

<b>Course Code &amp; No. - Section:</b>	ENGL 102-1
<b>Course Title (Credits):</b>	Freshman Comp II: Contemporary Issues in Education (3)
<b>Term &amp; Year:</b>	Fall 2014
<b>Course Ref. No. (CRN):</b>	80115
<b>Instructor:</b>	Katie Zanto
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<b>Office:</b>	Prim Library rm. 205
<b>Office Hours:</b>	To be posted
<b>Class Meeting Time:</b>	11:30-12:45 T/Th
<b>Location:</b>	PA 211
<b>Prerequisites:</b>	English 101
<b>Corequisites:</b>	Suggested: ENGL 103 Service Learning (1 credit)

**The College Mission Statement:** Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The College Core Themes:** Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

**Course Description:** We all have a stake in education. Most of us have been shaped by our own school experiences; indelible memories, moments that have defined us or altered our futures, and educators who influenced our paths. Our children, present or future, will be part of our nation's education system. This class is a chance to discuss the American public education system, local, national and global attitudes towards education, ethical and moral dilemmas in education, and alternative models of education.

Specific topics may include bilingual classrooms, gifted and talented programs, environmental education, physical education, art programming, state and national standards, assessment, media coverage, and school funding. In this class, students will build upon and develop skills in writing, researching and critical thinking. They will write a personal essay about their own educational experiences, a movie analysis, and a compare-contrast essay on high school challenges such as college pressure, cheating, and peer pressure; then focus on one main aspect of teaching and learning for their major research project. Students are encouraged to take ENGL 103 (1 unit) simultaneously in order to gain hands on service learning experience in a school setting.

**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 contemporary issues in education

**Methods of Assessing Student Outcomes:** Student outcomes will be assessed using the following:

1. participation
  2. quizzes, exams
  3. written assignments (Moodle postings, in class writing, essays- personal, comparison/ contrast, analysis, and argument, )
  4. reading response
  5. discussions, presentations, oral reports
  6. individual research projects
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## 7. portfolio of revised works

**Instructional Strategies:** Class will involve a range of instructional strategies including, lecture, guest visits, seminar discussion, group projects, writing workshop, text analysis and student presentations. As the course progresses, students will be more and more responsible for their own learning and application to individual research projects.

**Required Texts and Materials:**

- *Little, Brown Compact Handbook*, 12th edition: Longman.
- *Doing School*; Denise Clark Pope; Yale University Press; 2001.
- *Possible Lives: The Promise of Public Education In America*; Mike Rose; second edition; Penguin Books; 2006.
- A laptop computer

**Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for English 102: Contemporary Issues in Education include, but are not limited to:

1. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, Professional Development Collection, ERIC, PsycInfo, Teacher Reference Center, Newspaper Source, TOPICsearch, and others depending on topic. .
2. Hardcopy texts: Prim Library has a large resource of texts related to educational issues. Students are required to pick a hardcopy text to use in research. It may be necessary to utilize interlibrary loan to locate an appropriate text.
3. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

**Attendance:** Students are expected to attend every class and to show respect to peers and instructor by arriving on time for class. Chronic lateness and/or absence will significantly affect the course grade. This is a seminar style class with student presentations and participation a large part of class content. Directions and workshops in class are difficult or impossible to make up. Since a large part of the grading system is based on attendance and participation, if a student misses classes and material, the grade will drop significantly. If a student misses a class due to illness or other, it is the responsibility of the student to communicate with the faculty member, to turn in the work due on that day, and to meet with the faculty member to discuss the missed material.

**Class Requirements:** Students are required to do a significant amount of reading, writing and revising. Please use a three ring binder to keep a copy of all written work, handouts and graded work (in addition to your electronic files). PLEASE DO NOT LOSE YOUR GRADED PAPERS SINCE YOU WILL NEED THEM FOR YOUR PORTFOLIO. Students are responsible for all material covered during the course whether handed out in class, posted on Moodle, discussed in class, read as an assignment, or disseminated in any other way. Quizzes, exams, and various writing assignments will be based on material covered during the course. A Word file of all written material is necessary to complete the portfolio revision requirement. Back up all work to avoid massive re-writing.

Please turn off your cell phone, i pod and all other devices in the classroom. If we are using computers during class, please refrain from activities not related to the lesson (i.e. web surfing, email, texting) as this is both disrespectful and distracting to me and your classmates.

**Possible Lives Chapter Presentation Symposium:** This is a group project 2-4 people, unless a student chooses to present on his/her own. Students elect/ are assigned a regional chapter to present to the class in a symposium format. . Groups must create a station that teaches the rest of the class about educational issues in assigned region. Suggested: a power point with current statistics about the region, a map introducing the region where Rose visited, a visual representation of the issues/ examples presented in the chapter, a poster with key quotes, a handout or other media. Find a

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way to visually represent your state/ region. 1) Paint the picture of public education in state/ region from the chapter 2) Research and present current educational issues in that state/region 3) Describe the particular challenges this state/region faces 4) Describe the “bright lights” (examples from Rose and from current research) 5) Consider and present any connections to, personal experience, research, interviews etc..

Beyond reading the chapter, groups are required to do additional research on the current educational climate in their region (ex: state ranking, teacher training, ratios of students to teachers..etc). Go to your state’s department of education. Example: California Department of Education  
[www.cde.ca.gov/](http://www.cde.ca.gov/).

**Research Requirements:** The research project is the primary focus of this course. The final project will include both an 8-10 page paper with a minimum of 8 strong sources (primary and secondary, an interview and at least one book), as well as a formal presentation to the class. Students will begin choosing their general topics (an educational issue) in the first few weeks of the course and will continue to narrow them throughout the class. The content of these presentations will become a vital part of our understanding of contemporary issues in education.

**Portfolio Requirements:** A portfolio of at least 20 pages of revised writing will be due at the end of the semester. The portfolio should include at minimum (a) three revised essays (personal, narrative biography, 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.

**Paper Grades:** All papers written in this class may be improved and re-written to raise the grade outside of class requirements. Paper revisions for a grade change must be arranged with an appointment during my office hours. The more students work on papers with additional revisions, both with me and the writing tutors, the more the writing and the grade will reflect the hard work. Please take advantage of my office hours, the tutors and the writing center (3<sup>rd</sup> floor Prim Library).

**Exam Requirements:** Both the midterm and the final exam will include an element of formal timed (in class) writing using Bluebook. This is aimed at giving students practice and feedback towards successful completion of the Junior Proficiency exam.

**Grading Policy:** Grades are based on the accumulation of points during the semester in approximately the following way.

- 200 points attendance and participation
- 300 points written and presentation work (personal essay, compare/ contrast essay, analysis essay, and film essay 75 points each)
- 100 points quizzes, in class debates, chapter presentation, film presentation, and in class assignments
- 100 points midterm exam
- 150 points research paper and research presentation
- 50 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.

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**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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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](mailto: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.

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**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
8/19 Tuesday	Introductions and Syllabus Preface and Chapter 1: <i>Doing School</i>	-
8/21 Thursday	Educational issues overview Comparison brainstorm on Kevin, Eve, Teresa (Compare- Contrast) Introduce Personal Essay and tie into research	Read: <i>Doing School</i> Pages- 1- 80 Kevin Romoni, Eve Lin, Teresa Gomez
8/26 Tuesday	Characterize self as a student, as a learner, as a teacher. Describe your own educational experience. Writing review Begin part 1 Diagnostic Test Hand out writing rubric Writing Guidelines	Read: <i>Doing School</i> Pages- 81- 143 Choose Michelle Spence <b>OR</b> Roberto Morales Moodle reading response 1 due
8/28 Thursday	Student roundtable Educational Consensus activity on teen issues and goals of public ed Watch ted talk	Finish <i>Doing School</i> Chapter 7- The Predicament of “doing school” and Epilogue Moodle reading response 2 due
9/2 Tuesday	Personal Stories Part 2 diagnostic test Library review: Library book catalog- how to search for a book Research review: Introduce the Research Paper- hand out research packet	<b>Due: Personal Essay-</b> educational experience
9/4 Thursday	Identify research topics and discuss books selected Part 3 and 4 Diagnostic test (review main elements of timed writing)- Practice Timed Writing – <i>Doing School</i> Argument Essay Discuss Arguments Using “You	Pick research topic focus <b>Due-</b> pick research book/ and or series of peer reviewed articles and bring into class Begin reading and researching
9/9 Tuesday	In class Writing <i>Doing School</i> Creative or Argument Essay Workshop	Review <i>Doing School</i> <b>Due:</b> Works Cited page for <i>Doing School</i> and parenthetical citations <b>Big Research Topic-</b> read book/ text- dig into research

9/11 Thursday	Works Cited review Parenthetical citations Part 5 Diagnostic test Introduce Interview an Educator Assignment Introduce Annotated Bib assignment Brainstorm interview overview questions as a group	<b>Due: Revised Creative or Argument Essay</b>
9/16 Tuesday	<b>Quiz</b> (Diagnostic material) <b>In class exercise on creating a thesis and identifying focus in your research paper</b> Identify interview questions specific to your topic Go over format for narrative biography	Review Grammar Material Set up time for interview within next week Research! <b>Due:</b> Annotated Bibliography with at least 2 sources ex: chapter from selected book, peer reviewed article,

9/18 Thursday	Regional Activity: Include regional perspective in the narrative biography/ interview questions Introduce <i>Possible Lives</i> Create Chapter groups Planning for Group Chapter Symposium Planning- hand out requirements and groups	Read: <i>Possible Lives</i> - Preface & Introduction  Conduct Interview- Compile notes
9/23 Tuesday	Tell the interview stories:  Discuss LA chapter Chapter presentation demo	<b>DUE: Narrative Biography of your interviewee.</b>
9/25 Thursday	<u>Group planning and research for Possible Lives Symposium</u>	<b>Read:</b> <i>Possible Lives</i> regional chapters (Calexico, Baltimore, Chicago, New York City, rural Kentucky, Mississippi, Montana, Tuba City-Arizona, overall summary/ conclusion)
9/30 Tuesday	<b><u>Due: Possible Lives Symposium</u></b>	<b>Prepare</b> for Possible Lives Symposium Power point, map, poster, Quotes, facts, research.
10/2 Thursday	Research workshop- Finding other sources: Data base searching Generating research questions Create Research Log & timeline	Research- find database sources and generate research questions

	Works cited examples – Plagiarism Exercises Summary, paraphrase, direct quotation Improving your working thesis	
10/7 Tuesday	Midterm exam <b>In class Essay</b>	<b>Due:</b> Research Plan with updated annotated bibliography (minimum 4 sources) Come with all notes from class, papers, interviews and research
10/9 Thursday	Organization of outlines- peer feedback. Review secondary and primary sources, introduction techniques,	<b>Due: Research Research paper outline</b>
10/14 Tuesday	<u>Presentation:</u> ARC and ELD enrichment Research work- Research questions- index cards	<b>Due:</b> Revised outline, introduction and working thesis
10/16 Thursday	Educational Issues- Guest Presentation- <b>Student Presentations begin</b>	<b>Due:</b> Annotated bibliography 8 sources

10/21 Tuesday	Educational Issues- <b>Student Presentations</b>	Research and Write
10/23 Thursday	Educational Issues- <b>Student Presentations- Peer work</b>	<b>Due:</b> Draft Research essay Peer editing groups Research writing
10/28 Tuesday	<b>Student Presentations</b> Final research writing workshop Grammar review	Work on research essay
10/30 Thursday	<b>Workshop and Peer Edit Research Essays</b>	Work on research essay
11/4 Tuesday	Quiz- Research presentations Introduce Film Presentations Film excerpt- Stand and Deliver and Freedom Writers, CNN clip Hollywood vs reality Film project introduction	<b>Due: Research Essay</b>
11/6 Thursday	Review.... film analysis and creating an analysis thesis Film Excerpt	Moodle: Post film:

13 11/11 Tuesday	Workshop Film analysis How to: Go beyond a summary of the film Ground the analysis in film details Include background info & research	Watch film and prepare for presentation
11/13 Thursday	<b>Film Analysis Presentations</b>	<b>Due:</b> Analysis of Film from a Contemporary Issues in Education perspective  Turn in presentation power point with works cited
11/18 Tuesday	<b>Film Analysis Presentations</b> Peer editing	Turn in presentation power point with works cited
11/20 Thursday	<b>Film Analysis Presentations</b> Review Portfolio requirements:	Turn in presentation power point with works cited
11/24-11/28	<b><u>Thanksgiving break</u></b>	Work on Portfolio- rewrites
14 12/2 Tuesday	Current Issues/ Opportunities in Higher Education  Portfolio workshop Peer Edit	Bring all essays to class Work on Portfolio- rewrites Portfolio organization
12/4 Thursday	Discussion of "Educational Issues" Course wrap up and Introduce Exam Case Study	Work on Portfolio- rewrites Portfolio Introduction
12/8	Reading Day	
Exams 12/9-12/12	EXAM PERIOD 12/12 11:30-2:30	<b>Final Portfolio due</b>

**Extra credit options:**

*Writers in the Woods readings (see schedules below)*

**Sept 5 (Friday evening) Nick Flynn (our common read author: *Being Flynn*)**

**Oct 17 (Friday evening) Terry Allen**

**November 7 (Friday evening) Kevin Fedarko**

*Please talk with me directly about participation credit for attending these readings or other campus events.*



**Research (BIG) Topic Ideas:**

*Directions: Start thinking about your research interest day one of this course. Here are some possible ideas to start with and if you have other ideas not included below, please come talk with me early in the course. All topics will need to be narrowed, but these topics can get you started. You will pick a book available in library or through interlibrary loan early in the course and will use this book to help inform you on the context of this larger topic. It will also help you narrow your specific interest and research questions.*

After school programs and funding  
Art Education  
AVID  
Bilingual education  
Bullying in schools and cyberbullying  
Charter schools  
Charter school lotteries  
Classroom Size/ School Funding- District Issues  
Common Core  
English Language Development Education  
Environmental Education  
Experiential Education  
Expeditionary Learning Schools  
GED  
Gifted and Talented Programs  
Higher Education Funding or other trends in Higher Education  
Home schooling  
Homework  
Innovative Urban Education Reform  
International Baccalaureate Programs  
International Education  
Low performing schools  
Native American Education (Reservation schools and/or traditional Native American Education)  
New Generation Science Standards and teaching controversial science content  
No Child Left Behind and state waivers  
Physical Education  
Plyer v. Doe, 1982 (undocumented children have an equal right to education)  
Reading: Phonics and other techniques  
Religious schools  
Resource and Special Education  
Role of private schools  
Rural Education  
Science Education  
School counselors and counseling in schools  
School Uniforms  
Single Sex Education  
Special Education  
Standardized tests  
State Standards  
Summer School Programs  
Sustainable Agriculture and youth education  
Teacher Education  
Teacher tenure and tenure reform  
Teacher unions  
Text book publishing  
Vouchers

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