

<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 2019
<b>Course Ref. No. (CRN):</b>	80181
<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>	11:00-12:45 T/Th
<b>Location:</b>	PL 214
<b>Prerequisites:</b>	English 101
<b>Corequisites:</b>	<b>Suggested: EDUC/ENGL 103 Field work in Education (1 credit)</b>

**Course Description:** This course 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.

We all have a stake in education. Most of us have been shaped by our own school experiences: memories and moments that have defined us or altered our futures. Many of us have been touched by educators who have influenced our paths. Additionally, our children, present or future, will be part of our nation's education system. This class is a chance to discuss the American 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/ film analysis, and an argument essay on high school challenges such as college pressure, cheating, and peer pressure. For the major research project, students will focus on one main topic related to teaching and learning. **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:**

Upon successful completion of this course, a student will be able to:

- Refine writing content, organization, style and control of grammar through practice and revision
- Review, practice and become proficient in research skills, including finding and synthesizing a variety of credible sources
- Analyze and evaluate work from peer and professional writers
- Practice and refine presentation skills
- Evaluate, analyze and discuss (course theme- contemporary issues in education)

### **Methods of Assessing Student Outcomes:**

Student outcomes will be assessed using the following:

- Participation and class discussions
  - reading response (Canvas and in class)
  - quizzes and timed writing
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- written and presentation assignments (essays- personal, argument, research and analysis)
- individual and group research projects and papers
- portfolio of revised works

**Instructional Strategies:** Class will involve a range of instructional strategies including, lecture, seminar discussion, class activities, group projects, writing workshop, text/ film 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. Student research will inform the class on contemporary issues in education.

**Required Texts and Materials:**

- *OWL Purdue online source*
- *Doing School*; Denise Clark Pope; Yale University Press; 2001.
- *Readings available on Canvas: Possible Lives: The Promise of Public Education in America*; Mike Rose and *What School Could Be*; Ted Dintersmith available sections on Canvas
- *Feral, North Carolina, 1965*; June Sylvester Saraceno; 2019.
- A laptop computer

**Recommended Texts and Materials:**

- *The Little, Brown Compact Handbook*, 7- 12th edition: Longman.
- *The Elements of Style*: Strunk and White

**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, Psych Info, Teacher Reference Center, Newspaper Source, TOPIC search, 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 evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.
4. Reach out to our incredible librarian and library staff. Lara Schott, our library director, would love to work with you. You can ask for direct help by emailing [library@sierranevada.edu](mailto:library@sierranevada.edu). Also please don't be afraid to request interlibrary loans. They are an efficient way to access texts and articles beyond our library.

**Attendance:** Students are expected to attend every class and to show respect to peers and instructor by arriving on time for class. This seminar style class is largely based on attendance, participation and student presentations. Directions and workshops in class are difficult or impossible to make up. If a student misses a class due to illness or other, **the work due on that day as well as the material presented are the student's responsibility. It is also the student's responsibility to meet with the instructor to discuss the missed material.** If you have a student accommodation, please let the instructor know at the beginning of the course. A large part of the grading system will be based on attendance and participation 20%, so if you miss classes and material, your grade will drop significantly. If you have personal health or other issues, the instructor will work with you (doctor's note is required), however after two classes missed, your participation grade drops to a 75%, and loses 10 % points each absence after regardless of reason. **Do not miss class!**

**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).

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**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 Canvas, 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, iPad 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.

Food: You are welcome to snack- particularly as our class falls in the middle of the day. Please do not come with an entire meal. This is distracting to other students.

**Paper Grades:** All papers will be scored with the common writing rubric. **Additionally, all papers written in this class may be improved and re-written to raise the grade outside of class revision 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). Revision is the key to becoming a strong writer.

Late assignments: Late work will be graded down by 10% for every calendar day (not class period) that the assignment is late. No extensions beyond recommendations that come from our Academic Support Services (Henry Conover) can be considered.

**Mid-term Regional Research and Symposium Presentation:** This is an in-class group project with 2-4 people, unless a student chooses to present on his/her own. Students elect/ are assigned a specific state: (examples- New York, Michigan, Montana, Nevada, California or other to research and present to the class in a symposium format. Groups must create an educational station that teaches the rest of the class about educational issues in the specific region. Suggested: a power point with current statistics about the region, a map introducing the region, a visual representation of the educational opportunities and issues in your state, a poster with key statistics, or a handout/ other media. Find a way to visually represent the content you researched about 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 specific opportunities or positive examples you researched 5) Consider and present any connections to personal experience, research, interviews etc.

Groups are required to do 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/). More assignment specifics will be handed out in class.

**Research Paper 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 15- 20 pages of revised and new writing will be due at the end of the semester. The portfolio should include at *minimum* (a) three revised essays (the personal, the timed writing argument, and a clearly improved research essay). The portfolio must include a two-to-three-page introduction that discusses the pieces presented in the portfolio, developing ideas about education, learning and teaching, and at student's overall 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.

**Exam (Timed Writing) Requirements:** Students will have 1-2 opportunities to take formal timed (in class) writing exams using Bluebook. This is aimed at giving students practice and feedback towards successful completion of the Junior Proficiency exam.

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**Extra Credit Opportunities:** Students have a few extra credit opportunities in this class. Volunteering to read/ share excerpts of writing in class earns extra credit points. Additionally, students taking concurrently EDUC 103 have the chance to present to the class about their experience in the public school classroom for an additional 15 points extra credit. Participation in the Writer's in the Woods speaking events, along with response writing, can also earn extra credit.

### **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.

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.

#### **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, in class/ revised argument essay, and film analysis presentation (100 points each)
- 100 points quizzes, in class debates, Canvas responses, annotated bibliographies, group presentations and in class assignments
- 100 points midterm Regional Education Research and Symposium Presentation and materials
- 200 points research paper and research presentation
- 100 points final portfolio

#### **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:**

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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.

**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

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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
9/17 Tuesday  Week 1	Introductions and Syllabus EDUC 103 opportunity Preface and Chapter 1: <i>Doing School</i> - Faircrest High Intro Canvas	-
9/19 Thursday	Educational issues overview Comparison brainstorm on Kevin, Eve, Teresa (Compare- Contrast) Introduce Personal Essay and tie into research Introduce writing guidelines <i>Part 1 Writing Diagnostic/ Writing Rubric</i>	Read: <i>Doing School</i> Pages- 1- 80 Kevin Romoni, Eve Lin, Teresa Gomez
9/24 Tuesday  Week 2	Characterize self as a student, as a learner, as a teacher. Describe your own educational experience. <b>Writing review</b> Diagnostic Part 2, Writing questions Works Cited	Read: <i>Doing School</i> Pages- 81- 143 Choose Michelle Spence <b>OR</b> Roberto Morales <b>Canvas reading response 1 due</b>
9/26 Thursday	Student roundtable Educational Consensus activity on teen issues and goals of public Ed Diagnostic 3 and 4 Using “you” in writing	Finish <i>Doing School</i> Chapter 7- The Predicament of “doing school” and Epilogue <b>Canvas reading response 2 due</b>
10/1 Tuesday  Week 3	Personal Stories Part 5 diagnostic Writing Review Peer editing Personal Essay	<b>Due: Personal Essay</b> - educational experience
10/3 Thursday	Introduce Timed Writing –(review main elements of timed writing)- <i>Doing School</i> Argument Essay EBSCO and Group Research on Learning Styles Learning Assessments Metacognitive Learning Sleep, Nutrition, Exercise	<b>Due: Revision Personal Essay</b>
10/8 Tuesday  Week 4	Group Research on Learning Writing review and low stakes quiz Works cited and annotated bibliographies	Read 2 articles related to group topic

10/10 Thursday	Group Presentations on how we learn Review In class writing techniques	Annotated Bibliography on learning articles
10/15 Tuesday  Week 5	<b>In-class Writing</b> <b>Bring <i>Doing School</i> book"</b>  Using citations in the essay	Watch TED Talk: Killing Creativity

10/17 Thursday	<b>Thesis exercise with timed writing</b> Introduce <i>State Research Project</i> Create research groups- with specific states Symposium Planning- hand out requirements and groups	Canvas posting
10/19 Tuesday  Week 6	Go over Department of Education websites (Federal and State) and other resources for data about education in specific regions. Graduation statistics, Demographics, Teacher pay, education funding etc. Group workshop research	<b>Due: Revision of Timed Writing</b> with all drafts
10/24 Thursday	<b>MIDTERM State Research Symposium</b>	Prepare materials for Midterm symposium
10/29 Tuesday  Week 7	Research paper Guidelines Finding a Research topic Workshop and begin research	<b>Due: Self-assessment and materials from State Research Symposium</b>
10/31 Thursday	Peer review topics/ research prop Narrowing and Widening the topic: Review range of sources- Data base and key word searching	<b>Due: Research Proposal</b> and works cited for 2 sources
11/5 Tuesday  Week 8	Creating a working thesis, research questions, key words, introduction techniques, plagiarism exercises, <b>Presentation sign ups</b>	Due: Research- Find good sources ex: chapter from selected book, peer reviewed article, investigative news article
11/7 Thursday	Research Workshop integrating sources and paraphrasing, direct quotation in research papers	<b>Due: Annotated bibliography</b> with a min of 5 good sources.
11/12 Tuesday	Sample presentation- ARC and ELD Peer feedback on materials	<b>Due: Working thesis and draft outline of paper turned in on Canvas</b>

Week 9	Research presentation overview and prep Research to do list	
11/14 Thursday	<b>First Student Presentations</b> – Educational Issues & peer feedback	Due: Draft introduction and body of paper on computer
11/19 Tuesday Week 10	Educational Issues- <b>Student Presentations (7)</b> & peer feedback	Due: Research paper full draft on computer
11/21 Thursday	Educational Issues- <b>Student Presentations (6)</b> & peer feedback Go over end of course and Portfolio	<b>Due: Research Essay with all parts. Turn in by 3pm</b>
	<b><u>Thanksgiving break</u></b>	Work on Portfolio- revisions to papers Watch a movie/ film related to school , teaching, coaching or other education
12/3 Tuesday Week 11	<b>Portfolio Requirements Film Analysis Workshop</b> Film excerpt- Stand and Deliver and Freedom Writers, CNN clip, Hollywood vs reality Group Project- Pick film	Work on Portfolio- revisions to papers  Watch a movie/ film related to school , teaching, coaching or other education
12/5 Thursday	Group Workshop Film analysis How to: Go beyond a summary of the film Ground the analysis in film details Include background info & research Write: Summary Research and Analysis	<b>Watch or re-watch (group choice) film and take notes</b>
12/4 Tuesday Week 12	<b>Film Analysis Group Project Presentations</b> .	Prepare film analysis project Revise essays and look at all projects from semester
12/6 Thursday	Discussion of “Educational Issues” Course wrap up & final writing	Bring all essays/ projects/ writing printed to class  Work on Portfolio- rewrites Portfolio Introduction draft
12/7 Friday		<b>Final Portfolio due all parts including final writing edited (100 points)</b>



**Extra credit options:**

*Writers in the Woods and Community Read Events (see schedules- most readings begin at 7pm on Fridays) See canvas for writing response due if you decide to pursue extra credit ( 20 possible points).*

**EDUC 103-403 / ENGL 103 Field Work in Education:**

Opportunity to discuss your experience with elementary or middle school kids in the classroom

**Research (BIG) Topic Ideas and Suggestions:**

*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.** Once you figure out an area of interest, you will want to research the big picture and context, and then dive into specific regions, age levels, examples of your topic.*

- After school programs and funding (challenges, models, example: Boys and Girls Club - )
  - Art Education (the value and research on impacts of art education- and /or the implementation of art education)
  - AVID programming and methodology and research (example at Incline Middle School and Incline High school)
  - Bilingual and Dual Immersion education (example in Kings Beach, CA)
  - Bullying in schools and cyberbullying (definitions, efforts to prevent and educate, school policies, research)
  - Career and Technical Education (CTE) and history of vocational education- funding, outcomes, etc.. pick a specific school to research
  - Charter schools (pick a particular school and its lottery system, teacher training, mission etc, or cover a consortium of Charters and the overall role Charter schools are playing in our education system)
  - Classroom Size/ School Funding- District Issues (investigate research into impacts of class size and costs)
  - Common Core (Math and English) and/or the Next Generation Science Standards (implementation, regional controversies, etc.)
  - Dream Act (California Dream act- what it is and implications/ resources and national Dream Act)
  - English Language Development Education (ELD or EL students, teaching strategies, testing, scores, research on best practices)
  - Environmental Education (research what is happening in the classroom ex: 5<sup>th</sup> grade curriculum across CA , or what is happening outside of public schools in programs that provide camps or programs for schools like Nature Bridge or Naturalists at Large or (in Nevada: Sierra Nevada Journeys)
  - Experiential Education (Big topic... would need to narrow to a particular art program or wilderness program or concept)
  - Expeditionary Learning Schools (this is a particular model of Charters that has become popular- there are two schools with this model in Truckee, CA. One private and one public charter)
  - GED (General Education Development) Test- high school equivalency. (Research more about what is on the test, how it works, how many people take it, which charter and continuation schools and other programs utilize it, what opportunities students have with a GED)
  - Gifted and Talented Programs (National trends, individual programs, state mandates, regional differences, scores, research)
  - Higher Education Funding or other trends in Higher Education (Ex: the role and efficacy of online degrees)
  - Home schooling (standards regionally, growth, requirements, outcomes (research) etc.)
  - Homework (this is a controversial topic. How much homework should students have? In kindergarten? In high school? Why? Look at the research on this topic)
  - International Baccalaureate (IB) Programs (implemented in high schools public and private)
  - Low performing schools (pick an issue within this topic.. teacher retention, test scores, class size etc)
  - Native American Education (Pick a specific reservation and its schools and/or traditional Native American Education)
  - New Generation Science Standards and/ or teaching controversial science content (adoption of standards)
  - No Child Left Behind and state waivers (the history of this program and current reforms ex: Race to the Top)
  - Physical Education (its role in school, funding etc. educational research about impacts of exercise.)
  - Plyer v. Doe, 1982 (undocumented children have an equal right to education) and the Dream Act implications on education (CA and national status)
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- Reading: teaching strategies Phonics/ Whole Language and other techniques or learning disabilities related to reading
- Religious schools (pick a specific school or consortium- and research the philosophy, funding, scholarships etc. What is their role in communities?)
- Resource and Special Education (role in public schools, funding, resources, percentage of students, testing standards etc.)
- Rural Education (what are issues specifically for small rural schools, what kinds of programs do students and teachers have access to?)
- School counselors and counseling in schools (what is the role of a school counselor at different age levels, what is the resource available for students... ration of counselors per students etc...)
- School Uniforms (pros and cons, research.... Private and Public schools..ex: Kings Beach Elementary requires uniforms)
- Single Sex Education (current research related to the effectiveness of single sex education .. level?)
- Standardized tests (controversial role of performance based testing... who is assessed? Do students receive their scores, how do teachers and administrators use the tests?)
- State Standards (look into the differences in State standards.. pick a few to compare or dive into the history and current requirements of one state. Which states have adopted Common Core? How do they assess?)
- Summer School Programs (funding, availability, effectiveness... could also look into a non-profit program like Aim High which offers summer school programs for school districts.)
- Sustainable Agriculture and youth education (role in education ... or look at programs ex: River School, Urban Roots in Reno)
- Teacher Education (Different requirements in each state, big picture of best practices,, are teachers prepared? Or you could look at Teach for America.. etc.)
- Teacher tenure and tenure reform (controversial issue)
- Teacher unions (controversial- look at which states have unions, the structure, role etc)
- Testing and Assessment (how do we assess schools, students and teachers? What are challenges and opportunities
- Text book publishing (who creates the text books? Who decides what is included? How does it differ state to state? Etc)
- Vouchers (the history of vouchers, the research, pros and cons, individual states, etc)

Or... come up with your own topics. These are just ideas and examples.... I look forward to hearing about and learning from your research!

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