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2018

### American Education Through Films and Documentaries

Carol Huang  
*CUNY City College*

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## Freshman Inquiry Writing Seminar (FIQWS)

### American Education Through Films and Documentaries

Instructors:

<p><b>Topic Section</b>  <b>Carol Huang, Ph.D.</b>          Department of Educational Leadership and Special Education,          Office: NAC 5/204          email: chuang@ccny.cuny.edu          Office hours: Thurs 2:30 to 4:30 and by appointment.  <b>FIQWS, SECTION: 31</b>          COURSE #/ CODE: 10008-ED2 (65270)          CLASS LOCATION: NAC 6/306          CLASS TIME: Tues, 2:00 to 4:30 p.m.</p>	<p><b>Composition Section</b>  <b>Alice Nicholas</b>          Adjunct Lecturer          Department of English  <b>Office: ?</b>          email: anicholas@ccny.cuny.edu          Office hours: Thurs. 4:30 to 5:30 and by appointment  <b>FIQWS, SECTION: 31</b>          COURSE #/ CODE: 10108-ED2 (65362)          CLASS LOCATION: 6/307          CLASS TIME: Thurs, 2:00 to 4:30 p.m.</p>
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#### 1. Course Information

*Course Description:*

<p><i>Topic Section : American Education Through Film &amp; Documentary</i></p> <p>The course introduces students to the history of public education in the United States and to the challenges that public schools and students in urban settings continue to face. We will read a number of historical studies and theoretical critiques of American public education. Alongside these academic and scholarly essays, we will also draw on the visual medium of film – documentaries and one fiction film – to study the development and current status of public schools in the United States. We will pay special attention to the experiences of minority and immigrant groups navigating the public school system in order to identify the common threads in their histories. Ultimately, this course will help students conceptualize the failures, successes and challenges faced by educational systems in the United States with a view toward guiding them to develop solutions and build the kinds of coalitions that might impact and reform public school systems.</p>	<p><i>Composition Section</i></p> <p>The composition component of the FIQWS course is meant to develop students’ ability to write at a university level, given the importance of written communication across professional fields. Using course readings and films on the U.S. education system as subject material, students will develop and strengthen existing abilities to form, inform, and articulate arguments and to support these arguments with organized, coherent writing and with university-level research. In addition to exploring themes discussed in weekly topic materials, the class will review building blocks of academic writing (correct grammar, complete sentences, proper source citation), practice the art of formulating and supporting a thesis, and develop an appropriate understanding of some major rhetorical tools and styles at play in everything we read and write. The overall goals of this composition section are to familiarize students with the writing skills necessary to help them succeed in college and in their professional lives and to strengthen students’ tools as critical readers and persuasive writers.</p>
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*Course Objectives:*

<p><b>Topic</b></p> <p>This FIQWS <u>topic</u> section satisfies the “Individual and Society” category. Students will</p> <ol style="list-style-type: none"> <li>Trace major historical developments in the emergence of public education in the United States. Identify and apply the fundamental concepts of democracy and public education to explore the relationship between individual and society.</li> <li>Students will gather, interpret, and assess information from a variety of sources and points of view.             <ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul> </li> <li>Acquire a basic understanding of the policies that shape the American educational system from a global perspective to examine how an individual’s education social status in society affects experiences, values, and choices.</li> </ol>	<p><b>Writing</b></p> <p>This FIQWS <u>writing</u> section satisfies the English composition requirement. Students will</p> <ul style="list-style-type: none"> <li>Carry out essential steps in the writing process (note-taking, prewriting, organizing, composing, revising and proof-reading).</li> <li>Write effectively using a number of rhetorical strategies and patterns, including argument, exposition, and comparison and contrast.</li> <li>Demonstrate the ability to synthesize materials drawn from multiple sources using critical reflection and independent judgment.</li> <li>Demonstrate an intermediate level of information literacy, including the ability to locate and critically evaluate relevant library and on-line resources.</li> </ul>
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<p>4. Identify major issues driving current educational policy and school reform in the United States to articulate and assess ethical views and their own underlying premises.</p> <p>5. Understand and correctly use concepts and vocabulary related to pedagogical theory and educational policy.</p> <p>6. Gain an understanding of tactical empowerment and leadership through community engagement, coalition and consensus building as modeled in the classroom.</p> <p>7. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to write a research paper of 6-8 double-spaced full pages that develops a central thesis coherently and in detail.</li> </ul>
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*General Education Program Learning Outcomes for Writing Intensive Courses*

Writing, Communication and Critical Thinking Skills

The student will be able to

- Formulate a clear thesis
- Provide a coherent, unified, and effective organization of a paper
- Develop abundant details and examples that provide evidence in support of sound logic
- Use standard diction, grammar and mechanics of English

Critical Thinking skills

- Clearly state issue/problem, to be considered, delivering all relevant information
- Formulate a clear and imaginative position on the issue under discussion taking into account different points of view
- Argue a point of view or conclusion through the analysis and/or synthesis of evidence derived from external sources
- Analyze own and others' assumptions
- Develop logical conclusions based on evidence

Information Literacy Skills

- Demonstrate a clear understanding of information needs and ability to search efficiently
- Effectively evaluate information sources
- Articulate credibility of sources
- Use information ethically

*Grade Breakdown\**

Topic Section: **		Composition Section	
Punctuality & participation	10%	Diagnostic essay	5%
<b>Literacy Narrative (3pp.)</b>	<b>15%</b>	Punctuality & participation	10%
<b>Summary and Response essay (3 pp.)</b>	<b>10%</b>	<b>Literacy Narrative (3pp.)</b>	<b>15%</b>
<b>Expository Essay (4-5 pp.)</b>	<b>15%</b>	<b>Summary and Response essay (3 pp.)</b>	<b>10%</b>
<b>Annotated Bibliography (1-2 pp.)</b>		<b>Expository Essay (4-5 pp.)</b>	<b>15%</b>
<b>&amp; Research Paper (6-8 pp.)</b>	<b>20%</b>	<b>Annotated Bibliography (1-2 pp.)</b>	
<b>Portfolio and Self Reflection</b>	<b>15%</b>	<b>&amp; Research Paper (6-8 pp.)</b>	<b>20%</b>
Quizzes and low-stakes assignments	15%	<b>Portfolio and Self Reflection</b>	<b>15%</b>
		Quizzes and low-stakes assignments	10%

\*Note: All major assignments (those in **BOLD**) must be completed in order to pass the course.

\*\***Bold** indicates assignments that are collaboratively assessed by both instructors and assigned a single grade.

Course Grade Chart:

A+	97-100	4.00	C+	77-79	2.33
A	93-96	4.00	C	73-76	2.00
A-	90-92	3.67	C-	70-72	1.67
B+	87-89	3.33	D	65-69	1.00
B	83-86	3.00			<b>F &lt; 65 0.00</b>
B-	80-82	2.67			

*Brief Description of major assignments and important Due dates. (Detailed prompts will be distributed later)*

Assignment & due date	Description of the assignment
Introductory essay In-class draft and share	You can focus on your unique experience in learning about yourself and the world through schooling experience in the important time of your education.
Diagnostic essay – Composition class Due dates: 9/6, 9/20 1 ½ pages	This essay is based on a first day in-class “ice breaker.” To receive full credit, students are expected to complete two versions: the first due on 9/6, and the second (a re-write) due on 9/20 after instructor’s feedback and student’s Writing Center visit.

Literacy Essay 15% for both sections Final due date: 9/20 3-4 pages	This will be an autobiographical essay with an educational thematic focus. You can focus on multiple reading and writing experiences that occurred during particularly important times in your literacy life, or you can focus on a particularly meaningful and memorable experience with reading or writing. You will narrate the major event(s), describe scenes and people, and interpret the meaning of the events – both at the time that they occurred and now, as you are writing this essay. You will practice discovery of ideas (invention) through your family educational history worksheet, composing early drafts, revision, and editing. The essay structure for autobiographical writing is typically chronological but may also entail topical organization. Primary and secondary sources are optional for this assignment. There are three major lenses in conducting this assignment: 1) focusing on your own educational experience to reflect why your experience is unique or standard, 2) taking a long view of your family members’ educational experience and attainment to analyze the role of education in your family history and its relationship to your own social, economic, and cultural transformation and your family’s, 3) taking a theoretical position to further analyze your educational experience. <b>Articles using sociological imagination, concept of sociology. Connection between individual and society using educational experience. Introduction to course framework and theoretical lens: Becker and Bowls &amp; Gentis.</b>
Summary (Book Review) 10% for both sections Final due date: 10/16 3 pages	You will choose one of the assigned books and write a critical summary, which means summarizing the content using a “point of view” and elaborating on a selected part of the book to validate your view. The structure of the essay will involve a thesis sentence, elaborations to support your thesis (2-3), and a conclusion. The summary will be one-and-a-half pages with one quotation from the book, and the second half will be your own interpretation and critique, what you learned from this book, and to whom you would recommend the book.
Expository Essay 15% for both sections Final due date: 11/8 4 pages	You will use <i>Road to Brown</i> (documentary) and Howard Law School’s website Brown@50 to critically engage with, summarize, and synthesize some of the arguments made on segregation and desegregation in our society and public schools. Based on what you have learned from reading (secondary source) and your own experience in education and schooling (primary source), you will articulate your own ideas, construct complex claims with some theoretical orientations to establish clear differences across each position, and demonstrate a fair and dialogical relationship with the readings and materials you read about the topic and its impacts on our society. You will use library resources to compile a bibliography and do proper citations formatting for this assignment.
Research Paper 20% for both sections Final due date: 11/29 5-7 pages	You will select a research paper topic related to education and compose a research paper by articulating a research question, conducting a literature review of the topic, completing an annotated bibliography, and arguing your position, effectively employing summary, analysis, synthesis, and argument within your research topic. Your final paper will demonstrate your ability to craft a cohesive, effectively supported, complex argument guided by an intricate thesis and substantial research.
Reflective assignments 15% for both sections Due one week after each major assignment 1-2 pages after each assignment	You will write a short accompanying reflections following major assignments. Major goals of this course are for you to reflect on your writing and its progress and to heighten your awareness of what you already know about writing by using the vocabulary introduced in class to your to discuss your writing. In these reflections, you should make use of the rhetorical terms introduced in <b>Part 2 (53-70)</b> to describe your own work. For each reflective assignment, you should describe your own essay in terms of its genre (what are its characteristic features), exigence (what need motivated the writer), purpose (what did the writer hope to accomplish), audience (who is the potential audience for the essay), and stance (what is the writer’s perspective? what is the relationship between the writer, her audience, and the medium?). You should also describe how each assignment has helped you to achieve new writing objectives.
Final Portfolio and Self- Reflection 15% for both sections Final due date: 12/14 3-4 pages	The Self-Reflection should be a rhetorical analysis of your own work, including references to genre, audience, purpose, stance, rhetorical situation, media/design, and exigence. The portfolio should include all major assignments from the semester. You can add additional documents to the portfolio, depending on what you need to demonstrate that you’ve understood the rhetorical terms and met the course learning outcomes. You might want to include drafts of essays, examples of your discussion board posts, your peer reviews, or something else not listed here. The Self-Reflection allows you to evaluate your work based not only on your own criteria but also on course learning outcomes. You should also use this opportunity to demonstrate that you have achieved the course learning outcomes. <b>Portfolios must be in a digital format.</b> The simplest method is to collect your body of work into a single PDF document.

*Principal Readings – Topic Section:*

Some of the readings are set up by hyperlinks (control and click on the topic to get the file). Others are PDF files shared through Google Drive and Blackboard. The majority of readings will be available as PDF files online. The course content is arranged by themes, and some themes might take more than a week to cover the content.

1. Mills, C. W., *Sociological Imagination*, chapter 1.

This chapter will serve as the foundation for the autobiographical writing assignment by modeling how students can build connections between their own biographies and broader sociological phenomena.

2. Books for Book Review: (choose one to review)

Paley, Vivian Gussin. *You Can't Say You Can't Play*. Harvard University Press, 2009. How an anti-bullying, anti-exclusionary play ethic was democratically implemented in a public kindergarten classroom.

Coates, Ta-Nehisi. *Between the World and Me*, New York: Penguin Random House LLC, July 10, 2015. Journalist Ta-Nehisi writes to his son about growing up in American.

Kilgore, James *Understanding Mass Incarceration: A People's Guide to the Key Civil Rights Struggle of Our Time*, New Press,



## Tentative Course Schedule for content and composition sessions

Week 1: 8/28 Part I: How People Learned? How Did We Deliver Knowledge?

Theme: How I learn? And How We Learn as a class?

Readings: Brian and Mind from How people learn on blackboard, and Mills, C. W., *Sociological Imagination*, chapter 1.

[sociological imagination ch1 the promise](#)

Film: Brian Research and How We Teach.

Class orientation, syllabus, assignments, access to CCNY email, Blackboard, library, attendance policy, in-class introductory essay.

In class exercise: Mapping my way to school and Mapping our way to school. Visual and oral presentation/

Questions: How people learn in current juncture with social media and decline of tradition media and news/ Where do we get reliable sources of information to help us make good decision in the personal and national levels? And what kind of schools we should have and what should this type of schools deliver the results we desire as a society?

8/30 Composition class orientation, syllabus review, ice breaker: "Interviewing the Experts," a teaching and learning exercise where partners will identify an area of "expertise," and by turns, explain to each other how a task or hobby should be approached. After interviews and note-taking, partners will compose a short essay that both introduces the partner and explains in detail what was learned. Lecture and reflection: answering the question "how" through process analysis and discussion/reflection on the interview process.

HW Reading: Norton, Chapter 42 Explaining Processes

HW Writing: Type diagnostic essay, 1 ½ pages double-spaced, due 9/6

Week 2 9/04 Theme: The Dawn of American Education to Common School Era.

Reading: Horace Mann: Education is the equalizer of social class. [mann on purpose of education](#)

Film: *School: The Story of American Public Education*, Part One: From Colonial Period to Common School Era, directed by Sarah Mondale, 2002 (about 55 minutes)

Sarah Roberts Case and the Segregation of Public School by Race.

Major questions we ask: How nationalism played out in American educational system before the Independence and after?

What were the political ideology that contributed to the funding of public school in Horace Mann Era?

What was the impact of Horace Mann's concept of women as teacher impacts our school system?

What are the religious issues caused by the application of St. James' Bible in public schools?

What was the result of Bible Riot and the Treatment of Irish and the establishing of Catholic School System in the United States?

**Library session** \*\* (one hour in the topic section) will be at the library. Meet you promptly inside the Library. I will greet you at the step.

9/06 Composition section: review topic material, introduce literacy narrative – rhetorical modes of narration and description,

HW Reading: Norton, Chapter 10 Writing a Literacy Narrative, Chapter 38 Reading Strategies

HW Writing: Compose 1<sup>st</sup> draft of literacy narrative, due 9/13

Visit Writing Center and revise diagnostic essay according to instructor's comments, due 9/20

Week 3 9/11 Content section - no class

9/13 Composition section: discussion of literacy narrative, structure of an essay, grammar and sentence structure boot camp

HW Reading: Norton, Chapter 37 Narrating

HW Writing: Revision of diagnostic essay due 9/20

Revise literacy narrative, FINAL draft due 9/20 (3-4 pgs.)

Week 4 9/18 Content section - no class

9/20 Composition section: discussion of literacy narrative experience, grammar and sentence structure boot camp

HW Reading: Norton, Chapter 14 Reflections, Chapter 11 Analyzing Texts

HW Writing: Summarizing exercise, write reflection on the literacy narrative (1-2 pgs.). Bring in personal computer or borrow one from iMedia for Composition section's 9/27 class.

Week 5 9/25 Theme: How the Progressives perceived learning and how delivering of knowledge changed during the Industrialization

Readings: Dewey, John, *My Pedagogical Creed*. [Dewey pedagogical creed](#)

W.E.B. Du Bois's critique of Booker T. Washington: Two views of African American Education [Du Bois v Washington](#)

Film: *Schools: The Story of American Public Education*, Part Two, directed by Sarah Mondale, 2002.

Questions: How industrialization and Taylorization impacted our concept of learning in the Progressive era?

What was the new type of schools John Dewey proposed to create?

What did the social efficiency movement in the fast-changing progressive era shape our public school system and what were its impacts that we still feel today?

Do you think laborers need different type of education? Is Vocational education a way to cope with this issue?

How did differentiation of instruction created different types of curricula for public school and how did it contribute to segregation?

Using Dubois argument, will you go to a vocational school to learn a trade? Do you think the debate between Dubois and Washington still relevant today?

9/27 Composition section: review topic material, discussion of summarizing and responding, citation boot camp.

HW Reading: Norton, chapter 49 Quoting, Paraphrasing and Summarizing, Chapter 13 Arguing a Position, grammar pages **tba**,

HW Writing: Summarize book for the book report, 1 ½ pages

- Week 6 10/02 **Midterm evaluations** Theme: Chinese American during the Progressive Era  
 Reading: Takaki chapters on Blackboard.  
 Louie, Vivian, "The Hidden Story of What Drives Success: Institutions and Power," CUNY Forum, vol.2, Asian American and Asian Research Institute, CUNY. On Blackboard.  
**Film: *Becoming American: The Chinese Experience***, directed by Loni Ding, Bill Moyer's Specials, 2013. (Chinese Exclusion during the Progressive Era and education of Chinese and Asian immigrants in the United States.)  
<https://www.youtube.com/watch?v=LgZwQ7MnhQ> <https://www.youtube.com/watch?v=R1DuyLRa4zQ> Helen Zia  
[https://www.youtube.com/watch?v=GUomr6G1\\_v4](https://www.youtube.com/watch?v=GUomr6G1_v4) <https://www.youtube.com/watch?v=vGcJ0iF-fC8>  
 maya lin <https://vimeo.com/125063100>  
 Presentation of educational biography.
- 10/04 Composition section: Midterm evaluations.  
 Review topic material, best practices for supporting an argument, MLA boot camp  
 HW Reading: Norton, Chapter 43 Acknowledging Sources, Chapter 45 MLA  
 HW Writing: Compose 1<sup>st</sup> draft of book report, (revise summary and compose response) 3 pages
- Week 7 10/09 Theme I: Theories on Educational Attainment: Human Capital vs. Social Reproduction  
 Readings: Gary Becker "Human Capital Revisited" becker human capital revisited  
 Bowls and Gintis Social Reproduction Theory Revisited. [Bowls & Gintis Schooling in Capitalist America Revised 2001](#)  
 Theme II: Current Juncture of Our Public Schools:  
 Charter School Reform and Privatization of Public Schools in Trump Era  
 Film: ***Waiting for Superman: Charter Schools in New York***, director: Shane Drake, 2010. <https://vimeo.com/115805401>  
 1. <https://www.politico.com/story/2017/10/08/education-betsy-devos-online-charter-schools-poor-results-243556>  
 2. <http://thehill.com/opinion/education/383708-study-shows-charter-school-performance-debunking-devos-critics>  
 3. charter school performance in NYC [https://credo.stanford.edu/documents/NYC\\_report\\_2013\\_FINAL\\_20130219\\_000.pdf](https://credo.stanford.edu/documents/NYC_report_2013_FINAL_20130219_000.pdf)  
 Major questions we ask: Overall evaluation of public education in the U.S.? Is it for the public good? Can charter schools deliver what we charge public school to deliver? Is charter school the superman?
- 10/11 Composition section: Workshop on book report (summary and response), choosing a topic for research  
 HW Reading: Chapter 39 Developing a Research Plan  
 HW Writing: Complete final draft of book report, due 10/16 in the topic class.
- Week 8 10/16  
 Theme: Theme: Miners' Canary: What We learn from the Treatment of Minorities in Education and the Struggle for Culturally Relevant Teaching through the Education of Native Americans  
 Reading: chapters from Indigenous people's history of the United States. Author's note, Intro and chapter one: Follow the Corn  
 All readings from this book are posted on black board information folder. Download them to read.  
 Cheaper than Bullet: American Indian Boarding Schools and Assimilation Policy, 1890-1930 by Tabatha Toney Booth  
<http://www.se.edu/nas/files/2013/03/NAS-2009-Proceedings-Booth.pdf>  
 TED TALK [https://www.ted.com/talks/aaron\\_huey/transcript?language=en#t-908528](https://www.ted.com/talks/aaron_huey/transcript?language=en#t-908528)  
 Documentary: ***In the White Man's Image*** directed by Christine Lesiak, and part of the Native American boarding school experiment. <https://www.youtube.com/watch?v=14RifPPh1YU>  
 Presentation of educational biography. 5 minutes each.  
 Presentation of book report.
- 10/18 Composition Library session (one hour in the composition section) will be at the library. Meet you promptly inside the Library. I will greet you at the step. We will continue with a lecture on the research plan.  
 HW Reading: Norton, Chapter 40 Finding Sources, Chapter 41 Evaluating Sources  
 HW Writing: Reflection on the book report. Write a research proposal.
- Week 9 10/23 Theme: Brown vs. BOE: The Case of the Century  
 Reading: Irons, Peter H. *Jim Crow's children: The broken promise of the Brown decision*. Penguin, 2002. (Three chapters on Blackboard)  
 Film: ***Road to Brown: Charles Houston: The Man who Killed Jim Crow***, directors: William Elwood, Mykola Kulish, 1990.  
 Book Report presentation.  
 Part one: <https://vimeo.com/10401971>  
 Part two: <https://vimeo.com/10586994>  
 Part three: <https://vimeo.com/16230790>
- 10/25 Composition: review topic material, developing a strong and unique thesis, introduction to the expository essay. **Student midpoint review.**  
 HW Reading: Norton, Chapter 12 Reporting Information  
 HW Writing: Write 1<sup>st</sup> draft of the expository essay on *Road to Brown*
- Week 10: 10/30 Housing Policy and Educational Finance  
 Theme: How We Fund Our School? School Funding as A Social Justice Project  
 Reading: Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. Broadway Books, 2012. On blackboard  
 Film: ***Children in America Schools***, produced by Bill Moyer based on Kozol's book *Savage Inequalities* using Ohio State as an example, 1995. [children in American schools](#)

??Part II: How people learn? From fundamental to radical view.

11/1 Composition: peer workshoping research paper proposal, peer workshoping of expository essay  
HW Reading: Norton, Chapter 19 Reviews of Scholarly Literature  
HW Writing: Revise expository essay, final draft due 11/08.

Week 11: 11/06 Theme: Latino U.S. A.: Youth Empowerment and Action Research Youth Movement in Social Justice Project  
Reading: Smith, Robert. *Mexican New York: Transnational lives of new immigrants*. Univ of California Press, 2005. Chapter 2: "Duel Contexts for Transnational Life". On Blackboard  
Cammarota, J & Fine, M (2008) *Revolutionizing Education: Youth Participatory Action Research in Motion*, New York, NY: Taylor and Francis. On Blackboard [Fine Youth Participatory Action Research](#) Read chapter one. The whole book can be a source book for action research project.  
Documentaries: *Struggle in the field*: The History of the Mexican American Civil Rights Movement, produced and directed by Sylvia Morales, a NYC based civil rights lawyer who was a member of Young Lords in New York.  
<https://www.youtube.com/watch?v=iUkb3rCfvvQ>  
11/8 Composition section: review topic material, discussion on the expository essay experience, writing the annotated bibliography  
HW Writing: Reflection on the expository essay. Write 1<sup>st</sup> draft of the research paper (2 pages +)

Week 12: 11/13 Theme: Second Generation of Segregation through Tracking and Testing.  
Reading:  
Burris, Carol C. (2014) *On The Same Track: How Schools Can Join the Twenty-First Century Struggle Against Resegregation*, Boston: Beacon Press Books. On blackboard.  
Lemann, Nicholas. *Behind SAT*. Newsweek; 09/06/99, Vol. 134 Issue 10, p52, 6p, 1c, 4bw On bb. [Lemann behindSAT](#)  
Film: Tested intro <http://www.testedfilm.com/about-the-film/>  
11/15 Composition section: review topic material, research paper boot camp  
HW Writing: Research paper 2<sup>nd</sup> draft (5 pages +)

Week 13: 11/20 Theme: Education of Women and the Suffrage movement One Women One Vote  
Reading: "Through the Back Door: the History of Women's Education" in *Failing at Fairness: How America's Schools Cheat Girls* by Myra and David Sadker, Simon and Schuster, 2010. On bb. [sadker throughbackdoor-history of women ed](#)  
Film: *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*, directed by Ken Burns, 1999.  
Title IX, UIUC Media Space: [https://mediaspace.illinois.edu/media/t/1\\_8xk693gm/32606871](https://mediaspace.illinois.edu/media/t/1_8xk693gm/32606871) Women's Sport and Anti-war movement.

11/22 Composition section – no class  
HW Reading: Norton, Chapter 27 Compiling a Portfolio  
HW Writing: Reminder to bring in your second draft of the research paper (5+ pages)

Week 14: 11/27 What Happened when Schools Fail? School to Prison Pipe Line  
Critical Theory in Education: Literate to Read the World  
Theme: From Radical Pedagogy of Paulo Freire to Jean Anyon's Radical Possibilities  
Reading: Paulo Pedagogy of the Oppressed, Read Intro and Chapter one:  
[http://www.msu.ac.zw/elearning/material/1335344125freire\\_pedagogy\\_of\\_the\\_oppressed.pdf](http://www.msu.ac.zw/elearning/material/1335344125freire_pedagogy_of_the_oppressed.pdf)  
Jean Anyon: Intro and Chapters in Radical Possibilities on Blackboard information folder.  
Watch Conversation with Paulo Freire: <https://www.youtube.com/watch?v=aFWjnkFypFA>  
11/29 Composition section: review topic material, research paper and portfolio  
HW: Final draft of research paper due 12/04 in the content section

Week 15: 12/04 Final research paper presentation

12/06 Composition section: Portfolios and self-reflections  
HW: Portfolios and self-reflections

Week 16 12/11  
Final research paper presentation  
Composition section: review topic materials, research papers check-in and troubleshooting  
Portfolio exhibit and course evaluation  
Composition section: research papers debrief, semester in review, talk about final portfolio

Completed portfolios due on 12/14.

Content and Composition Class Agenda

	<b>TOPIC</b>	<b>COMPOSITION</b>
	Content	Composition
<b>Week 1</b>	Mills' Sociological Imagination Brain and Mind	Class orientation, syllabus, assignments, access to CCNY email, Blackboard, library, attendance policy, in-class diagnostic essay
<b>Week 2</b>	Horace Mann and The Birth of American Public Schools LIBRARY SESSION <b>DUE: 5 minute oral report</b>	Review topic material, introduce literacy narrative – rhetorical modes of narration and description <b>DUE: typed diagnostic essay</b>
<b>Week 3</b>	No class	Discussion of literacy narrative, structure of an essay, grammar and sentence structure boot camp <b>DUE: Literacy narrative draft (2-3 pgs.)</b>
<b>Week 4</b>	No class	discussion of literacy narrative experience, grammar and sentence structure boot camp <b>DUE: diagnostic final revision and literacy narrative FINAL draft, 3 – 4 pages</b>
<b>Week 5</b>	Dewey and Dubois	Review topic material, discussion of summarizing and responding, citation boot camp <b>DUE: literacy narrative reflection (1-2 pgs)</b>
<b>Week 6</b>	Chinese in the Progressive Era In the White Man's Image <b>Student midpoint review</b>	Review topic material, best practices for supporting an argument, MLA boot camp <b>Student midpoint review</b> <b>DUE: Book summary draft 1-1 ½ pages</b>
<b>Week 7</b>	Baker and Bowels & Gentis Theories Charter School Movement Irons and Road to Brown <b>DUE: book report first draft, 3 pages</b>	Workshop on book report (summary and response), choosing a topic for research
<b>Week 8</b>	<b>First Nation People and the Boarding School Movement</b> <b>Book review presentation</b> <b>DUE: book report FINAL draft</b>	Composition Library session + research plan
<b>Week 9</b>	Iron and Road to Brown	Review topic material, developing a strong and unique thesis, introduction to the expository essay.
<b>Week 10</b>	Kozol and Children in American Schools <b>DUE: reflection on book review, 1 – 2 pages</b>	Peer workshoping research paper proposal, peer workshoping of expository essay <b>DUE: expository essay first draft, 3 – 4 pages</b> <b>Also, research paper proposal with 5 annotated bibliography sources</b>
<b>Week 11</b>	Smith et al, and Struggle in the Field	Review topic material, discussion on the expository essay experience, writing the annotated bibliography <b>DUE: expository essay FINAL draft</b>
<b>Week 12</b>	Burris et al, and Waiting for Superman Lehman and Testing our Schools <b>Tested: NYC Speical High School and HS admission Program</b>	review topic material, research paper boot camp <b>DUE: Research paper 1<sup>st</sup> draft</b> <b>Reflection on the expository essay, 1 – 2 pages</b>
<b>Week 13</b>	Sadker, Stanton and Not For Ourselves Alone	No class
<b>Week 14</b>	Radical Possibilities: Freire and Anyon	Review topic material, research paper and portfolio <b>DUE: Research essay 2<sup>nd</sup> draft</b>
<b>Week 15</b>	Presentation <b>DUE: Research essay FINAL draft</b> (submit this paper to both content professor and composition instructor on 12/04)	Portfolios and self-reflections
<b>Week 16</b>	<b>DUE: Final Research Paper Presentation</b> <b>Five Slides: 1. Intro with a Thesis; 2, 3, &amp; 4 supporting evidence (lit review and data presentation); 5. conclusion and reflections/limitation</b>	

**DEADLINE FOR FINAL PORTFOLIO, DEC. 14: Collect all submitted papers and reflections, including final research paper reflection, into a single PDF file and submit to both instructors.**