**Syllabus - Honduras Maymester 2015**

**Instructors:**
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**Program website:** www.edci.purdue.edu/honduras/index.html

**Course Descriptions:**

**Field Experience in Bilingual School (pass/fail)**
The field experience at Alison Bixby Stone School is the focus of the program and provides the basis for the course assignments. The time spent in classrooms working with a classroom teacher impacts your participation grade and the written assignments.

- Work with individual teacher in classroom
- Work with individual child and family of child (if possible)

**EDCI 205 Exploring Teaching as a Career (3 credits)**
The purpose of this course is to provide students with experiences that will assist them in making informed career choices and build a foundation for future education courses. Students will explore four questions:

- What does it mean to teach?
- What does it mean to learn?
- What is the nature of schools?
- What are the purposes of schooling in society?

These questions will be explored in the context of a field placement in a bilingual elementary school in Zamarano, Honduras. Purdue students will work with teachers, students and families in the community. Students will also engage in service learning projects that community members have identified as something they would like to see developed for use in the rural schools: art, literacy and health/nutrition projects (explained in detail at a later date). Students will also read texts related to teaching in diverse contexts, English as a second language students, and bilingualism in the United States. Through class discussions about the field experience, service learning projects, course readings and associated writing assignments students will clarify, refine, and apply their developing educational philosophy. In addition students will be exposed to standards in the profession and create electronic portfolios to demonstrate their developing competencies.

**EDCI 285 Multiculturalism and Education (3 credits)**
This course serves as an introduction to the study of multiculturalism and its multiple meanings within society. There will be a practical, hands-on component to the course as students work with teachers, students and families in a bilingual school in Zamarano, Honduras, and in service learning projects in rural schools. Students will read about and discuss issues such as: race, class, gender, language, ability, ethnicity, religion, culture, power, and literacy. The principle goal of this course is to promote a critical understanding of one’s self as a social being in order to understand the “how” and “why” that shape perspectives on political opinions, socioeconomic class roles, religious beliefs, gender roles, and racial self-image. Particular emphasis will be paid to issues of second language and bilingualism. Through class discussions about the field experience, service learning projects, course readings and associated writing students will clarify, refine, and apply their developing understandings of diversity in teaching and learning. In addition students will be exposed to standards in the profession and create electronic portfolios to demonstrate their developing competencies.
EDCI 490 Individual Research Problems (3 credits)
This course will be designed in consultation with faculty to meet the needs of undergraduate students seeking experience in research, service learning, teaching or education.

Required texts:
Books:

Articles (program website: [www.edci.purdue.edu/honduras/academic_info.html](http://www.edci.purdue.edu/honduras/academic_info.html))
4) Avilés pages 143-150:
10) Zinn chapter 16 (pp. 25-28) & chapter 21 (pp. 4-5, 18-20):
Participation:
Participation is based on your active physical, mental, emotional, and spiritual engagement with the field experiences, class discussions, and assignments. As a future educator, you must attend the field experience in a regular and punctual manner. This is a vital aspect of being a professional that values the time of students and fellow educators. Additionally, attendance of class meetings is required. It is expected that you will be punctual to all program commitments. If issues arise, it is your responsibility to discuss your situation with a program instructor.

Participation Rubric

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Full</th>
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<tbody>
<tr>
<td>Rarely contributes to conversations and field experience. Student is more passively involved.</td>
<td>Expresses ideas on occasion but does not make an attempt to remain actively involved in advancing peers’ thinking and learning. Volunteers to make connections on rare occasions.</td>
<td>Makes a conscious effort to be involved in conversations and discussions in each class session and field experience. Includes frequent expression of ideas and connections. Active involvement encourages other students’ thinking and new learning.</td>
<td>Engages others in class conversations and learning. Makes connections that are clear and notable on many occasions. Field experience contributions are meaningful. Uses opportunities for thinking and begins to generate questions for active knowledge construction.</td>
<td>Student always contributes to class discussions and attempts to enhance conversations by contributing to important new and deep level learning, to text connections and to understanding related field experiences. Student is articulate and fully engaged. Uses multiple opportunities in field experience for thinking and generating questions for further learning.</td>
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Grade Breakdown:

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<thead>
<tr>
<th>Field Experience</th>
<th>Pass/Fail (Pass is required.)</th>
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<tbody>
<tr>
<td>Journals</td>
<td>20%</td>
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<tr>
<td>Ethnographic Reflection</td>
<td>30%</td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
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