

Texas Wesleyan University

Summer, 2008

Carlos Martinez, Ph.D.

DWH 307

Edu 6399 Special Topics: Emerging Issues in Education - Peru

I. Date, Time, Location: July 3 – July 13, 2008, Peru sites

II. Description of course: Wesleyan students will read political articles from journals and world reports regarding educational structures and practice in Peru. Each student will write a preparatory report on findings regarding educational design, issues, curriculum, practice. Preparatory meetings will be held to discuss interview techniques and questions. Once on site, Wesleyan students will participate in the teaching processes, and will also interview, read, seek answers to questions regarding educational practice. A final paper will be written, comparing what was thought before the travel and what information and understandings were further learned as a result from the travel experience. The paper will take on the format of knowledge before and after.

II. Format: Discussion, out-of-class reading, reflection, projects. You will be involved with your peers in discussing readings; writing reflections; conducting research and writing or presenting a scholarly paper; and developing learning lessons for learners.

III. Policies

Sexual Harassment Policy: In accordance with TWU administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. This class will not tolerate such behavior as it creates an unacceptable educational environment.

Disabilities Policy: Any student with disabilities whose presence in this class requires modification of the course presentation or requirements must submit a written request to the effect to the instructor by the second class period.

Absence Policy: We will follow Wesleyan absence policy as outlined in the catalog. Three absences and you will be dropped from the course. Tardiness will lower your grade one or two letter grades. In general, any absence may greatly affect your grade due to the volume of work involved in class, and your necessary attention for that work. **No late assignments will be accepted. An incomplete is only allowed in extreme circumstances.**

IV. Assignments:

1. Read and provide evidence of 3 group (4-5 person groups) discussions of the following texts. Choose leaders for the discussion, provide notes of the discussion:

1. Articles and readings from journals and internet that further understanding of history, present politics, education issues. Read 5 articles that describe political, economic, and educational issues in Peru. Write a brief summary of each article, and formulate 2-3 questions that will guide your interviews in the country

Two preparatory class meetings will be held in June:

Suggested meeting dates are: June 10 and June 24, 4:00- 5:30. Dr. Martinez will confirm these dates with the travel group.

On site travel and teaching experience: July 3 – July 13, 2008.

Final papers and reflections due: after return, July 21.

2. Develop English language lessons based on best practice design. Write daily reflections of the work that you do with your learners. Type these lessons and daily reflections and turn in July 21.

3. Interview 3 teachers and students in the schools and universities. Design questions that give you answers about the kinds of school experiences that are common in Peru, the kinds of expectations that parents and society have about Peruvian schools, any national or state mandated testing that may occur, the kinds of required courses that are found in high schools and universities. Other questions may also be appropriated. Type your interview questions and responses. **Due July 21.** We will have in-country discussions each evening regarding our readings and findings.

4. Comparison/contrast paper: write a (5-6 page) comparison essay of the kinds of education issues and practice that you see in Peru, compared to education practice that occurs in your present school. You may choose to include interview responses of Peruvian teachers and students that give further information for your observations. What similarities/differences and advantages/disadvantages do you see? **Due July 21.**

Grading: 90 – 100 A, 80 – 89 B, 70 – 79 C

5. Plan to bring small Texas gifts to your learners.

