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## Course Number/Section: English 1240.61. Title: Writers’ Workshop II Credit Hours: 3

**Term/Year:** Fall 2024 **Course Location:**

**Instructor:** Dr. Elissa West-Frazier **Office (Bldg. Rm.):** SCI 210

**Office Hours:** Tu/Th 5:30pm-6pm **CSU E-Mail Address:** ewest@csu.edu

 Wednesdays by appointment

**COURSE MEETING TIMES: 6pm-8:50pm Tu/Th INSTRUCTIONAL MODE:** On-Campus

**REQUIRED TEXTS/MATERIALS or SOFTWARE:**

Ewing, E. L. (2018). *Ghosts in the schoolyard: Racism and school closings on Chicago's South Side*. University of Chicago Press.

Ebook: FREE and Open Access: Let’s Get Writing: [Let's Get Writing!](https://pressbooks.pub/vwcceng111) Copyright © 2018 by Virginia Western Community College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

**MOODLE URL** <https://csumoodle.remote-learner.net/>

**COURSE PREREQUISITES:** Earned a grade of D or better in [ENG 1230](https://catalog.csu.edu/content.php?filter%5B27%5D=ENG&filter%5B29%5D=1240&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=6&expand=&navoid=314&search_database=Filter#tt1702)  or transfer students with 3 or 4 credit hours in Composition I by placement.

**COURSE DESCRIPTION:** An intensive study of advanced techniques of exposition with emphasis on argumentation, reasoning, research and documentation for students who successfully complete English 1230. Additional practice in paragraph and essay development, sentence construction, usage, punctuation, and mechanics. Lab fee. The writing lab for individualized instruction is mandatory. Successful completion of English 1240 satisfies the Composition II requirement. Credit given only for ENG 1240 or [ENG 1280](https://catalog.csu.edu/content.php?filter%5B27%5D=ENG&filter%5B29%5D=1240&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=6&expand=&navoid=314&search_database=Filter#tt1801), not both courses.  IAI: C1901R

**Students must receive at least a D on the research papers in order to receive *at least* a C in the course. Students must also receive passing scores on other course assignments.**

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| **Course Objectives/Learning Outcomes** | **Program Objectives** | **English General Education Objectives** |
| **Write** using the logical and rhetorical requirements and formal conventions of an academic argument. | Understand and be able to use, effectively, the conventions of Standard dialect American English in writing. | Demonstrate effective oral and written communication skills. |
| **Analyze** various texts. | Understand and be able to use appropriate language for a variety of purposes and audiences in both writing and speaking (Code-switching).  | Demonstrate an understanding of cultural diversity and interrelatedness as well as human and environmental interaction. |
| **Produce** accurate paraphrases of outside sources. | Understand and develop novice to mature competencies in multiple literacies [reading, writing, and digital]. | Demonstrate creative and critical thinking, analytical reasoning, and problem-solving skills. |
| **Identify** and **integrate** a variety of sources, such as books, journals, indexes, and the web. | Understand and be able to use, effectively, a variety of rhetorical forms and strategies of argumentative and informative writing and write for a variety of audiences demonstrating adeptness in solving problems. | Apply the basic vocabularies, questions, and methods of the humanities, social sciences, and natural sciences to the process of inquiry. |
| **Evaluate** the reliability of various sources. |  | Demonstrate an understanding of and engagement with the social dimensions of civic life. |
| **Integrate** sources into written works through the use of summary, paraphrase, and quotations. |  | Demonstrate an understanding of the interaction between science and technology, society, and the environment. |
| Avoid plagiarism when using outside sources. |  |  |
| **Identify** ways an audience shapes a written work. |  |  |
| **Demonstrate** competence in the conventions for writing edited American English. |  |  |

**Standards Alignment**

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| **Program Objectives\*** | **General Education Objectives** | **Student Learning Outcomes** | **Assessment Instruments\*\*** | **Criteria \*\*\*** |
| 1 | 1, 3,4 | 1-9 | 3 Formal Essays4 Journals/Critiques2500 word multi-sourced research paper | Level 4- Maturing Competency |
| 2 | 1,2,3,4 | 1-9 | 2500 word multi-sourced research paper | Level 4- Maturing Competency |
| 3 | 6 | 1-9 | 2500 word multi-sourced research paper  | Level 4- Maturing Competency |
| 4 | 3 | 1-9 | 2500 word multi-sourced research paper  | Level 4- Maturing Competency |

Students will be assessed on their ability to take a position, create a thesis statement, and support the thesis statement using the conventions of Standard English. Students will be expected to use reading material to assist with the invention and the support of their position. Students will be expected to produce 5,000 words of argumentative writing. Students are expected to perform at \*\*\*level 3 competency.

**IAI Statement**

 “A grade of “C” or better must be earned in this course for students to transfer credits to another IAI participating college/university.”

**COURSE Requirements**

**ATTENDANCE**

Class attendance, punctuality, and participation are an important part of managing your time and becoming a strategic learner. Daily class and home assignments will provide opportunities to practice new skills. All absences count the same regardless of the reason for the absence. There is no such thing as an “excused absence.” **Missing more than 2 weeks (4 classes) of class meetings and substandard course performance constitutes sufficient reason for failure.** Thus, if you are absent for any reason, immediately contact me to discuss your attendance so I can work with you appropriately.

**TARDIES**

Please come to class on time. It is important that you not start the period rushed and hassled or interrupt others once instruction has begun. If you arrive after I have started the class lecture, I have marked you "Absent." Students who arrive after 10 minutes into the class period will be counted as "Absent." Arriving late to class two times will equal one absence.

**CLASS PARTICIPATION**

Bring your course texts, notebook, writing utensils, and device (laptop) to class each day. If you are unprepared for the day (no notebook, writing utensils, course texts, laptop), I reserve the right to dock you one point. Being unprepared more than two times results in the drop of one percentage of your final grade. Students should arrive in class with all the required course materials. “I forgot my book/materials” speaks poorly of a student’s preparatory attitude.

**NOTE-TAKING AND ASSIGNMENT DOCUMENTATION**

* Take good class notes. Sometimes you will be allowed to use those notes for various in-class activities, queries, and/or other events.
* Save all your work. Your notes, coursework, queries, and other activities will be useful to you as you prepared for the final exam.

**COMMUNICATION**

Per University policy, we must use our CSU email for all communication. The turnaround time for a response to an email is typically 48 hours. Email is the best way to contact me. Please be mindful of the time when sending email. Emails sent after 5:00p or on a weekend will receive a response within the 48-hour period starting with the next business day.

**GENERAL ASSIGNMENT INFORMATION**

* **Writing Conventions:** Because one of the purposes of this course is to introduce you to standard academic writing conventions and academic research, all papers in this class must be typed, double-spaced, using a 12-point Times New Roman typeface and 1” margins all around.
* **Avoid using Google docs.** All assignments must be in MS Word and attached using the appropriate link. If I cannot find or open the assignment, I cannot grade it and the student will receive a 0 for that assignment.
* **Do not submit in PDF.**
* **Due Dates:** Assignments are due on a specific date whether you are present in class the day they are assigned or the day they are due.
	+ In case of a rare emergency when you cannot reach me before class, contact me as soon as possible. If you wait until the next class period to explain your absence, you will not be allowed to turn in late work.

**Classroom Conduct**

**Courtesy** is the key to a successful semester in the classroom. It is only fair that everyone has a chance to be heard without interruption. You are encouraged to ask questions and participate in class discussions but remember to show simple courtesy to your fellow students. **There is an official CSU classroom conduct policy that will be enforced; however,** in that spirit, the following behaviors during class time are inappropriate:

* Speaking without raising your hand and getting the instructor’s okay.
* Talking or whispering to others when the instructor or another student is talking.
* Working on assignments for other classes.
* Sleeping or resting your head on the desk.
* Zipping up backpacks or performing similar activities in readiness for leaving the classroom before the instructor signals dismissal from class.
* If you are late, wait until an appropriate time to ask **a fellow student** about what the class is doing.
* If you must leave class early, please arrive early so that you can get a seat near the door and be sure to inform the instructor **before** class begins.
* Profanity of any kind is unacceptable

**Patience:** Not all students perform at the same level. Students should exercise patience during a class in which some students require additional instruction to understand a point.

**Cell Phones and Texting**: Please do not interrupt instruction or the learning transaction by taking a telephone call. Please turn off or silence devices during class.

**EXTRA CREDIT**

There are no opportunities for extra credit in this course.

**Resources**

* **Instructor:** I am your primary resource for this course. Please visit me during office hours to discuss course topics, your progress, or other issues related to your academic success.
* **Computers:** There are a number of computer labs available to CSU students. All assignments must be submitted through Moodle. I WILL NOT ACCEPT EMAILED ASSIGNMENTS.

**COURSE POLICIES**

Grades

**CRITERIA FOR GRADING:**

(identify point value/percentage for assignments and/or requirements for each grade)

A = B= C= D= F=

**EVALUATION CRITERIA:**

**GRADING INFORMATION**

It is your responsibility to monitor your grade throughout the semester. The following letter grades are applicable to this course:

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| **Points earned** | **Grade** |
| 279-311 | A |
| 278-248 | B |
| 247-217 | C |
| 216-186 | D |
| 185-0 | F |

**Assignment Breakdown**

Research Paper (2 @ 50pts each) 100 pts

Journals/ Reflections/ Responses(4 @ 10 pts each) 40 pts

Essays (3 @ 30 pts each) 90 pts

Final Exam (1 @ 32 pts) 30 pts

In class activities (2 x 13) 26 pts

Weekly tutoring (5pts x5 weeks) 25pts

 **TOTAL POINTS 311**

\*Note: This class is ***not*** built for you to completely miss submitting certain assignments and still pass this class.

**Assignment Descriptions**

**Essays:** In order to meet state guidelines for transfer, students must complete a minimum of 5000 words of formal written assignments, excluding quizzes, exams, journals, prewriting activities, and revising/editing activities. The week-by-week portion of the syllabus identifies four major essay assignments to meet this requirement. I will provide electronic copies of detailed assignment sheets. The word count for each essay is as follows:

Journals (100 words ea= 400 words)

Essay 1 (700 words)

Essay 2 (700 words)

Essay 3 (700 words)

Research paper 1 (1250 words)

Research paper 2 (1250 words)

Final exam (700 words)

5,000 words

**Exercises, Quizzes, Journals, and Other Assessments:** These are in class activities that cannot be made up due to absence. Specific guidelines will be provided on the day of the assignment. These activities will have various point values and will be counted toward earning the 9 points available for in class work and will typically be related to instruction (practice). Not all in class work will be graded or assigned a point value. Each ***journal*** or **discussion forum response,** should **be no less than 100-words** and should include the key points/ideas that were presented in the original writing as support.

**CALENDAR/SCHEDULE:**

Weekly Schedule

Because it is difficult to plan an entire semester in advance, the following is an anticipated weekly outline. We will do our best to follow this outline, but please be mindful that it may be modified based on learning needs, pace, or other unforeseen circumstances. You will receive notice of any adjustments as soon as the need arises.

**Course Abbreviations: EOC= End of Class LGW= Let’s Get Writing textbook Ewing= Ghosts In the Schoolyard book**

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| **Week 1: Aug. 27th-30th** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Introductions, Syllabus & course overviewDiscuss class activities and final exam | Writing Workshop-College Literacy Expectations-Reading & Writing in College |
| **Materials to be Read before Class Discussion** | Syllabus | LGW-Ch. 1: Critical ReadingRead: Amy Tan, *Two Kinds* |
| **Assignments to be Submitted** | EOC: Practice Essay | Forum response DUE Wednesday August 28th.In-Class critical reading analysis activities in-class. |
| **Any Additional Tasks**  |  |  |

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| **Week 2: September 2nd-5th** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | The Debate on Reparations | Writing WorkshopAnalysis-Department Assessment Administered |
| **Materials to be Read for Class Discussion** | LGW-Ch 2, Rhetorical AnalysisSwift articleGrose articleIn-Class video: Chisolm | Read Alice Walker, *Everyday Use* Read first 30 pages of Coates: Atlantic Article *A Case for Reparations*In-Class: Video: The Story of the Contract LeagueIn-Class: Video Coates interview |
| **Assignments to be Submitted** |  | Individual analysis activities (in-class). |
| **Any Additional Tasks** | Secure Ewing text | Secure Ewing text |

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| **Week 3: September 9th-13th** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Tradition vs. Modern life: Fulfilling family’s dreams and having your own identityReview research topics and map research activities and plan (e.g. annotated bib, synthesis, and research paper). | Writing Workshop-The Writing Process |
| **Materials to be Read for Class Discussion** | LGW-Ch. 4: Writing ProcessJulia Alvarez, *Names/Nombres*Last pages (30 till the end): Atlantic Article: *A Case For Reparations.*  | *Redlining’s Legacy Of Inequality: Low Homeownership Rates, Less Equity For Black Households*  |
| **Assignments to be Submitted** | Forum responses prior to class.In-Class resources to review.EOC: Journal Response, Tradition vs. Modern Life: Family dynamics | **In-Class Essay on Reparations****Submit Research Topic**Individual analysis activities (in-class) |
| **Any Additional Tasks** | Secure Ewing text | In class view: Ladson-Billings<https://www.youtube.com/watch?v=yLBez6XSFTQ> |

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| **Week 4: September 16th-20th** **1st Academic Warning Period** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | The Education Debate: W.E.B DuBois Booker T. Washington | Writing Workshop-Common errors in college-level writing.-Argumentation***Library Session #1*** Meet at 6pm on the 2nd Floor of the Gwendolyn Brooks Library: Library Instruction LAB: LIB 210. We will be there from 6pm-7pm. |
| **Materials to be Read for Class Discussion** | LGW-Ch 3, ArgumentRead: W.E.B. DuBois | Read: Booker T. Washington |
| **Assignments to be Submitted** | Forum responses prior to class. | Outline argumentative essay in class. |
| **Any Additional Tasks** | Begin finding your sources for research. |  |

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| **Week 5: September 23rd-27th**  |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | The Research ProcessLGW, Ch 6 | Writing Workshop-The Research ProcessFinding and using outside sources-Writing with and Evaluating Source Material-Synthesis |
| **Materials to be Read for Class Discussion** | Introduction EwingLGW, Ch 7, How and Why to Cite | LGW, Ch 7, How and Why to CiteReview format of Annotated Bib |
| **Assignments to be Submitted** | Journal: Application of Library Session | EOC: Journal**Argumentative Essay DUE by 9pm** |
| **Any Additional Tasks** | Work on Annotated Bib | Prepare to bring one article and one annotated bib response for next week’s class. Work on Annotated Bib |

Possible days

Tuesday September 30th

October 7th-Mandatory Conferences this week

Tuesday, October 15h

Thursday, October 17th

Tuesday, October 22nd

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| **Week 6: September 30th-October 4th**  |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Fighting for education & the Role of Schools In CommunitiesWriting Workshop-Receiving and applying feedback  | *Thursday, October 3rd, asynchronous work day. No in-person class. Work DUE Sunday, October 6th by 9pm* |
| **Materials to be Read for Class Discussion** | Ewing Ch 1LGW, Ch 7, How and Why to Cite | Sample article and accompanying annotation. This will be posted on Moodle under “resources.” |
| **Assignments to be Submitted** | Submit one annotation from upcoming Annotated Bib” assignment for review.Forum response on Ewing Chapter 1 by October 1 by 9pm | Forum response: peer review feedback on (1) annotation.  |
| **Any Additional Tasks** |  |  |

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| **Week 7: October 7th-11th** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | **Mandatory Individual Conferences this week**.  | **Mandatory Individual Conferences this week**.  |
| **Materials to be Read for Class Discussion** |  |  |
| **Assignments to be Submitted** | **Annotated Bib DUE by 9pm** |  |
| **Any Additional Tasks** |  |  |

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| **Week 8: October 14th-17th****2nd Academic Warning Period** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | History of Inequities in Education and -Role of racism in education-Mapping inequities & demographic changes over time***Library Instruction- Session #2***The first hour of class, we will be in our regular room. The second part of class, we will meet at 7pm-8pm Lab 210. | Writing Workshop-Review common errors in writing-Editing with purpose*Thursday, October 17th, asynchronous work day. No in-person class. Work DUE Sunday, October 20th by 9pm* |
| **Materials to be Read for Class Discussion** | Ewing Ch 2 Review Synthesis Essay requirements. | CAPE Report: Students in Urban Areas report. |
| **Assignments to be Submitted** | EOC: Forum Response | Mapping issues of equity in Ewing Chapter 2 and journal response. Top take-aways from the CAPE Report |
| **Any Additional Tasks** |  |  |

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| **Week 9: October 21st-25th**  |
| **Topic[s]/Idea[s] to be Covered During Class** | Impact of School Closures on Communities: community's resistance to school closures  | *Thursday, October 3rd, asynchronous work day. No in-person class. Work DUE Sunday, October 6th by 9pm* |
| **Materials to be Read for Class Discussion** | Ewing Ch 3  | *No additional reading beyond review of Ewing: Chapter 3* |
| **Assignments to be Submitted** | EOC: Journal on dual realities. | Synthesis Essay DUE by 9pm |
| **Any Additional Tasks** |  |  |

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| **Week 10: October 28th-Nov 1st****Last Week to Withdraw from Classes (with W on Transcripts)** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Racial Inequality and Education Policies- Critiquing education policies. -Review research paper requirements. | Writing Workshop-Citations-The role of race in the formulation and implementation of education policy |
| **Materials to be Read for Class Discussion** | Ewing Ch. 4LGW: Ch 7 | LGW: Ch 7 |
| **Assignments to be Submitted** | None | Reflection: Ghosts in the Schoolyard. How does this book challenge or affirm your understanding of educational equity? |
| **Any Additional Tasks** | None | Apply feedback from Synthesis Essay towards Research Paper #1 |

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| **Week 11: November 4th-8th**  |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | *Tuesday, November 5th: Election Day: Class will start at 7pm instead of 6pm**Housing inequities and lending practices (to buy or not to buy)* | **Independent Work Day** |
| **Materials to be Read for Class Discussion** | Guest speaker: Dr. Jennifer Rose On RedliningEwing: Conclusion & Acknowledgements |  |
| **Assignments to be Submitted** | Forum response due after class on Redlining. | **Research Paper #1 DUE by 9pm** |
| **Any Additional Tasks** | None | None |

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| **Week 12: November 11th-15th** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | College retention and persistence for historically underserved studentsReview backwards plan for second research paper. | College retention and persistence for historically underserved studentsWriting Workshop-Re-visit evaluating sources -Revisit-Synthesis |
| **Materials to be Read for Class Discussion** | Article Hunn, 2014 | Article: HBCUs and success in STEM fields |
| **Assignments to be Submitted** | Choose question for research paper #2 and review final paper options.  | Submit research paper #2 organizer for points within Moodle. At least (4) sources and accompanying ROWs should be completed. Due by 8:50pm (end of class). |
| **Any Additional Tasks** | None | None |

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| **Week 13: November 18-22nd****3rd Academic Warning Period** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | College retention and persistence for historically underserved students1:1 consultations during workshop time for targeted feedback on development of research paper. | College retention and persistence for historically underserved students1:1 consultations during workshop time for targeted feedback on development of research paper. |
| **Materials to be Read for Class Discussion** | Article case study: PWIs and college persistence Article case study: Student retention initiatives, TRIO |  |
| **Assignments to be Submitted** | Complete your thesis and outline. Begin writing your paper. |  |
| **Any Additional Tasks** | Prepare questions for 1:1 conferences/consultations.  |  |

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| **Week 14: November 25-29th [Fall Break/Thanksgiving/ No Class]** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **No Class** | **NO CLASS. Work on your paper.** | **Thanksgiving Break/Fall break. Nov 28th-30** |

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| **Week 15: December 2nd-6th [Last week of classes. Next week final due]** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Semester Wrap-upIndividual presentations will be held during class time.  | Work on final. |
| **Materials to be Read for Class Discussion** | No new reading is due. | No new reading is due. |
| **Assignments to be Submitted** | **Submission of Research Paper #2 and presentations will be held this day in front of the class.**  | Work on final. |
| **Any Additional Tasks** |  |  |

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| **Week 16: December 9th-13th -FINAL EXAM WEEK** |
| **Day of the Week** | **Tuesday** | **Thursday** |
| **Topic[s]/Idea[s] to be Covered During Class** | Final exam paper due. | **Fall 2024 SEMESTER COMPLETED** |
| **Materials to be Read for Class Discussion** |
| **Assignments to be Submitted** | **FINAL EXAM DUE NO Later than 5:00PM ON MOODLE** |
| **Any Additional Tasks** |  |

**ADDENDA:**

**STATEMENTS ON ABILITIES OFFICE, EMERGENCY EVACUATION, PLAGIARISM/ACADEMIC MISCONDUCT, ACADEMIC WARNINGS, ANTI-BULLYING, COPYRIGHT, AND COVID-19**

8/2024

**Statement from Abilities Office**

Any student who believes that they may have a disability and therefore, need reasonable accommodations to fully participate in this course should contact the Abilities Office.  Students must formally register with the Abilities Office in order to receive approved accommodations.  The Abilities

Office is located in the Cordell Reed Student Union Building, Suite 190.  We can be reached during business hours at 773-995-2380 we can also be reached by email at abilities@csu.edu or please visit our website at <https://www.csu.edu/dosa/abilities/> .  Please note that accommodations may be requested at any time, but any accommodation granted will not be retroactive.

**Emergency Evacuation**

All emergencies occurring on campus, life-threatening and non-life-threatening should be reported to the campus police by calling ext. 2111 from any campus phone and either 911 or (773) 995‐2111 from a cell phone. To sign up for the Chicago State University Emergency Notification System, KUVRR, please visit: <https://www.csu.edu/dosa/resources/csupolice/Kuvrr.htm>. To install the application on cell phones, access the link via Google Play or the Apple App Store. When on campus, evacuate a building when the fire alarm sounds, you smell gas or smoke, see fire or is instructed to do so by staff or emergency personnel. You may also receive instructions over the university’s public address system and KUVRR. Once an evacuation has been mandated, all evacuees should meet at a designated location where attendance must be taken. If anyone is missing, emergency personnel must be informed immediately. In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

**Plagiarism/Academic Misconduct**

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” Article X, section 2 at this link: <https://www.csu.edu/judicialaffairs/documents/Student_Code_of_Conduct.pdf> If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ Faculty may require students to upload papers to plagiarism software.

**AI Usage Statement**

Use of AI and technology sites, including but not limited to openai.com (such as ChatGPT) and deepai.org, can only be used with written indication from the faculty member who is teaching this course.  Student work shall still be original, and the use of AI technology when not directly permitted by the faculty member will be considered academic misconduct. Please refer to the CSU Student Code of Conduct (code), especially with regard to 1. Cheating and 7. Non-original Works.

**Academic Warnings**

Student progress is monitored throughout each semester. Faculty will have the ability to trigger an alert through the Early Alert system in Navigate 360 at any time for concerns, including, but not limited to missed classes, missing homework, exam performance. These alerts will be sent to the student and to advisors for follow-up. Additionally, mid-term grades will be assigned at the midpoint of the semester [during the 8th week of the semester for full semester courses, during the 6th week for special session courses, and during the 4th week for 8 week courses]. These grades will not appear on final transcripts, but do provide critical feedback for students to assess their progress. While these mid-term grades will be available in Cougar Connect once posted, and Academic Advisors will reach out to students with grades of D or F posted, it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade before the semester is completed.

**Anti-Bullying Policy**

All members of the CSU community are required to follow the Anti-Bullying Policy, which can be found in the Student Handbook on page 43

<https://www.csu.edu/dosa/dean/documents/StudentHandbook_2022-2023.pdf> .Statement on Copyright Materials used in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code].  Materials are presented in an educational context for personal use and study and must not be shared, distributed, or sold in print—or digitally—outside the course without permission. As a student, your ability to post or link to copyrighted material is also governed by United States copyright law.  The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work.  Instructors—or other staff of the institution—reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

**COVID-19 Statement**

If you have symptoms, do not come to campus. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored. You are encouraged to seek appropriate medical attention for treatment of illness. Your health and safety as well as the campus community’s health is a priority.

**EMAIL**

All students are expected to check their CSU email regularly. Not reading your CSU email will not be an acceptable excuse for being unaware, unprepared, or missing important emails. As a student and an adult, you are expected to check it regularly. I will only respond to emails sent from your CSU account.

**INDIVIDUAL CONFERENCES**

At certain points, there are scheduled individual conference days for you and me to meet individually to talk about our course topics and your progress in the course. These conferences are required and missing a conference count as an absence for that day. These conferences will take place in our virtual classroom.

**REQUIRED TUTORING**

This course has an embedded tutor that is primarily located in the Learning Assistance Center on the 4th Floor of the Gwendolyn Brooks Library. ***Each student in this class is required to schedule and attend tutoring sessions with the embedded tutor once per week.*** This is not optional. The tutor is not simply there to proofread your paper. The tutor can help you at each step of the writing process. The tutor also attends some class sessions and has access to the course Moodle shell. That means the tutor is aware of what happens in class and the requirements and expectations of each assignment. ***Not attending tutoring sessions can impact your final grade.***

**DESCRIPTIONS OF ASSIGNMENETS**

**Essay 1- In Class**

In a 700-word argumentative essay, respond to the following question. Be sure to use the videos and readings to help support your argument. Set your paper up as follows:

Name

This information goes on the first page in the upper left corner of the paper.

Date

Class and section

Essay 1-In class

**Essay Question:** What are the present-day results of the history of slavery in the United States and how might this relate to the argument in support of or against reparations?

**Argumentative Essay-Guidelines**

This essay will analyze Washington's and Du Bois' ideas on education, highlighting their merits, and drawing parallels between their positions and modern-day debates about education and equity for historically marginalized communities. You will not merely restate how they have formed their argument, you are to take a position based on current-day situations relating education. This is your first academic essay for this class, and it should be a clear demonstration of your best writing and most critical thinking. Visit the Writing Center before you submit.

The essay should be at least 700 words but no more than 850- words in length.

Your essay will be assessed in the following categories:

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| **Category** | **General Description** |
| **Thesis** | 🡪 The thesis is clearly stated at the beginning of the essay and is restated when necessary.🡪 The thesis presents an overall, unified, and insightful interpretation of the text.🡪 The thesis contains a specific subject and an arguable claim. It directly responds to the prompt by answering the primary prompt question.🡪 The essay’s introduction fully engages readers and prepares them for the thesis statement. |
| **Logically Developed Argument** | 🡪 The argument is structured according to logical grounds as discussed in class. Together, these grounds fully support the essay’s thesis. 🡪 All grounds are fully supported by relevant evidence and analysis. No important piece of evidence is overlooked. 🡪 Thorough explanations of grounds and evidence are provided.🡪 Paragraphing is well done and cues readers to the argument’s logical structure. 🡪 The conclusion follows logically from the essay’s argument and provides readers with thought-provoking closure. |
| **Insightful Analysis** | 🡪 The analysis is perceptive, interesting, and works toward an insightful interpretation of the text(s).🡪 The analysis is fully engaged with the concepts discussed in class and assigned readings (power, identity, race, gender, etc.). 🡪 The analysis works toward a convincing and coherent interpretation of the entire text(s).🡪 The essay includes insightful analysis of all major signs in the text(s).🡪 The commentary and presentation of textual evidence are specific and well articulated. |
| **Source Documentation** | 🡪 All references to sources have in-text citations.🡪 The paper contains an accurate References page.🡪 Formatting is perfect. |
| **Grammar & Mechanics** | 🡪 A few technical mistakes are made, but they are not distracting. |

**Synthesis Essay-Guidelines**

After finding, summarizing, and evaluating five sources with annotations from your chosen research topic, write an essay  that synthesizes ideas from three representative sources. This essay should provide both the content and scope of the discussion at large of your topic. There must be a clear thesis and flow of ideas. The body paragraphs must describe the relationship between the sources; do not simply copy and paste from your annotations. The goal for this essay is to provide the basis for you to ultimately take a position. Your essay might consist of one paper with a strong argument for the position, one against it, and one that compromises or take particular parts of two different arguments on a given topic. The essay should be 700-800 words in length.

**Research Project #1**

By now you have summarized, analyzed, and synthesized. Now we are moving to integrating larger amounts of research into our writing to support a claim. Eve Ewing wrote Ghosts in the Schoolyard to examine racism and school closings on the South Side of Chicago. Ewing uses her firsthand experiences and the accounts of families, community members both to discuss the historical sociopolitical happenings in Chicago as well as to examine the ways that schooling and school closures are perceived through various lenses (e.g. politicians, school board members, families, community organizers). Although her work focused on the Southside of Chicago, similar experiences have been written about in other urban cities across the United States such as Milwaukee or New Yor City. Throughout the text, Ewing refers to larger ideas, policies, and historical events.

**Instructions:** For this research paper, examine one of the following topics that were referenced in Ewing’s text. Be sure to provide a comprehensive analysis and synthesize multiple sources to support your position. You should have at least 6 peer-reviewed academic sources in your paper. **Topics can be found below. You are to write a well developed research paper where you answer the specific research question chosen by you.**

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| **Research Topic #1: Choice and Its Impact on Communities**  |
| **Background-** School choice policies, including charter schools, vouchers, and open enrollment programs, have been promoted as tools to improve educational outcomes by providing families with alternatives to traditional public schools. Proponents argue that these policies potentially lead to better academic outcomes. However, critics assert that school choice can exacerbate existing inequities. |
| *Research Question #1* What are the perceived benefits and challenges of school choice policies for African American communities, particularly in terms of educational equity and access to quality education? |
| *Research Question #2:* How has school choice impacted the type of teachers (training, background, connection to communities) that serve students and families? |

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| **Research Topic #2: Neighborhood Schools and their role in Communities**  |
| **Background-** Neighborhood schools have long been a cornerstone of communities, serving not only as centers for education but also as hubs of social and community engagement. These schools often reflect the cultural and social fabric of the communities they serve, fostering a sense of belonging, continuity, and identity among residents |
| *Research Question:* In what ways, if any are neighborhood schools in Chicago [or another city] improving conditions for African-American students and families? How do neighborhood schools contribute to the social and cultural cohesion of the communities they serve in Chicago [or another city]? |
| *Research Question:* What challenges do neighborhood schools face in maintaining their roles within communities amidst changing educational policies and demographic shifts? |

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| **Research Topic #3a: The Role of Community Activism, School Closures, and the Historical Struggle for Civil Rights** |
| **Background-**This research paper explores the intersection of community activism against school closures and the broader historical struggle for civil rights. The closure of public schools in predominantly African American and Latino low-income neighborhoods often echoes past struggles for educational equity and civil rights. By examining how modern-day activism against school closures is built upon historical civil rights movements, this paper aims to draw parallels and contrasts between past and present. |
| *Research Question:* In what ways do the experiences of community activism in “blank” city related to school closures demonstrate a continuous effort or change in the fight for civil rights in education? |

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| **Research Topic #3b: Role of Community Activism in Resisting School Closures** |
| **Background-** Community activism often arises in response to policies that threaten public resources, such as neighborhood schools. In Chicago, activists, including parents, teachers, and local organizations, have mobilized to resist school closures that disproportionately affect minority and low-income communities. |
| *Research Question:* What strategies have community activists in Chicago employed to resist school closures, and how effective have these strategies been? |

Students write a research paper integrating **at least 6 scholarly sources.** The paper should be in APA format and at least 1250 words.

**Research Project #2**

**College readiness and persistence for historically underserved students**

**Food deserts & access to community resources**

For the second research paper, we are going to take a deep dive into college readiness and persistence, specifically for students from urban minority-majority areas such as Chicago. One of the major reasons public schools have been under review in Chicago is because of sub-par academic achievement. The impact of schooling at the k12 level has implications for success in college and beyond. You will find questions below which you may choose from to guide your research.

* 1.What factors contribute to college readiness for historically underserved students (e.g. African-American students, Native American students, Latino/Hispanic students, students from rural communities)?
* 2.What are the factors that influence college persistence and retention for historically underserved communities? And, how can college persistence be improved?
* 3.Which programs and/or program structures have been most successful in retention and persistence for historically underserved students, and why? How have these programs developed and changed over time?

The goal of this research paper is to nudge you toward the top of the Bloom’s Taxonomy pyramid (e.g, synthesis and evaluation).

For the final research project, we have multiple options for addressing the above instructions.

**Option 1-Individual Submission:** Students write a research paper integrating **at least 5 scholarly sources.** The paper should be in APA format and at least 1250 words.

You will also present a 5 minute flash-talk PowerPoint presentation summarizing your key findings with one “reflection” slide on how your perspective(s) about education has changed [or not] as a result of this research. Practice in advance so that your presentation falls within the 5 minute timeframe.

**Option 2- Individual Submission with Pre-Recorded Podcast:** Students submit a 1,250 word research-driven paper that integrates **at least 6 scholarly sources** along with a recorded Podcast discussing the major elements of the paper.

* The Podcast should be at least 5 minutes in length, use and analyze creative images connected to your research question, and highlight key findings from your research. There should be no periods of silence longer than 5 seconds anywhere in the video. Post the paper and video on Moodle. You may contact the Help Desk at CSU or work with Dr. Frazier in advance to learn the steps on how to use “Zoom” to record your video of you presenting. You will need to downloaded the video file onto your laptop. Then you will need to upload it to Moodle.
* For your research paper, you may use interviews [first hand accounts] from credible sources (such as Youtube video interviews**) in addition** to your 5 academic sources from research databases if you’d like. They should be properly cited using APA in the reference section of your paper.
* **The final submissions for both options and presentation is due December 2nd prior to class.** This paper should be based on research and not opinion. It should be a demonstration of your highest analytical skills.
* As with any paper written for this class, there should be ***no*** first person (I, me, my), second person, (you), or first-person possessive/collective language (we, us, our) used. Do not speak directly to the reader and do not reference yourself as a writer. Engage the audience in a comprehensive examination of the topic; and be sure to answer the research question.

**Course Final**

**Option (a) College Persistence and Retention**

**Answer one of the four question options to research for the final. This Final paper will expand upon your research on College persistence**. Your final should incorporate at least (4) sources from academic databases. Submit your work via WORD document within Moodle. Use the APA style guide for formatting, in-text citations, and the reference list at the end of your essay.

Length**:** 700-800 words.

* What actions, approaches, or structures have proven successful for historically under-served populations (e.g. African American, Native American, Latino) in predominantly white institutions (PWIs) compared to either Hispanic serving institutions (HSIs) or Historically Black Colleges and Universities (HBCUs)?
* What can K12 schools do to better prepare historically underserved students to be successful in post-secondary education (e.g. college preparation)?
* What can universities do support the needs of historically underserved students?
* In the age of technology use (pre and post COVID), and technological innovations, what are challenges and opportunities for colleges to address in preparing and retaining students from historically underserved communities?

**Option (b) School Choice:**

**Answer one of the five question options to research for the final. This Final paper will expand upon your research on School Choice.** Your final should incorporate at least (4) sources from academic databases. Submit your work via WORD document within Moodle. Use the APA style guide for formatting, in-text citations, and the reference list at the end of your essay.

Length: 700-800 words.

* What is the impact of school choice programs on “public schools” in ”you insert the name” city or state?
* What is the impact of school choice on student achievement and post-secondary outcomes?
* What conditions and educational policies that led to modern day “school choice” as compared to school choice 15 plus years ago? Conduct a historical analysis.
* What are the long-term consequences of school choice on the social mobility and economic opportunities of African-American or Latino students and families?