culturally Responsive Community Engagement Culminating Experience Project (in class)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Contreras, F. E., Malcom, L. E., & Bensimon, E. M. (2008). Hispanic-serving institutions. Closeted identity and the production of equitable outcomes for Latina/o students. In M. Gasman, Baez, B., & Turner, C. S. V. (Eds.), <i>Understanding minority-serving institutions</i> (pp. 71-90). State University of New York. • González, K. P. (2002). Campus Culture and the Experiences of Chicano Students in a Predominantly White University.
Week 13: 4/20/21	Presentations	<p>Assignment:</p> <p>Literature Review Presentations Due (in class)</p>
Week 14: 4/27/21	Peer-Review	<p>Assignments:</p> <p>Peer-Review of Literature Review Due (upload to Canvas)</p> <p>Culturally Responsive Community Engagement Culminating Experience Project Multimedia Presentations Due (in class)</p>
Week 15: 5/4/21	Presentations	<p>Assignment:</p> <p>Literature Review Presentations Due (in class)</p>
Week 16: 5/11/21	Finals	<p>Assignments:</p> <p>Final Literature Review Due (upload to Canvas)</p>

		Culturally Responsive Community Engagement Culminating Experience Project Multimedia Presentations Due (in class)
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ADDITIONAL COURSE AND/OR UNIVERSITY POLICIES

Statement on Academic Integrity

Students are expected to conduct themselves with the utmost academic integrity, therefore students are expected to refrain from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. Academic integrity requires engagement in a 'community of trust' in this course. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus, it is *always* best to do original work.

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements> Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf including being administratively withdrawn from the course.

Academic Policies: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>

Student Services & Activities: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7331>

University Policies: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7332>

University Community & Libraries: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7322>