

Approaches to Teaching Labor Studies

Methods for English 101

by

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Overview of Thematic Approach to Course and Weekly Assignments

In developing a syllabus and course that speaks to some aspect of labor studies or class-consciousness, there are various approaches an instructor can take, especially for a “skills”-based course (as opposed to a “content” course). Most English 101 course outlines offer faculty a great deal of flexibility in terms of choosing the readings and meeting the course objectives. For example, one approach for a “labor-themed” English 101 course would be to include different works of literature that thematically address some aspect of labor or working class issues. Currently in the LACCD, Bruce Anders is one instructor who developed such a course.

Rather than develop another course with a similar approach, I chose to address the issue of class by having students analyze their relationship to the education system. My reasons for using this framework are as follows: students are experts in the world of education in terms of their experiences in different types of schools and working with different instructors. By having students critically analyze their own experiences in school, supplemented with readings that challenge common perceptions about the intended function of schools, they are provided with an opportunity to use their own knowledge base to engage in an academic discussion. Secondly, because most English 101 students are essentially at the beginning of their college careers, they will be exposed to numerous instructors and modalities of learning along their journey towards obtaining a degree, certificate, or the pursuit of lifelong learning. Therefore, if the students have already had some experience with critically examining the socializing aspects of education, the power dynamics between students and instructors, and the implications in terms of class mobility, they can approach their future classes with a different type of awareness and take on a more active role in their education. Furthermore, the readings I chose for this framework, although challenging, are hopefully manageable in terms of length as well as interesting for faculty who may choose to use them. That is, faculty will not have to be experts in or familiar with a certain area of literature. The readings for this course should allow faculty who have not read them before to easily digest the information and subsequently engage the students accordingly.

In the following paragraphs, I will provide a brief overview of how I have intended each section of the course to work. My hope is that other faculty, if interested, would find this syllabus a helpful template for either teaching a similar type of course or for developing their own course.

The First Five Weeks: Your Education Thus Far: The Syllabus and First Few Class Sessions

From the first day of the course, I aim to engage students in a critical conversation about education. I developed questions within the syllabus that make up the first homework assignment. The intention is to have students try to flush out the various connections between this class (other classes as

well) and their lives. One aspect of this is asking students to contribute their thoughts and ideas concerning the course objectives. I left this section of the syllabus blank to give students the opportunity to voice their own ideas and concerns and actively contribute to the direction of the course. This notion of active participation in the course will be an ongoing thread, complemented with various assignments designed to foster user-created content in the spirit of Web 2.0.

For classes that begin in the fall semester, there is an immediate opportunity to engage students in a conversation about labor studies by having them reflect upon what they did for Labor Day. Starting with their personal experience about how they spent the holiday, the conversation can then be shifted to question why the United States celebrates Labor Day in September whereas the rest of the world, with the exception of a few countries, celebrates Labor Day on May first. I chose to use this topic for an in-class writing assignment that will be used as a diagnostic to assess the students writing ability. Whereas this discussion could be turned into a more lengthy assignment, I chose to use the controversy behind it as a way of probing to see what students have been taught about the subject, and then to introduce them to conflicting opinions about it. This is the follow-up conversation on the next day after the diagnostic. This can be accomplished either by giving them some brief handouts easily found on the internet, or if the class is in a computer lab, have the students do some research themselves. In previous years, most students were unaware of the Haymarket Square killings in Chicago and the connection to May 1, and this proved to be an engaging and enlightening discussion. Similarly, for spring semester classes, the activity can take place later in the semester on May 1.

The First Writing Assignment: The Academic Autobiography

The following weeks are a buildup to the first writing assignment, where the goal is to have students begin to reflect critically on their education. To accomplish this, I chose the popular work “I Just Wanna Be Average” by Mike Rose because it directly speaks to the practice of tracking and how different students are treated in very different ways. However, any reading that speaks to a student’s experience in school will work. Richard Rodriguez’s “Aria: Memoirs of a Bilingual Childhood,” Caroline Hwang’s “The Good Daughter” and “Malcolm X’s “Learning to Read” are just a few that would be valuable in terms of providing a multicultural approach to the topic.

For all of the content readings for the course, students are asked to read the text for homework and then bring a brief, one paragraph summary, or questions about the assignment, which will then be used to facilitate class discussion. After briefly discussing the work, the next class session asks the students to write a position paper on the reading, post it to the class message board, and then respond to two of their classmates’ papers. These position papers then provide the points of discussion for that day. The format leaves some flexibility on the part of the instructor in terms of deciding which areas of the text need to be addressed.

In addition to the main readings for the course, each week there is some focus on teaching students different aspects of academic writing. To supplement this I chose *The Longman Pocket Writer's Companion*, which provides students with brief overviews on the writing process, critical reading, thesis statements, paragraphing, research, mechanics and punctuation, etc. Of course, there are numerous handbooks that can be used depending on the instructor's preference, and the assigned readings for the class provide the material for applying the concepts in the handbook. For example, the Rose essay can be the primary texts used to discuss purpose and audience, or thesis statements and supporting paragraphs, style, etc.

After completing the Mike Rose reading for the first writing assignment, for an in-class reading assignment, the students will be introduced to chapter two of Paulo Freire's *Pedagogy of the Oppressed*, "The Banking Concept of Education." Although this can be a very difficult read for English 101 students, the key concept is easily understood. Furthermore, the experience of being exposed to a difficult text while working through it with an instructor can be a valuable lesson in critical reading.

After having completed these two readings, students will then begin working on the first essay for the course, which is an "academic autobiography." Within the assignment sheet for essay number one, the students are asked to engage with both the Rose and Freire readings, and then through a series of questions, critically examine their experience as students in the public education system. For the first essay, students will be asked to map their education in terms of the physical location of the schools they attended. In order to do this, they will use the website <http://www.communitywalk.com/>. This is the user-created content aspect of assignment number one.

All of the writing assignments for the class are layered in terms of writing process. That is, after giving out the writing assignment, students will then be asked to generate some form of prewriting, which will be turned in for homework. Next, students will participate in peer review workshops where they will share drafts of their essays with their fellow classmates. For the first writing assignment during week four, one class period will be focused on teaching students how to respond to writing—what sort of language to use, what to focus on, etc., before actually participating in the peer review workshop.

Weeks Six through Ten: What Does Public Education Prepare People for?

The Second Writing Assignment:

Moving into the next five weeks of the course, the first week's assignments introduce the concepts of ethos, pathos, and logos—concepts that will be applied to assist in analyzing the rhetorical effects of the readings for this section. The first reading in this section is John Taylor Gatto's "Against School: Why Public Education Cripples Our Kids, and Why." John Gatto is a somewhat controversial figure in education. A former educator of the year in the New York school system, Gatto's piece

provides a provocative history on the purpose and function of public education. Essentially, he argues that the current educational system was designed to make students incapable of critical thinking and ultimately mindless consumers. This essay works well in terms of analyzing the logic behind his arguments, the affect it will have upon the readers, and the credibility of his character. Furthermore, students will have a strong reaction to this reading, which will be prove useful for class discussion and position papers. Also in this unit of the course, the students will be asked to look at Gatto's website (<http://www.johntaylorgatto.com/>). This introduces students to the idea of evaluating websites—a skill that they will build upon in the last part of the course.

The next lesson builds upon the idea of logos, by introducing the concepts of syllogism and enthymeme, which the students will apply to the next reading "The World According to Gatto" by David Ruenzel. This piece provides a counterpoint to Gatto's argument providing students with two different views on the same issue. It is here where the lessons in analyzing arguments have a direct application.

Building upon Gatto's argument that public education has a particular agenda; the students will then read Jean Anon's essay "Social Class and The Hidden Curriculum of Work." This article directly speaks to the connection between a person's socioeconomic status, the type of education they will receive, and that different people are educated for different purposes. Anon's essay works well by touching on some of the points raised by Gatto, but done so with a more formal, academic tone. This difference between the two is useful in terms of reexamining the concepts of audience and purpose.

After finishing with Anon, students will then be given the prompt for their second paper, which asks them to define, analyze, and evaluate the key concepts in Gatto and Anon's essays. The students are also given the opportunity to position themselves within the arguments by drawing upon their own experiences in education with the work that they did for the first essay. That is, after analyzing the arguments put forth in the readings, the students can evaluate the validity of these arguments based on their own experiences. Also building upon the work they began with the first essay, the students will also be asked to update their education maps with information that illustrates socioeconomic information pertaining to the physical location of where they attended school. They will return to the website <http://www.communitywalk.com/> to make the revisions. As with the first essay, the students will complete a cycle of peer review workshops. It is also during this time that individual conferences with the students will take place.

Weeks 11-16: Disparities in Funding for Post Secondary Education: Implications and Actions

The last five weeks of the course will provide students an opportunity to engage in a research project concerning funding for community colleges. The primary reading for the section of the course will be Renny Christopher's essay entitled "Damned If You Do, Damned If You Don't." The article may

prove to be a challenging read for some students, so it will be helpful to include some Class Assessment Techniques (CATS), such as the “muddiest point” or the “minute paper,” both of which can be performed at the end of the day when Christopher’s article is discussed. As with the other assigned readings, students will also be expected to post their responses to the class discussion, which will help to facilitate a dialogue revolving around the concepts raised in Christopher’s piece. After completing this reading, the students will then be introduced to some basic research techniques that involve understanding how to use the library databases, evaluating websites, and proper citation for MLA formatted papers. Ideally, this lesson should take place in a setting with the computers, so students can actually practice the various research strategies. If a classroom is already equipped with computers or if an instructor has access to a computer lab and feels comfortable teaching the students research techniques, he or she should proceed accordingly. However, the school’s librarians would be another excellent resource to contact in terms of assistance with teaching students research methods.

In week number twelve, students will be introduced to the Student Senate for California Community Colleges Student Union (SSCCC). Students will explore the SSCCC’s website and then compose a short summary detailing the SSCCC’s background and purpose. At this point, students will also be asked to reflect upon what they had already known about this organization, if there is any connection to their own colleges’ ASU, and why or why not this organization has a strong presence on their campus.

Also during week twelve, the students will be given their third and final essay prompt for the semester, which will be discussed in detail in class. The essay will revolve around strategies for increasing funding for community colleges. In addition to Christopher’s article and the students’ work on the SSCCC, there will be a classroom discussion exploring the tuition fee hikes for students and the raises for prison guards that happened in 2003, (<http://www.alternet.org/story/16423/>) as just another example of exploring the funding situation for community colleges. As with the first two essays, the students will complete another cycle of peer review workshops. Once the students have completed their papers, they will be placed into groups and asked to synthesize the various strategies from their essays and post those to a wiki designated to collect ideas on strategies for increasing funding for community colleges. This activity will complete the user-created content component for the class.

An alternative assignment for the third essay would slightly shift the focus of the course away from education and move students towards analyzing the media’s depiction of social class. Because the students will have already engaged in some level of class analysis from the previous two assignments, they will have some existing knowledge on the subject. For this assignment, the students would watch the documentary *Class Dismissed: How TV Frames the Working Class* by Pepi Leistyna. The documentary is available on YouTube, which makes it easily accessible to any student with an Internet Connection. Just as with the other assignments, after viewing the documentary, there will be a class

discussion and then students will need to post a position paper on the documentary. In terms of the actual essay for this class, in addition to analyzing the documentary itself and applying concepts previously covered in class such as rhetorical analysis of audience, purpose, and logic, students can test the validity of the documentary's claims by looking at current shows on televisions and analyzing how the working class is being portrayed. There is a comprehensive study guide available on the Internet at <http://www.mediaed.org/videos/CommercialismPoliticsAndMedia/ClassDismissed/studyguide/ClassDismissed.pdf>. This work by Anita Palanthigal and Bill Yousman of the Media Education Foundation provides detailed lesson plans that offer an instructor numerous strategies for engaging with the students in this film. The authors address subtopics such as media ownership, minorities in the media, consumerism and the media, meritocracy, gender, and activism—all of which are done through the lens of looking at social class. This resource will enable an instructor to provide a systematic, structured approach to teaching this documentary without having to do much of the legwork.

The last two weeks of the course will consist of the students taking their last in-class essay and preparing for their portfolio. The topic of the in-class essay exam will be a general reflection on what they learned throughout the course, and what steps future students will need to take in order to be successful in the class. It will be thesis driven and appropriate for college level writing. The portfolio will consist of a letter of introduction, their two best essays, and their best in-class exam. For the letter of introduction, the students will provide some context explaining their reasoning behind choosing their two favorite essays as well as their in-class exam. They will reflect upon what aspects of the essays they revised, what they learned about writing, and what they learned in general about the education system, their relationship to it, and how this will impact them as students in their future classes.

Extra Credit Assignment

For another alternative essay or possible extra credit assignment, students could research the Llano Del Rio colony and the impact that this “utopian community” had on education in terms of equal opportunity as well as piloting progressive educational movements such as the Montessori Method. This assignment could easily tie into the over arching theme of students’ relationship to education, while also highlighting the progressive social actions fostered by the socialist movement. As part of the project, students would be required to research the Los Angeles Times’ coverage of the colony—coverage which was blatantly biased and politically motivated. This gives students the opportunity to use primary source documents and to practice critical reading in terms of detecting bias. As an ancillary component to the assignment, students would need historical background on Job Harriman, the bombing of the *Los Angeles Times*, and Harrison Grey Otis’s position on labor unions. This background will help students to formulate a more informed opinion of Otis’s perception of the colony. For the actual

essay, this project provides options: based on their research and understanding of the colony, students could plan their own utopian community; students could do a rhetorical analysis of Otis's articles in the *Los Angeles Times*; lastly, students could compare and contrast the Montessori methods used in Llano Del Rio with their own early educational experiences, and then evaluate to what extent access to progressive pedagogy is limited by socioeconomic factors.

WELCOME TO ENGLISH 101: Syllabus

Section # _____
Instructor: Scott Weigand
Class Day/Time:
Office: Humanities 100
Office Hours: Monday 1:00-2:00pm
Class Location:
Email: weigansm@lavc.edu
Phone: 818-947-2811

Required Texts and Materials

1. Assigned Readings
 - a. "I Just Wanna Be Average" by Mike Rose from Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared. Rose, Mike. Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared. New York: Penguin Books, 2005. ISBN13: 9780143035466, ISBN10: 0143035460
 - b. "The Banking Concept of Education" by Paulo Freire from Pedagogy of the Oppressed. Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum International Publishing Group, 2000. ISBN13: 9780826412768, ISBN10: 0826412769
 - c. "Against School: Why Public Education Cripples Our Kids, and Why" by John Gatto. Available at: <http://www.wesjones.com/gatto1.htm> and http://www.rahoorkhuit.net/devi/hs/against_school.html. Gatto, John Taylor. "Against School: Why Public Education Cripples Our Kids, and Why." Harper's Magazine September 2003: 33-38.
 - d. "The World According to Gatto" by David Ruenzel. Ruenzel, David. "The World According to Gatto." Teacher Magazine Mar. 2001: 26-32.
 - e. "Social Class and The Hidden Curriculum of Work" by Jean Anyon. Anyon, Jean. "Social Class and The Hidden Curriculum of Work." Journal of Education Winter 1980: 67-92.
 - f. "Damned If You Do, Damned If You Don't" by Renny Christopher. Christopher, Renny. "Damned If You Do, Damned If You Don't." Academe July-Aug. 2003: 37-40.
2. The Longman Pocket Writer's Companion 3rd edition by Chris Anson, Robert Schwegler, and Marcia Muth. Anson, Chris M., Robert A. Schwegler, and Marcia F. Muth. The Longman Pocket Writer's Companion. New York: Longman, 2008.
3. Two Blue Books (available at Bookstore)
4. One Two-Pocket Folders

My STARS pledge as the instructor

I hereby agree to provide a resource zone for anyone dealing with issues interfering with performance in the classroom. My central goal is to work on a personal level to promote the development and support of student success, academic excellence, and lifelong learning.

Collective Course Objectives: To Be Determined with your input

What do you want to learn in this class? What don't you want to learn in this class? Why are you here?
What are your top 5 learning objectives for the course?

Objective 1

Objective 2

Objective 3

Objective 4

Objective 5

Student Learning Outcomes for this course: What you should be able to do upon completing this course:

- 1.
- 2.
- 3.

Course Requirements and Grading

Prerequisite- Successful Completion of English 28, or English 363, or placement into English 101 through LAVC assessment test.

Grading is based on the following assignments and activities:

How does a class grading system tie into the real world? Are you graded as an employee?

1. Three multi-draft, thesis driven essays of 4-6 pages in length
10% Essay 1- (Process, 1st draft, 2nd draft, and final draft).
10% Essay 2- (Process, 1st draft, 2nd draft, and final draft).
10% Essay 3- (Process, 1st draft, 2nd draft, and final draft).
2. 25% Final Portfolio (see "Portfolio" paragraphs below)
3. 25% Participation (includes your journal, attendance, punctuality, participating in class discussion and peer review activities, and completing reading and homework assignments in a timely manner.)

Many students dislike class participation. Why is it a part of almost every instructor's syllabus? What is it that the teacher is trying to teach you? What are the connections to your future or current career, your life?

4. 20% Two in-class essays in preparation
100% Total

Grading- Grading is on a plus/minus basis as follows:

93-100 = A
90-92 = A-
86-89 = B+
83-85 = B
80-82 = B-
76-79 = C+
73-75 = C
70-72 = C-
66-69 = D+
63-65 = D
60-62 = D-
Below 60 = F

I will grade using a plus/minus system and check marks for completion of journal entries, homework assignments and participation. Completing assignments in a timely manner and participating in required class activities is important to your grade. Each student will be required to meet with me in my office at least once during the semester for an individual conference. Missing a conference will count as an absence.

DO NOT THROW AWAY ANY ASSIGNMENTS OR DRAFTS!

Maintain clean, un-graded copies of your essays, drafts, and process work. Save all essays and drafts on both your disk and through your e-mail.

POLICIES

Attendance

This is **not** a lecture course, and since this course is conducted as a workshop, with in-class writing exercises, writing assignments and group activities, it is important that you attend every class and that you be on time. You are permitted two absences; more than two will affect your grade. Missing six classes will result in failing the class since you will have missed too much work. Coming late to class is disruptive; more than 10 minutes late will be counted as one –half absence. **It is your responsibility to find out about any missed assignments.**

What is this teaching you? What are the connections between your career and your life?

Conduct

You are expected to be courteous and respectful to your instructor and your fellow students. Some topics will be controversial and may involve personal feelings. The nature of this class is to adopt an academic attitude and refrain from derogatory or inflammatory dialogue. **Please turn off all phones and other electronic devices prior to entering the classroom. If you have an electronic device that emits noise during class (even an audible “vibration”), please turn it off.**

Getting Help

We all experience difficulties with our writing; however, there are plenty of resources available. I'm here to help. Please see me during my office hours, or schedule an appointment to meet with me. E-mail me and I will try to respond within 24 hours.

For any writing course, visit The Writing Center for one-to-one assistance. Students who use The Writing Center on a consistent basis will do on average of 11% better in their classes than those who do not. 11% is the difference of a grade. The Writing Center is located in Humanities 100 and 102. The phone number is 818-947-2810. For online tutoring and other helpful resources visit the website at www.lavc.edu/WC/index.html.

Plagiarism

What is plagiarism? See LAVC catalog page 9. Why does it matter? What are the implications?

Special Circumstance

If you require special course adaptation or accommodations because of a disability, or if you have emergency medical information that I should be aware of, or if you need special arrangements in case of a building evacuation, please let me know as soon as possible.

GUIDELINES FOR THE PORTFOLIO AND THE POSITION PAPERS

Portfolio

The final portfolio consists of the following:

1. A cover letter explaining why you chose the essay you include and how they represent what you have learned in this course.
2. Two essay packets containing clean copies of your first, second, and final drafts, as well as the assignment sheet from your 4-6 page essays.
3. One blue book containing an in-class essay of your choice.

Position Papers: Postings of position papers will take place through a message board set up for the class. The URL will be given out during the first day of class.

- These postings to the class message board may be informal but should still be academic in nature
- You are encouraged to ask questions, explore ambiguities, and wrestle with difficult aspects of the readings; avoid merely summarizing
- Should be at least ½ page long

Responses to Colleagues' papers:

- Should be at least a paragraph long
- Should be respectful and substantial

"I made it a rule to forbear all direct contradiction to the sentiment of others, and all positive assertions of my own. Forbiddance of every word or expression that imported a fixed opinion: such as *certainly*, *undoubtedly*, *obviously*, etc., and instead adopted, *I conceive*, *I apprehend*, *I imagine*, or *it appears to*

me at present. When another asserted something that I thought in error, I denied myself the pleasure of contradicting him abruptly, and of immediately showing some absurdity in his proposition, and began by answering “*in certain cases or circumstances his opinion would be right, but that in the present case there appeared to me some difference.* In reality there is perhaps no one of our natural passions so hard to subdue as pride. Disguise it, struggle with it, beat it down, stifle it, mortify it as much as one pleases, it is still alive, and will every now and then peep out and show itself. For even if I could conceive that I had completely overcome it, I should probably be proud of my humility.” –Benjamin Franklin

What do you see as the significance of Benjamin Franklin’s quote?

TENTATIVE SCHEDULE OF ASSIGNMENTS

This tentative schedule may change. All assignments, readings and writings are due at the beginning of the class on the date assigned unless otherwise specified.

Your education thus far...

Week # 1 (September 2nd- September 5th)

First Day of week: Syllabus and breaking the ice

- Collective Course Objectives
- Why are you here?
- Diagnostic in-class writing prompt: What did you do for Labor Day? Why do we observe Labor Day on September 1st?

Second Day of week: Critical Reading and Writing Process

- Discussion of Syllabus and Labor Day
- Critical Reading and Prewriting
- **Homework due:** Read pages 1-6 in Longman and bring in typed responses to text boxes within the syllabus

Week # 2 (September 8th -12th)

First day of week: Thesis statements and support

- Academic Discourse: Thesis Statements and paragraphing
- In-class reading: “The Banking Concept of Education” by Paulo Freire
- **Homework due:** Read pages 6-13 in Longman

Second day of week: Purpose and Audience

- Discussion of Purpose and Audience
- Discussion of Rose’s Essay
- **Homework due:** Read Rose’s essay “I Just Wanna Be Average” and bring in typed, one paragraph summary

Week # 3 (September 15th – September 19th)

First day of week: Academic Autobiography

- Discussion of position papers on Rose's essay
- **Pass out writing Prompt # 1**
- **Homework Due:** Position Paper on Rose's essay "I Just Wanna Be Average." Post your position paper in response to Rose's article on the class message board and respond to two colleagues' position papers.

Second day of week: Academic Autobiography continued

- Discussion: Peer Review Workshops
- Drafting Essays
- **Homework due:** Prewriting for Essay # 1

Week # 4 (September 22nd – September 26th)

First day of week: Academic Autobiography

- Peer Review Workshop
- **Homework due:** First draft of essay # 1

Second day of week: Academic Autobiography continued

- Continue with Peer Review Workshop
- Students map education: <http://www.communitywalk.com/>
- **Homework due:** Revised draft of essay # 1

Week # 5 (September 15th -19th)

First day of week: Academic Autobiography continued

- Revision Techniques: Post-paper outlines
- Editing Techniques: Variations in punctuation

Second day of week: Academic Autobiography continued

- Bring blue books for in-class essay
- **Homework due: Final Draft of essay # 1**

What does education prepare people for? Are people prepared for different things?

Week # 6 (October 6th – October 10th)

First day of week: Analysis of Arguments

- Ethos, logos and pathos
- Identifying an author's thesis and purpose
- **Homework due:** Read pages 22-28 in Longman, read John Gatto's essay "Against School: Why Public Education Cripples Our Kids, and Why." Bring in 3-5 sentences explaining the most shocking claim in Gatto's essay.

Second day of week: Analysis of Arguments continued

- Unstated Assumptions: Enthymemes
- Discussion of position papers on Gatto's "Against School: Why Public Education Cripples Our Kids, and Why"
- Review website on Gatto
- **Homework due:** Post your position paper in response to Gatto's essay on the class message board and respond to two colleagues' position papers.

Week # 7 (October 13th – October 17th)

First day of week:

- Discussion: Ruenzel's essay
- **Homework due:** Read David Ruenzel's essay "The World According to Gatto."

Second day of week:

- Discussion: Anyon's essay
- **Homework due:** Read Jean Anyon's essay "Social Class and the Hidden Curriculum of Work." Bring 3-5 sentences explaining the author's thesis.

Week # 8 (October 20th – October 24th)

First day of week:

- Discussion of Position papers on Anyon's essay
- *Pass out prompt for Essay # 2*
- **Homework due:** Post your position paper in response to Anyon's essay on the class message board and respond to two colleague's position papers.

Second day of week:

- Rhetorical Strategies for Introductions and Conclusions
- Conferences
- **Homework due:** Prewriting for essay # 2.

Week # 9 (October 27 – October 31st)

First day of week:

- Peer Review Workshop
- Updating education maps with socio-economic census information
<http://www.communitywalk.com/>
- **Homework Due:** Draft of Essay # 2

Second day of week:

- Peer Review Workshop continued
- Conferences
- **Homework due:** Revised draft of essay # 2

Week # 10 (November 3rd – November 7th)

First day of week:

- Editing Techniques: passive vs. active voice
- Writing with style

Second day of week:

- Conferences
- **Homework due: Final Draft of essay # 2**

Disparities in Funding for Post Secondary Education: Implications and Actions

Week # 11 (November 10th – November 14th)

First day of week:

- Discuss Christopher's article
- **Homework due:** Read Renny Christopher's article "Damned If You Do, Damned If You Don't." Bring in 3-5 sentences discussing the "Muddiest Point."

Second day of week:

- Discuss position papers on Christopher's article
- **Homework due:** Post your position papers in response to Christopher's article on the class message board and respond to colleagues' position papers.

Week # 12 (November 17th – November 21st)

First day of week: Researching and evaluating sources

- Research Strategies: Evaluating Websites
- Using library databases
- **Homework:** Read pages 48-54 in Longman

Second day of week: Researching and evaluating sources

- Discussion of SSCCC
- **Essay # 3 writing prompt passed out:** Persuasive research essay on strategies for increasing funding for community colleges
- **Homework due:** 1 page summary of Student Senate for California Community Colleges Student Union: background and purpose

Week # 13 (November 24th – November 28th)

First day of week:

- Discussion: student fee hikes and raises for prison guards in 2003
- **Homework due:** Prewriting for Essay # 3

Second day of week: Holiday

- Holiday

Week # 14 (December 1st – December 5th)

First day of week:

- Peer Review Workshop
- **Homework due:** First draft of essay # 3

Second day of week:

- Continue Peer Review Workshop
- **Homework due:** Revised draft of essay # 3

Week # 15 (December 8th – December 12th)

First day of week:

- In-class writing exam

Second day of week:

- Discussion of portfolio

- Group work on posting ideas to wiki
- **Homework due:** Final Draft of Essay # 3

Week # 16 (December 15th – December 19th)

First day of week:

- Drafting letter of introduction for portfolio

Second day of week:

- **Homework due:** Portfolio

English 101: Essay Number One Fall 2008

A Brief Autobiography of Your Education

Important Dates: See Syllabus Assignment Sheet

Third Week: Prewriting due

Fourth Week: Draft one and two due

Fifth Week: Final Draft Due

Purpose

- To support a thesis with convincing reasons
- To provide development and support for your ideas
- To demonstrate your understanding of essay structure

Readings

“The Banking Concept of Education” by Paulo Freire, “I Just Wanna Be Average” by Mike Rose

Background & Task

- In a 3-5 page, 12 pt. font, double-spaced, MLA formatted, **thesis** driven essay, briefly summarize key points in Mike Rose’s essay and Paulo Freire’s essay (1-2 paragraphs), and **then evaluate the effectiveness of your education by detailing your own educational autobiography.**
- Transition from Rose and Freire’s essay to your autobiography by explaining if there were any similarities between Rose’s account, Freire’s theory, and your experience as a student.
- Using <http://www.communitywalk.com/>, create map detailing the various schools that you attend. Print this out and attach it to the end of your essay.

Details to include in your autobiography

1. The geographical location of where you went to school: city, state, country.
2. Did you attend public or private school (detail from primary through secondary)? Would you characterize the neighborhood of your school as working class, middle class, or upper class? What types of resources did your school have?
3. What types of classes were you enrolled in? GATE classes? Vocational classes? Were you in the advanced reading or math classes?
4. What were your teachers like? What style of teaching did they use?
5. What kind of resources did your schools have? Do you feel that it was adequately funded or under funded?
6. What type of student were you? What types of grades did you get?
7. How did you interact with other students?
8. What subjects did you excel in? What subjects were difficult for you?
9. What kind of freedom did you have as a student? What kind of limitations did you have as a student?

10. What was the most important thing you learned as a student?
11. What was the most important thing that you didn't learn as a student that you wish you had?
12. What changes do you plan to make (if any) in how you approach your education as a college student compared to how you approached your education as a high school student?

Final Reminders

- Your essay should include an engaging title, an introduction with a thesis statement, paragraphs with topic sentences, and a conclusion. The final draft of your essay should be carefully edited.
- See me before class, after class, during my office hours, or arrange for another time to meet if you have questions, concerns, or if you would just like to discuss anything about this essay in further detail!
- The essay should be oriented toward first year freshmen and will be evaluated according to the grading rubric for this course.

English 101: Essay Number Two Fall 2008

Important Dates:

Week 8: Prewriting due
Week 9: First and Second draft due
Week 10: Final Draft due

Purpose

- To analyze the arguments of John Taylor Gatto and Jean Anyon concerning the purpose of public education and to evaluate to what extent your experiences in education either affirm or challenge their research. This will entail considering the arguments posed in the class readings, what you perceive your education has accomplished so far (draw from essay# 1), what your education should ideally accomplish, and possible solutions to improve education according to your evaluation.
- To support a thesis with convincing reasons
To provide development and support for your ideas
To demonstrate your understanding of essay structure

Readings

“Against School: Why Public Education Cripples Our Kids, and Why” by John Taylor Gatto and “Social Class and The Hidden Curriculum of Work” by Jean Anyon

Background & Task

In a 4-6 page, 12 pt font, double spaced, MLA formatted, **thesis** driven essay, using Anyon and Gatto’s essay **define, analyze, and evaluate** the key concepts of their essays.

- Begin by defining and comparing the arguments regarding the purpose of public education according to Gatto and Anyon.
- After explaining these ideas(s), proceed to compare the argument as it relates to your own experience. What personal experiences can you draw upon to validate and/or contradict their argument(s)?
- In the final stage of your essay, evaluate the solution(s) to the perceived problems, pointing out what you believe to be its strengths and weaknesses. Again, relate as much of the author(s’) arguments to your own experience as possible—however, be careful not to draw definitive conclusions based on single, isolated instances.
- Use your personal examples to illustrate your logic and to display your ability to connect scholarly, intellectual issues to the everyday issues, which affect us all.
- Using the map that you created for essay number with <http://www.communitywalk.com/>, update this information by including the various income levels for the neighborhood that your schools were in. Draw some connections between this information and the arguments put forth by Anyon and Gatto.
- The essay should be oriented toward first year freshmen and will be evaluated according to the grading rubric for this course.

English 101: Essay Number Three Fall 2008

Important Dates

Week 13: Prewriting due
Week 14: First and Second draft due
Week 15: Final Draft due

Purpose

- To support a thesis with convincing reasons
- To provide development and support for your ideas
- To demonstrate your understanding of essay structure
- To engage in scholarly, academic research

Readings

“Damned If You Do, Damned If You Don’t” by Renny Christopher

Background & Task

Renny Christopher’s essay affirms that community colleges although serving the highest number of students, receive the lowest funding from the state; in turn, this works to propagate existing class structures, and keep working class students in working class jobs thereby limiting social mobility.

Meanwhile, tuition fees at community colleges have continued to increase over the years.

In a 4-6 page, 12 pt font, double spaced, MLA formatted, **thesis** driven essay, answer the follow question:

- What are the implications for community college students in terms of reduced funding for the colleges and increases in students fees? What can/should be done about it?
- In order to answer this question, you will need to engage in research. Below are key research questions that will inform your position:
 1. Tracking fee hikes for tuition in community colleges
 2. Tracking proposals made by California Governors to raise fees
 3. Research student activism in response to proposed fee hikes?

The essay should be oriented toward first year freshmen and will be evaluated according to the grading rubric for this course.

Peer Review: Reader Response

1. Can you easily tell what the thesis is? If so what is it?
2. Are you interested in reading about the thesis? Why or why not?
3. What do you like best about this essay?
4. Which points could use more support?
5. Which areas of the essay need more clarification?
6. Which details seem to stray away from thesis?
7. How could the introduction work more effectively to engage your interest?
8. How could the conclusion be more satisfying?
9. Suggest two alternative titles for the author:
10. Give the author your best bit of advice:

Peer Review Workshop

Author:

Reader:

The author of the paper needs to respond to the following statements:

1. The part of my paper I like best is...
2. The reason I like it is...
3. The part of my paper I'm least pleased with is...
4. One way I might revise it would be to...

The author needs to pose a question to the reader about their paper; it needs to be about a specific part of the paper.

The reader of the paper needs to respond to the following statements:

1. The part of this paper I like best is...
2. The reason I like it is...
3. The part of this paper I believe needs more development is...
4. One way I might revise it would be to...

The reader needs to pose a question to the reader about their paper; it needs to be about a specific part of the paper.