

Course Code & No. - Section: Eng 102 - 4
Course Title (Credits): Composition – Educational Issues (3)
Term & Year: Spring 2016
Course Ref. No. (CRN): 10101

Instructor: Chris Anderson
Phone(s): 775-881-7555
Email: canderson@sierranevada.edu
Office: TBA
Office Hours: MW 1:00 p.m. to 2:15 p.m. Please make appointment.

Class Meeting Time: MW 2:30 p.m. to 3:45 p.m.
Location: Patterson Hall 213
Prerequisites: English 101

Course Description:

English 102, Educational Issues, builds on and further develops the writing skills introduced in ENGL 101 with a focus on issues in education. Students examine contemporary educational issues including equity and access locally and nationally, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

This course will not only focus on the most current issues extant in primary and secondary education today, but on your own experience as a student (of which you should have quite a bit at this point) and how that experience relates to the knowledge you gain about education throughout this course. For your final project, you will be asked to identify key problems in education then propose solutions for those problems, backing up your proposals with well-researched scholarship. Success will require mastery in three distinct elements: 1. Written communication, 2. Research, and 3. Critical thinking (arguably the most fun of the three). Ultimately, this course is asking of you, through your own scholarship, curiosity, and creativity, to contribute to the knowledge of this topic. All genres of writing assignments for this class will be geared toward that result, culminating with your final research project.

Required Texts and Materials:

1. *Little, Brown Compact Handbook*, seventh edition (or 6); Jane Aaron; Pearson/Longman.
2. *Doing School*; Denise Clark Pope; Yale University Press; 2001.
3. *Possible Lives: The Promise of Public Education In America*; Mike Rose; second edition; Penguin Books; 2006.
4. A laptop computer that meets Sierra Nevada College's minimum requirements

Expectations: Students are expected to be active participants, showing respect to all members of the class. Students will read and write daily. Students will review student handbook policies on plagiarism and will present only their own work to our community. Students will do their best work and will communicate with the instructor if having difficulties.

Student Outcomes: On successful completion of this course, a student will be able to:

1. Evaluate and edit individual and peer texts
2. Review, practice and become proficient in research skills
3. Refine writing content and style through practice and revision
4. Illustrate proficiency in a range of textual forms showing appropriate awareness of audience and purpose
5. Evaluate, analyze and discuss current educational issues

Methods of Assessing Student Outcomes:

1. Quizzes, exams
2. Written assignments (Moodle postings, in-class writing, essays: personal, comparison/contrast, analysis, and argument)
3. Reading response
4. Discussions, presentations, oral reports
5. Individual research projects
6. Portfolio of revised works

Attendance: Students are expected to attend every class and arrive on time: 3 tardies = 1 absence, and 4 absences = a 10% deduction of final grade (i.e. a "B" becomes a "C"). Students who are absent 6 times or more (including accumulated tardies), will not pass this class. In every class period, points are awarded for in-class assignments and/or grades for quizzes. There are NO make-ups for these in-class points and quiz grades. On any day that you are absent, you will miss out on points toward your final grade. This is a seminar style class with student presentations and contributions becoming a part of class content. If a student misses a class due to illness or other, both the work due on that day and the material presented are the student's responsibility.

If you are absent, **work due on that day is still due.** It may be brought in by a classmate, but all work is due **when the class begins.** Some absences (cleared in advance) may be excused and will not adversely affect your grade. These include absences followed by a note from a medical facility identifying you were under medical care on that day and at that time, and absences resulting from attending school-related trips. ***It is the student's responsibility to discuss the nature of the absence with me.***

Late assignments will be not be accepted. "My computer died" or "the printer is not working" or "you must not have gotten my email" are not excuses for late assignments.

Class Requirements: Students are required to do a significant amount of reading, writing and revising. Retain digital and hard copies of all your work for this class until the final grades have been submitted. Back up your work consistently. **Keep ALL versions of your work, including drafts. You will need all drafts for your portfolio** (see below).

Portfolio: A portfolio of revised works will be due at the end of the semester. The portfolio should include (a) three revised essays (personal, compare contrast, analysis or argument), and (b) a clearly improved research essay. The portfolio should include a two to three page introduction that discusses the pieces presented in the portfolio, ideas about educational issues, and growth as a writer. Original versions must be included along with the revision to show the draft process. The presentation of the portfolio should be visually attractive and professional, reflecting care and consideration for your own work.

Students are responsible for all material covered during the course, whether it is handed out in class, discussed in class, read as an assignment, or disseminated in any other way. If you are absent, make sure you check with your classmates to find out what information you missed that day.

Turn off your cell phone, iPod and all other distracting devices in the classroom. If we are using computers during class, you are expected to refrain from activities not related to the lesson (i.e. web surfing, Facebook, YouTube, etc.)

Grading Policy: Grades are based on the accumulation of points during the semester (total possible points = 1,000), distributed in the following ways:

- 200 points attendance and participation
- 300 points written and presentation work
- 100 points quizzes, chapter presentation, and in class assignments
- 100 points midterm exam
- 100 points research paper and research presentation
- 100 points final portfolio
- 100 points final exam

Sanctions for Cheating and/or Plagiarism The Honor Code: The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Tentative Course Schedule:

Note - This schedule provides a general plan for this course. Alterations may be necessary and students will be informed when changes in assignments are made. Students are responsible for the material covered and announcements made during all classes.

Date	Class Plan	Assignment Due
1/20 Wednesday	Upping the ante, Em – you're not in 101 anymore! Goals for class – Final project – a publishable research paper Annotation Discuss Katie's Service Learning Class Educational issues overview	Think about journal to which you might want to submit. http://www.cur.org/resources/students/undergraduate_journals/
1/25 Monday	Introductions How to discuss Discuss Chapter 2 - Kevin Romoni	Reading - <i>Doing School</i> - Preface and chapters 1&2 - Kevin Romoni. Through page 29. Submit one paragraph summary, one paragraph analysis.
1/27 Wed.	Discuss Chapter 3 – Eve Lin	Reading - <i>Doing School</i> - Chapter 3, Eve Lin pages 29- 49 Submit one paragraph summary, one paragraph analysis.
2/1 Mon.	School volunteering – logistics, requirements, and benefits Discuss Chapter 4 – Teresa Gomez Introduce Sierra Nevada Chronicles.com Work on Essay 1	Reading - <i>Doing School</i> - Chapter 4 – Teresa Gomez, pages 50-80 Submit one paragraph summary, one paragraph analysis.
2/3 Wed.	Workshop Essay 1	Writing -Essay 1 Draft
2/8 Mon.	Discuss Chapter 5 – Michelle Spence Review complete sentences – T-Units. Introduce Christensen	Educational Experience Reading – <i>Doing School</i> – Chapter 5 – Michelle Spence, pages 81-116 Submit one paragraph summary, one paragraph analysis.
2/10 Wed.	Discuss Chapter 6 Review T-Units and Comma rules	Writing - Essay 1 Final Draft Reading – <i>Doing School</i> – Chapter 6, Roberto Morales, pages 117-148. Submit one paragraph summary, one paragraph analysis.
2/15 Mon.	No Class Presidents Day	
2/17 Wed.	<i>Doing School</i> –Chapter 7 and whole book culminating discussion Introduce <i>Possible Lives</i>	Reading – <i>Doing School</i> – Chapter 7 and Epilogue, pages 149-185 Submit one paragraph summary, one paragraph

	Assign Essay 2 – Compare/Contrast	analysis.
2/22 Mon.	John Mayer Song – No Such Thing Discuss Possible Lives - Intro Group Chapter Presentation Planning- hand out requirements and groups Discuss Compare/Contrast Essay Strategies	Reading - <i>Possible Lives</i> - Preface & Introduction
2/24 Wed.	Discuss LA chapter Chapter presentation - model Gerund Clauses Brainstorm on research topics Check in with Chapter Presentation Groups	Reading - <i>Possible Lives</i> Los Angeles and the LA Basin p1-59 and Big Research Topic - read book Review- Preface, Intro and LA section Optional:
3/1 Mon.	Research tools Feedback on Comparison/Contrast writing Gerund Clause Quiz Appositives Essay 2 – Compare/Contrast - Due	Essay 2 Due (discuss this) <i>Possible Lives</i> regional chapter (Calexico, Baltimore, Chicago, New York City, rural Kentucky, Mississippi, Montana, Tuba City-Arizona, overall summary/ conclusion) - start your regional chapter Presentation/ group outline due on the day you present.
3/3 Wed.	Hand out Research Paper Guidelines Research questions - Narrowing the topic Research workshop- Proposal intro Appositive/Gerund Quiz Timed writing – Thesis and structure most important.	Big Research Topic! - find database sources and generate research questions
3/8 Mon.	Finding other sources: Data base searching Create Research Log & timeline Works cited examples – Plagiarism Exercises Summary, paraphrase, direct quotation Plagiarism: Exercises in paraphrasing and direct quotation Research- Improving your working thesis Adverb Clause Talk about timed writing – this will be a practice JPE. Thesis, structure, cohesion most important.	Finding other sources: Data base searching Create Research Log & timeline Works cited examples – Plagiarism Exercises Summary, paraphrase, direct quotation Research Draft works cited/ bibliography due Research! Prepare for Midterm exam
3/10 Wed.	Midterm exam - Argument	
3/15 Mon.	Spring Break – No Class	
3/17 Wed.	Spring Break – No Class	
3/22 Mon.	Assign Essay 4 – Opinion Piece – no research – base for essay 5. Keep in mind researching in future. Chapter presentations 10 minutes each, plus discussion	Final selection of journal for publication
3/24 Wed.	Chapter presentations 10 minutes each, plus discussion	
3/29 Mon.	Chapter Presentations x 3 10 minutes each, plus discussion	

3/31 Wed.	Chapter Presentations x 3 10 minutes each, plus discussion	
4/5 Mon.	Research	Essay 4 due – build on this essay as Essay 5 (Final Research Paper)
4/7 Wed.	In-class writing on Podcast	In Class – write 2 paragraphs on Podcast. Faye Lane
4/12 Mon.	Adverb clause and main clause In-class research/writing Share productive research techniques	
4/14 Wed.	Review plus adjective clause In-class research/writing Share productive research techniques	
4/19 Mon.	Review, plus appositive Share productive research techniques	
4/21 Wed.	Review, plus final clauses Workshop	Draft of Research Paper
4/26 Mon.	Cumulative Sentence Test	Cumulative Sentence Exam
4/28 Wed.	In-class research/writing Share productive research techniques	
5/3 Mon.	Discussion of “Educational Issues” Portfolio	Research Paper due: Publication Ready - grammar will count.
5/5 Wed.	No Class – Finals Prep	
5/7-12	Final Exam	Writing – Final Portfolio Due