TUESDAY, JUNE 28, 2011

Quick Look Upcoming Week

6/27/2011 Introductions

6/28/2011 Syllabus and schedule, Ken Robinson, Class, Place

6/29/2011 Course rationale and Anarchism in America: read over syllabus for class and come with one question about the class.

6/30/2011 -- Unit 1 -- Group work collaborating and planning, Quest 1 last half-hour of class. have Rhetoric & Composition. pgs. 2-46 read for class.

Posted by Gary Kaunonen at 9:11 PM 6 comments 0

Schedule

MONDAY, JUNE 27, 2011

EduAnarchy Statement

The Haymarket Memorial

Bruce "Utah" Phillips in front of the Haymarket Martyrs Memorial. Chicago, 1986

ABOUT THIS COURSE

Course #: UN 2001
Title: Composition
Credits: 3
Days&Time: M. Tu. Wed. Thu: 11.05-12.25
Place: Walker 144
Instructor: Gary Kaunonen
Email: gakaunon@mtu.edu
Office: Walker 330
Office hours: After Class and by appointment

Required Texts:


2. Challenge Accepted

3. Lies Across America

BLOG ARCHIVE

• 2011 (4)
 • June (4)

Quick Look Upcoming Week
Schedule.
UN 2001: Working Class Places and Spaces

A course designed to examine the physical places and spaces of working class life, and how "kept," class-based institutionalized history has interpreted these sites

Monday, June 27, 2011

Syllabus

Overview

In this class we will be analyzing, collaborating, examining, researching, and composing (oral, visual, and written) materials with regard to working class historical places and spaces.

Place and space is an interesting topic because it provides a method to analyze class and labor as independent perspectives that are often overlooked by traditional history. Analysis of place, material culture, and space are incredible companions to historical interpretations of people often overlooked by top down, hierarchical history. This analysis of the forgotten, be it people, places, or space, as historical actors is often referred to as "The New Social History." To better understand this approach to the analysis of place and space we will be using three texts and a "boatload" of audio and visual media to develop skills, interpret, and analyze issues pertaining to working class place and space.

Writing is a major component of this course.

This is also a collaborative course, and students will work in teams toward the creation of a Final Project Folder. Each team will select a working class historical place or space to work with, and then create materials that analyze, inform, and interpret the history of each team's historical place or space.

Course Objectives

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

1. Identify major themes in written, oral, and visual communication that pertain to United States labor and social history.

2. Critically analyze ethos, pathos, and logos in materials that are associated with place, space, and labor and social history.

3. Describe the various types of communication used by historical actors.

4. Work independently and collaborate in groups to create projects or presentations regarding place, space, and labor and social.
5. Develop the ability to creatively think, write, critique, and analyze various uses of communication, media, and sources.

Policies

1. Good attendance is crucial to success in this course; excess absences will undoubtedly result in a lowered grade and less practical knowledge; additionally class participation is essential and a part of the grade you earn for the class.

2. Any student caught cheating on a test or plagiarizing will be dismissed from the class and receive a grade of “F” for the course.

3. For the class to “work,” it must be an open forum regarding analysis, critical thought, and well-reasoned argument; all viewpoints must be welcomed.

4. I reserve the right to revise the syllabus or class schedule at any time.

5. If you need assistance with writing, grammar, or development of ideas for writing, please see the good folks in the Multi-literacies center located on the first floor of Walker.

6. Please turn off all cell phones, computers, etc. If it becomes a problem we’ll have to deal with it.

Evaluation and Grading

Evaluation of student progress in this class will be determined using a unit/core mastery model. The unit/core mastery model is a good chance for you as a student to take charge of your own education. This method of grading has no complex calculus to determine a grade or wondering from week to week what your grade is, you will know by how many units you have completed. You are in charge of your education; make of it what you will. If you keep up and get things done on time, you will have plenty of time to concentrate on your capstone practical experience (due around mid-term) and final paper.

The unit/core mastery model also provides immediate feedback in testing and for your papers, though more time (a weekend or so) may be needed for evaluation of written projects. For example, when finished with test taking in class, you will bring the test up to be graded and receive immediate reinforcement (otherwise known as a grade) regarding your test. Each test, writing project, class participation event, and the capstone practical experience are a “unit” and count for one point towards a final grade. The final research paper is the last segment of your grade and you will need to demonstrate core mastery of class material for maximum credit.

A breakdown…maximum number of points for the class is 9. The 9 unit points include 3 writing projects, testing accounts for four points, class participation will account for one point, and a capstone practical experience will account for one point. To show mastery of course material a Final Project Folder, which includes a collaboratively written research paper will be due at the end of the semester. In order to show mastery of the individual units, you will need to score a 3.0
So, that written, the **4 major segments** of evaluation for the class are detailed below:

**Segment 1** consists of three short writing projects. In all of these short writing projects identification of an audience will be an essential component. These short writing projects will be two pages long. Your writing projects will be double-spaced using 12 point Times-New Roman font and have 1” spaced margins. To pass each of these units students must receive a 3.0 or better on each project. You will receive detailed instructions for these projects at least a week before they are due.

Writing Project 1--Rhetorical compare and contrast of *Letters from Karelia* and *Challenge Accepted*, this is an individual writing project.

Writing Project 2--Grant Writing for your team’s historic place or space, this is a collaboratively written project.

Writing Project 3--Interpretive Writing: connecting people with your resource (historic place or space), this is a collaborative project with each team member having a part in the writing project.

Each writing project must be completed in succession/sequence. Meaning, you must pass Writing Project 1 before moving on to Writing Project 2, and so on.

**Segment 2** consists of testing. There will be four quizzes/tests (quests) during the first part of the semester. These quizzes will consist of 10 questions in various formats (true-false, multiple choice, short answer, fill in the blank). You will do readings and discuss the information on the quiz prior to taking the quiz. Quest material will also come from in-class talks and media presentations. To demonstrate unit mastery, students will need to answer 8 of 10 quiz questions correctly. Testing will be done the last 20 minutes of the latter weekly class session (see schedule for dates of testing time). Students are allowed to test twice during the 20-minute testing session. Students may attempt to pass a unit three times, after the third time, a student must write a one page paper to demonstrate unit mastery. Units must be completed in sequential order and no units may be skipped. If you fall behind or are gone from class for whatever reason, you may take quizzes from two units in the same testing session, but you may not take a quiz from an upcoming or future unit. For a unit to be available for testing, we will have had to cover the material in class first. Upfront, questions will come from the selected texts and from lectures/media/discussions.

**Segment 3** is class participation. This is going to be a participatory experience. We’ll do group discussions, class discussions, and out of class activities (aka the field trip). These are all voluntary things, but I strongly encourage you to participate. I encourage this so strongly that I am going to give you a chance to earn a grade for just talking in class and showing up to field trips.

**Segment 4** consists of one creative capstone practical experience. Project particulars include:
Design a tri-fold brochure with full interpretive text for a jointly agreed upon topic in relation to your final project on working class place or space. Students will work collaboratively in teams on this project. In the brochure, text must account for at least half of the panel in four of the six panels. Selection of photos is essential as well as creating an eye-capturing front panel. The brochure must receive a 3.0 or better to complete this practical experience. You will present your brochure to the class and expect questions.

Lastly, Core Mastery of the course material will be demonstrated in the creation of a Final Project Folder, which includes a Final Research Paper. Instructor and students' collaboration group will agree upon the paper’s topic, but plan to research and write on a topic in social, cultural, or labor history. The paper will be 6-pages long, double-spaced using 12 point Times-New Roman font and have 1” spaced margins. When handing-in this collaborative paper at the end of the semester, the research paper should accompany the Final Project Folder.

The Final Project Folder should contain:
One copy of WP 1 for each team member
One copy of WP 2 for the collaboratively written WP 2
One copy of WP 3 for this division of work WP 3
One brochure for the Capstone Practical Experience on your team's historical place or space
One multi-media project about your historical place or space
Examples: web site, movie, graphic novel, etc.
One Final Research Paper on your team's historical place or space

There is no final test.

To receive a:

4.0 (A) students must complete 9 units and receive a 3.0 on their Final Project Folder
3.5 (AB) students must complete 8 units and receive a 3.0 on their Final Project Folder
3.0 (B) students must complete 7 units and receive a 2.5 on their Final Project Folder
2.5 (BC) students must complete 6 units and receive a 2.0 on their Final Project Folder
2.0 (C) students must complete 5 units and turn in a Final Project Folder
1.5 (CD) students must complete 4 units and turn in a Final Project Folder
1.0 (D) student must complete 4 units, and not turn in a Final Project Folder
0.0 (F) students must do nothing the entire semester or get caught cheating/plagiarizing
# UN 2001 -- Working Class Places and Spaces

(Have assigned readings done for class)

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Date</th>
<th>Class Topic</th>
<th>Dues/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Introductions</strong></td>
<td>None</td>
</tr>
<tr>
<td>Unit 1</td>
<td>6/27/2011</td>
<td>Syllabus and schedule, Ken Robinson, Class, Place</td>
<td>None</td>
</tr>
<tr>
<td>Unit 1</td>
<td>6/29/2011</td>
<td>Course rationale and <em>Anarchism in America</em></td>
<td>Read over syllabus</td>
</tr>
<tr>
<td></td>
<td>6/30/2011</td>
<td>Group work: collaborating and planning</td>
<td>Quest 1, R&amp;C, 2-46</td>
</tr>
</tbody>
</table>

**JULY 4 -- NO CLASS**

| Unit 2 | 7/5/2011   | Field trip: Copper Country Historical Archive                              | None          |
| Unit 2 | 7/6/2011   | The "Three Rhetorers" and Music Videos                                      | Quest 2, R&C, pgs. 47-76 |
| Unit 3 | 7/7/2011   | Writing in and across your discipline                                        | Quest 3, R&C, pgs. 77-114 |
| Unit 4 | 7/11/2011  | Citations, Citations, Citations                                             | Quest 4, R&C, pgs. 115-166 |
| Unit 5 | 7/12/2011  | Field trip: Finnish American Historical Archive                            | CA, intro-Chp. 2 |
| Unit 5 | 7/13/2011  | Sources, *Letters from Karelia*                                             | CA, Chp. 3-5  |
| Unit 5 | 7/14/2011  | Sources continued, in-class workshop                                        | WP 1 due, CA , Chp. 6-App. |
| Unit 6 |            | The Power of Place and Space                                                |               |
|        | 7/18/2011  | Interpretive and Grant Writing                                               |               |
|        | 7/19/2011  | Independent research day                                                     | LAA , "The Far West" |
|        | 7/20/2011  | Field trip: Quincy Mine #6 Dry                                              | LAA , "The Mountains" |
|        | 7/21/2011  | Student/group conferences                                                    | LAA , "The Great Plains" |
| Unit 7 |            | Capstones                                                                    |               |
|        | 7/25/2011  | Oral Presentations--instructor Example                                       | Bring 3 brochures to class |
|        | 7/26/2011  | Capstone Presentations                                                       | Brochures due  |
|        | 7/27/2011  | Continue Presentations                                                       |               |
|        | 7/28/2011  | Finish Presentations                                                         |               |
| Unit 8 |            | Interpretive Writing                                                         |               |
|        | 8/1/2011   | Independent research day                                                     | LAA , "The South" |
|        | 8/2/2011   | Independent research day                                                     | LAA , "The South" |
|        | 8/3/2011   | Group work day                                                               | LAA , "The Atlantic States" |
|        | 8/4/2011   | The 1913-14 Michigan Copper Strike Guest Lecture                            | Final research project paper drafts due |
|        | 8/5/2011   | Friday field trip to Calumet--all day                                        | LAA , "New England" and "Appendices" |
|        | 8/8/2011   | Independent research and writing day                                         | WP 3 due      |
| Unit 9 |            | Participation--Research, Writing, and Collaborating                          | None          |
|        | 8/9/2011   | Group work and collaboration day                                             |               |
|        | 8/10/2011  | Group work and collaboration day                                             | Last day to turn in missing WPs |
| Core   | 8/11/2011  | Final Project Folder and Research Papers Due                                |               |
BRINGING DEMOCRACY, DIRECT ACTION, AND PERSONAL RESPONSIBILITY INTO THE CLASSROOM

“We are talking about a society in which there will be no roles other than those chosen, or those earned. We are really talking about Humanism” (Voiceover in end credits of V for Vendetta)

Direct philosophical and theoretical influences on my pedagogy are Paulo Friere and Fransisco Ferrar. Additionally, the labor colleges of the early 20th century influence my worldview regarding education in a general sense. All of these theories of pedagogy center on creating a democratic atmosphere in the class, and instilling a sense of social justice through practice and direct action pedagogy.

It is then my pedagogical perspective to bring this sense of democracy into the classroom because it often seems university classrooms construct and nurture the same old traditional, reactionary dialectical conflict between students and the teacher. In many cases such traditional, even “student-centered” pedagogy creates what could be construed as a false dialectic by relegating students to the role of antithesis. What if instead, the educational experience in a classroom was a collective, cooperative undertaking? Instead of the top down teacher student relationship, a relationship of mutual respect, understanding, and work should replace the bureaucratic process. In essence, the creation of a classroom perspective that has no bosses, no “middle class” teachers administering to their kids, but rather a collective group working toward a common goal guided by someone with more experience.

I advocate a classroom that instead of reinforcing class-based forms of pedagogy, seeks to create a more democratic learning environment that benefits the outside world by creating students who understand their cultural, economic, natural, and social environment in terms of egalitarian values bases on an ethic of social justice. I believe that if we are receptive to and reinforce students’ choice (democracy in the classroom) to be proactive in their own role as scholars there will be less resistance to learn and more understanding of accountability, ethics, and social justice. This type of change starts at a basic level, thinking and expression through language. Instead of the class being “my” space as an instructor, what if the classroom was to become “our” space. Instead of students being “my” students, they should become equal partners in a collective, cooperative effort to create a learning environment.

To facilitate this I use a grading rubric that instills in students a sense of personal accountability, freedom, and liberty regarding their educational experience. To implement these perspectives I use the unit/core mastery model of grading and class scheduling. The unit/core mastery model also provides immediate feedback in testing and grading of written papers, though grading of papers usually takes a bit longer. In this model students have the chance to take charge of and control over their education. This method of grading has no complex calculus to determine a grade or wondering from week to week what the grade may be; students will know their grade by how many units completed. This rubric places students in charge of their education and they may make of it what they will.