

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Health Sciences</u>	Department (Full name):	<u>Rehabilitation Sciences/ Communication Sciences and Disorders</u>		
Major Name (full name please):	<u>Communication Sciences &amp; Disorders</u>	Degree Title:	<u>Bachelor of Health Science</u>		
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>				
Contact Person:	<u>Anne Olson</u>	Phone:	<u>859-218-0572</u>	Email:	<u>aolso2@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>EPE 301 - Education in American Culture: This is the same course that will fulfill the new GCCR requirement</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will demonstrate competent written, oral and visual communication skills both as producers and consumers of information.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>Future speech language pathologists (SLP) and audiologists are employed in a variety of settings one of which are public school systems. In fact, most of these professionals will spend at least part of their professional career in this specific setting. Here they will work with a vast array of students with communication disorders. Consequently, SLPs and audiologists must acquire</u>

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adequate composition and communication skills across a number of mediums to be effective interdisciplinary team players and providers of services for students and their families. Some examples of these activities might include, providing inservices for school based personnel, writing evaluation results, providing summary reports of student progress, and developing appropriate intervention plans.

**C. Delivery and Content:**

**1. Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

**2. Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: EPE 301

- new or existing course? Existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: 30

**Course #2 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**Course #3 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**3. Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**  
Richard Angelo
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.  
The COE already offers 10 sections of this course and since CSD students have already been taking this course as a requirement for other aspects of our CSD undergraduate program, we do not foresee the need for any additional resources.
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).  
**Date of agreement:** Effective Fall 2014 (attached). Contract has not been signed but will be signed when all parties are able. A copy of the signed MoA shall be provided to the GCCR when available.

**4. Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see

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<p>the draft Senate GCCR rule linked <a href="#">here</a>);</p> <ul style="list-style-type: none"> <li>• the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;</li> <li>• the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);</li> <li>• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;</li> <li>• the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”             <ul style="list-style-type: none"> <li>○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”</li> </ul> </li> </ul>
<p><b>5. Instructional plan:</b> Summarize the instructional plan for teaching the C&amp;C skills specified in the program SLOs and delivered in the course(s). Include the following information in <b>brief</b> statements (200 words or less). Information can be cut-and-pasted from the relevant sample syllabus with indications <b>where</b> on the syllabus it is found:</p>
<ul style="list-style-type: none"> <li>• <b>overview of delivery model:</b> summarize how the GCCR will be delivered for <b>all</b> program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):</li> </ul>
<p><u>Delivery of the GCCR requirement will be satisfied through successful completion of EPE 301 which students can take during their sophomore, junior or senior year. This is a required course.</u></p>
<ul style="list-style-type: none"> <li>• <b>assignments:</b> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:</li> </ul>
<p><u>1) Educational Autobiography (8-10 pgs), 2) Field Experience paper (8-10 pgs) after completion of 15 hours of observation and assigned readings, 3) Field Experience presentation to class</u></p>
<ul style="list-style-type: none"> <li>• <b>revision:</b> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; peer presentations; etc.):</li> </ul>
<p><u>Initial peer review of first draft, with written comments from instructor upon revisions</u></p>
<ul style="list-style-type: none"> <li>• other information helpful for reviewing the proposal:</li> </ul>
<p><u>Paper topics are flexible and can relate to discipline specific issues. Field assignments will therefore allow CSD students to follow SLPs in the school setting and then reflect on those experiences.</u></p>
<p><b>D. Assessment:</b></p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> <li>• specify the assessment schedule (e.g., every 3 semesters; biennially):</li> </ul>
<p><u>Student assignments used to fulfill the GCCR will be collected and reviewed annually for all students enrolled in the designated course. In-depth assessment will occur every 3 yrs to look for trends.</u></p>
<ul style="list-style-type: none"> <li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):</li> </ul>
<p><u>CSD Director of UG Studies assesses the SLOs for the CSD program. The CHS's Director of Assessment oversees the assessment plan and retains ongoing data for the entire college.</u></p>
<ul style="list-style-type: none"> <li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</li> </ul>
<p><u>As per the MOA, CSD will have access to all graded student work (via an electronic portal), graded rubrics (described in syllabus) and all comments from the providing program (EPE)</u></p>

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	EPE 301, Communication Sciences and Disorders; Bachelor of Health Sciences
Contact Person Name:	Anne Olson
Phone:	218-0572
Email:	aolso2@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3-21-2014	Richard Andreatta, PhD - Dir of UG Studies / 859-218-0523 / richard.andreatta@uky.edu
Providing Program <i>(if different from Home Program)</i>	3/21/14	Richard Angelo, Assoc. Prof. College of Ed. Dept. of Ed. Policy Studies & Evaluation / 859 257-3993 / richard.angelo@uky.edu
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/17/14	Phyllis J. Nash / 859-218-0570 / pnash@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/16/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

## **EPE 301 – Education in American Culture - Fall 2014**

Section 10 Tuesday and Thursday -- 2:00 to 3:15 p.m. -- Dickey Hall, Rm. 129

**Professor:** Kiluba L. Nkulu  
**Phone:** 859-684-2004

**E-mail:** Mukoma12@yahoo.com  
**Office:** 144C TEB

### **Education in American Culture**

A critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society\*

#### **Course Description**

EPE 301 explores the context of teaching and learning in American society, both within and outside the classroom. This course critically examines different perspectives on education and culture, explores anxieties and aspirations about schools, the ways popular culture influences schooling, and the effects of race, class, gender, ethnic, and regional dynamics, both past and present, on teaching and learning. EPE 301 considers what roles schools play in constructing and perpetuating inequalities and opportunities, as well as the specific dimensions and practices of schools that marginalize or privilege particular groups of people.

#### **Course Objectives**

- To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in American society.
- To develop the ability to evaluate educational policies, structures, and processes for their differential effects on groups.
- To critically analyze differing historical and contemporary definitions of education and culture Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis.
- To understand the social, economic, and political dimensions of schools that shape the possibilities of education.
- To explore the ways in which sex, race, class, gender, nationality, and geography mediate student and teacher subjectivities and shape the processes and organization of schooling.
- To develop an increased awareness of what it means in schools to be a person of our: own sex, gender, race, class, etc., as well as understand how these categories affect those who are different from us.

\*In addition to meeting an undergraduate certification requirement in the College of Education, EPE 301 satisfies two University requirements: "Citizenship" in the UK Core (General Education), as well as the Graduation Writing Requirement. For more information on Citizenship-Learning Outcome IV, see [www.uky.edu/registrar/bulletin\\_Current/ukc.pdf](http://www.uky.edu/registrar/bulletin_Current/ukc.pdf). For more information regarding the writing requirement, see \_\_\_\_\_.

## **The Graduation Composition & Communication Requirement (GCCR)/Student Eligibility**

In addition to meeting the UK Core Requirement for "Community, Culture & Citizenship," EPE 301 is a writing intensive course that conforms to GCCR guidelines.

### **Learning Outcomes**

- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the f01mats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

### **Minimum Writing Requirements**

- Students will be required to write a minimum of 15 pages of formal writing (minimum of 4,500 words).
- At least 10 of these pages must be single-authored assignments.
- No assignments requiring fewer than 4 pages may be included in the 15-page minimum.
- These 15 pages and your presentation must go through a draft, review, and revision process. Peer review is sufficient to meet the review requirement.

### **Grading Policies**

- To pass the course, students must earn a grade of "C" or higher on ALL FORMAL assignments. Instructors can consider additional formal writing, writing other than the formal writing, or additional projects and assignments in the final grade computation. Thus, students can receive lower than a "C" as a final grade and still receive GCCR credit.
- Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. Instructors may limit the number of revision attempts and set time restrictions on revisions. • Note: For this course, students, who receive a D or below on papers, will have one week from when a graded paper is returned to meet with the instructor and to revise their paper. Only ONE revision attempt for each paper will be granted to students.
- At the discretion of the instructor, students who fail to achieve competency may receive an "I" (incomplete) grade, but in no case may a student whose writing fails to reach the level of "C" (competent) receive a passing grade in a course that satisfies the GCCR.

## Required Readings

- Graham, P. A. (2005). *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. New York: Oxford University Press.
- Margolick, D. (2011). *Elizabeth and Hazel: Two Women of Little Rock*. New Haven and London: Yale University Press.
- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life (second edition with an update a decade later)*. Berkley, Los Angeles and London: University of California Press.

**Articles:** Select articles will be added to the list of required readings throughout the semester. Such articles will be available via Blackboard or distributed in class.

**BlackBoard Access:** Make sure you have Blackboard access for obtaining pertinent course documents and information.

## Course Structure

EPE 301 is an upper level course, which assists you in thinking critically about American educational issues, especially racial, gender, geographical, and class inequalities. Many issues covered in this course will challenge your preconceived notions not only about America's K-12 educational system, but also higher education within American society. Hence, it is vital we focus as a class, on creating a comfortable environment in which everyone can openly express their-informed opinions.

## Attendance

I'll be here for scheduled meetings and I expect you to do the same.

## Classroom Expectations

- 1) You are expected to arrive to class on time. Should you come late, you will be held accountable for missing any information at the beginning of the class.
- 2) You are expected to complete assigned readings and come prepared to participate in class discussions.
- 3) All cell phones and other electronic devices should be turned off and put away at the beginning of each class session. Ringing phones, text messaging, and other electronic devices are disruptive to your learning, as well as to your peers.
- 4) Throughout the semester, we will be discussing controversial issues, some of which may be emotionally charging for you. While I look forward to hearing a wide array of opinions and perspectives, I insist that you engage in mindful, respectful, and tolerant communication throughout the semester.

## Assignments

You will be graded on attendance, class participation, a one-page reflection paper, two two-paragraph reaction statements, **two formal papers and a power-point presentation**. Being present for these activities is vital to your academic success. You are expected to submit all assignments on time. On time means at or before class begins on the assigned due date. Late submissions will be penalized with a five-point deduction for each day past the due date, unless with prior permission.

## Grading

**Rubrics will be handed out in class, well in advance, for each written assignment or project, and made available on BlackBoard.**

- 1) **Attendance (20 points)**-Regular attendance is critical for success in this course. Attendance will be recorded at the beginning of each session and credited toward the final grade.
- 2) **Participation (20 points)** This course is interactive, involving regular group discussions and activities. It is vital you remain actively engaged. Your participation grade will be based on the following:
  - In-class discussion, group work, activities
  - Discussion leadership-each person will be expected to lead discussions during class meetings
- 3) **Writing Workshops or Draft Reviews (60 points)** You are required to participate in a draft review and revision process. For each of the two assigned papers, you will undergo an initial peer review. You will also receive written comments from me on the revised versions of those papers. These workshops or reviews count as a portion of your grade and are beneficial to you in developing and improving your writing skills. More information regarding the writing workshops and draft reviews will be provided later.
- 4) **What does it mean to be an education person? (50 points)** Write a one-page personal reflection on reasons why you are pursuing a college education. This paper must be double-spaced.
- 5) **Reaction Statements 1 & 2 (100 points)** Pick one of the pieces (book, book chapter, article, or video) already addressed in class and write a two-paragraph reaction statement, first summarizing the main argument, then stating your position on the main argument.
- 6) **Paper #1: Educational Autobiography (100 points)** Write one 8-10 page essay describing your K-12 to now experience. Your paper should not be a chronological list of the events you experienced, but rather an analytical essay detailing significant experiences from your educational life since elementary school. A sample paper will be available through the course BlackBoard.

To assist you in fulfilling this assignment, you may want to consider some of the following questions while you are developing your essay: What did you like and dislike about school? What factors contributed or hampered your learning? What type of extra-curricular activities did you participate in and how did you benefit from such



participation? What are your views of your peers, teachers, and administrators? How did any of these change as you progressed from elementary school to middle school to high school? Are there any particular school policies or structures that affected your experience? In what ways, if any, did you receive advantages in school that others may not have received? Or, what advantages did others receive that you did not, and why? Finally, in your perception, how did gender, race, ethnicity, sexuality, class, and/or religion shape your experiences? Feel free to integrate insights from any of the material read or watched in class. This is a formal writing assignment that should be written in APA format. You must receive a grade of C or higher on this paper to pass the course.

**7) Paper #2: Field Experience Project (150 points total)** A field experience placement of 15 hours is required for all EPE 301 students. This is an inquiry-based, active learning experience, designed to enhance your foundation of knowledge and experience. The placement project should be relevant to you, your professional goals, and the issues covered in this course. As part of this field experience, you are required to complete the following tasks:

- **Selection of Site (10 points):** Choosing your field placement location and defining your research career interest are the first vital steps to this project. Selection of site form due Thursday, January 30<sup>th</sup>.
- **Journal and Hourly Log (10 points):** Throughout your field experience project, you also need to keep a journal documenting your daily observations and activities. This journal can be hand written. Remember to log your hourly experiences in the field. All hourly logs will be collected for grading.
- **Presentations (30 points):** You will be asked to share with the class your experiences and insights about your time spent at your location.
- **Paper (100 points):** Upon completing your 15 observation hours, you will write one 8-10 page paper exploring your experience in conjunction with class readings, discussions, and articles from library databases. You will choose the topic of this paper based on what moves or motivates you from your time spent at your observation site. We will spend in-class time discussing this paper more thoroughly throughout the semester. This is another formal writing assignment that should be written in APA format. You must receive a grade of C or higher on the paper to pass the course.

**8) Extra Credit:** A combined extra credit not exceeding 50 points will be awarded for individual or group presentations on relevant educational issues debated on television, portrayed in printed or digital media, and discussed in scholarly publications. One 10 minute well-researched question-and-answer presentation is worth 25 points. Students interested in an extra credit activity should talk to me first.

### **Make-up Tests and Late Assignments**

There is no make-up work for unexcused absences. University excused absences include documented illnesses, deaths in the immediate family, and university-sponsored trips. If you miss an assignment or exam due to an excused absence, you can make up the assignment. Excused absences are given only upon presentation of a VALID MEDICAL or EMERGENCY excuse in WRITING within one week of you returning to class. A student may not take a make-up test without having an excused absence. Deaths in the family require a copy of the obituary and medical excuses require a doctor's note. Any other failure to submit work on the scheduled date

will result in zero points for such work. It is your responsibility to follow up on any missed assignments.

### **Final Paper and UK Core Assessment**

Please submit your final paper to your instructor and one copy of your best paper to UK Core Assessment via BlackBoard.

### **Plagiarism**

Plagiarism is attempting to pass off others work as your own, e.g. not citing information that is not your own words-even if you paraphrase you need to note the source; not giving credit to sources in oral presentations and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: <http://www.uky.edu/Ombud/Plagiarism.pdf>.

### **Disabilities**

Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the UK Disability Resource Center, 257-2754. All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychologist, psychiatrist, neuropsychologist or relevantly trained medical physician.

### **Grading Scale (UK Standards)**

A= 100-90%, B=89.9-80%, C=79.9-70%, D=69.9-60%, E=below 60%

### **Course Schedule**

Subject to change as semester progresses

Week 1-January 16<sup>th</sup>: Welcome!

- R Syllabus and introduction to course.

Week 2-January 21<sup>st</sup> and 23<sup>rd</sup>: Historical Perspectives of Public Education in America

- T Patricia A. Graham, *Schooling America*, introduction and chapter 1 (Assimilation: 1900-1920), pp.1-50. Write a 1 page paper (double-spaced) reflecting on the primary reasons why you are pursuing college education. This paper is due in class within a week from today.
- R Graham, chapter 2 (Adjustment: 1920-1954), pp.51-97.

Week 3-January 28<sup>th</sup> and 30<sup>th</sup>: Historical Perspectives

- T Graham, chapter 3 (Access: 1954-1983), pp. 98-152. Reflection paper on your

philosophy of education due in class today.

- R Film: Eyes on the Prize, Fighting Back (viewing and discussions). Selection of site for Field Experience Project due in class today.

Week 4-February 4<sup>th</sup> and 6<sup>th</sup>: Historical Perspectives

- T Graham, chapter 4 (Achievement: 1983-Present), pp. 153-200.
- R Graham, chapter 5 (Autonomy to Accountability) and conclusion, pp. 201-256

Week 5-February 11<sup>th</sup> and 13<sup>th</sup>: Historical Perspectives

- T Film: The Bottom Line in Education (viewing and discussions)
- R Margolick, Elizabeth and Hazel: Two Women of Little Rock, chapters 1-23 (pp.1-157) Reaction statement 1 due in class

Week 6-February 18<sup>th</sup> and 20<sup>th</sup>: Race and Community

- T Margolick, Elizabeth and Hazel: Two Women of Little Rock, chapters 24-43 (pp.158-284)
- R Lareau, Unequal Childhoods, chapters 1 and 2 and appendix B (Understanding the Work of Pierre Bourdieu), pp.1-32 and 361-364.

Week 7-February 25<sup>th</sup> and 27<sup>th</sup>: Social Class and Inequalities

- T Lareau, Unequal Childhoods, chapters 3, 4, and 5, pp. 35-103
- R Lareau, chapters 6 and 7, pp. 108-160. Reaction statement 2 due in class

Week 8-March 4<sup>th</sup> and 6<sup>th</sup>: Social Class and Inequalities

- T Lareau, chapters 8, 9 and 10, pp. 165-220.
- R Lareau, chapters 11 and 12, pp. 221-257; McIntosh, "White Privilege: Unpacking the Invisible Knapsack." (Available on Blackboard)

Week 9-March 11<sup>th</sup> and 13<sup>th</sup>: Midterm Week

- T Draft review for paper #1
- R Film: October Sky (viewing and discussions). Week 10-March 18<sup>th</sup> and 20<sup>th</sup>: Spring Vacation Week

Week 11-March 24<sup>th</sup> and 27<sup>th</sup>: Social Class and Inequalities

- T Lareau, chapters 13, 15 and afterword, 263-311; 333-342.
- Paper #1 (Educational autobiography) due today by email, no later than 11:59 pm. Emerging educational issues in American society. Guest Speaker Lederman, "Higher Ed" (available on Blackboard). Peer review presentation.

Week 12-April 1<sup>st</sup> and 3<sup>rd</sup>: Current Educational Issues

- T Writing workshop/draft review for paper # 2. Field experience placement hours log due in class today.
- R Drop Out Nation-A Frontline documentary (viewing and discussions). Read: Schecter,

Sandra R. (2000) "Diversity as the Fall Guy: When Adaptations Go Awry" (available via BB)

Week 13-April 8<sup>th</sup> and 10<sup>th</sup>: Field Experience Project

- T Field Experience Project presentations
- R Field Experience Project - presentations

Week 14-April 15<sup>th</sup> and 17<sup>th</sup>: Field Experience Project

- T Field Experience Project - presentations
- R Field Experience Project - presentations

Week 15-April 22<sup>nd</sup> and 24<sup>th</sup>:

- T Field Experience Project - presentations
- R Field Experience Project- presentations

Week 16-April 29<sup>th</sup> and May 1<sup>st</sup>: Field Experience Project

- T Field Experience Project-Finishing up paper # 2
- R Field Experience Project-Finishing up and submitting paper# 2

Due this Thursday May 1st no later than 11:59 PM: Paper# 2 by email and UK Core Assessment paper through Blackboard

Week 17-May 9<sup>th</sup> and 10<sup>th</sup>

- Final Examination Week

**Memorandum of Agreement**  
**between the Division of Communication Sciences & Disorders**  
**and the Department of Educational Policy Studies & Evaluation for Fulfillment**  
**of the Graduate Composition & Communication Requirement (GCCR)**

**Proposed effective date:** Fall 2014

**Providing Program:** Department of Educational Policy Studies & Evaluation, College of Education

**Contact Person:** Richard Angelo, Associate Professor

**Delivery Mechanism:** EPE 301, "Education in American Culture"

**Brief Course Description:** A critical examination of contending views, past and present, regarding the nature and role of educational institutions in society. EPE 301 satisfies a College of Education undergraduate certification requirement. The course also meets a UK Core requirement ("Community, Culture & Citizenship," Area IX) as well the GCCR.

**Rationale:** Undergraduate students in Communication Sciences & Disorders (CSD) take EPE 301 because many of them work in school settings, providing services for children with communication disorders.

**College of Education, Department of Educational Policy Studies (EPE) will:**

- (1) Offer at least 10 sections of EPE 301 during the fall and spring term, as well as a couple of sections during summer school. Syllabi will identical across sections.
- (2) Provide a syllabus that
  - a. shows how EPE 301 meets the criteria of the GCCR
  - b. Provides CSD students with opportunity to make Field experience discipline specific
- (3) Maintain communication with the CSD program contact person as needed regarding student progress in the course. This will include providing CSD Director of UG Studies
  - a. with electronic access or hard copy of drafts, revisions and graded assignments with comments so that SLOs can be assessed
  - b. with rubrics used to grade drafts and reviews of assignments

**College of Health Sciences, Division of Communication Sciences & Disorders will:**

- (1) maintain communication with the COE EPE to gather or download assignments
- (2) evaluate student outcomes as required by the CHS assessment plan for CSD program
- (3) communicate to CSD students during advising how GCCR requirement can be met, and through course bulletin listings

**Attachments:**

- (1) Proposed syllabus for EPE 301
- (2) A draft of a new Manual of Field Experiences and Assignments for EPE 301 prepared by Dr. Gary Schroeder, the College of Education compliance officer. As a result of new accountability standards adopted by the Educational Professional Standards Board, students in EPE 301 are required to complete 15 hours of observation in the field, and must record their observations on a new website. As indicated in the manual (p. 8), in addition to UK Core requirements, expectations for writing and oral presentation would be integral component of EPE 301.

Kiluba L. Nkulu  
144C TEB  
859-684-2004  
[mukoma12@yahoo.com](mailto:mukoma12@yahoo.com)

Section 10  
Tuesdays & Thursdays  
2:00-3:15 pm  
Classroom: 129 DH

**EPE 301**  
**Education in American Culture**  
**Spring 2014**

**A critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society.\***

**Course Description**

EPE 301 explores the context of teaching and learning in American society, both within and outside the classroom. This course critically examines different perspectives on education and culture, explores anxieties and aspirations about schools, the ways popular culture influences schooling, and the effects of race, class, gender, ethnic, and regional dynamics, both past and present, on teaching and learning. EPE 301 considers what roles schools play in constructing and perpetuating inequalities and opportunities, as well as the specific dimensions and practices of schools that marginalize or privilege particular groups of people.

**Course Objectives**

- To promote skills of critical analysis by examining historical and contemporary debates about the nature of schooling and education in American society.
- To develop the ability to evaluate educational policies, structures, and processes for their differential effects on groups.
- To critically analyze differing historical and contemporary definitions of education and culture.
- To understand the social, economic, and political dimensions of schools that shape the possibilities of education.
- To explore the ways in which sex, race, class, gender, nationality, and geography mediate student and teacher subjectivities and shape the processes and organization of schooling.
- To develop an increased awareness of what it means in schools to be a person of our own sex, gender, race, class, etc., as well as understand how these categories affect those who are different from us.

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\*In addition to meeting an undergraduate certification requirement in the College of Education, EPE 301 satisfies two University requirements: "Citizenship" in the UK Core (General Education), as well as the Graduation Writing Requirement. For more information on "Citizenship"—Learning Outcome IV—see [www.uky.edu/registrar/bulletin/Current/ukc.pdf](http://www.uky.edu/registrar/bulletin/Current/ukc.pdf). On the writing requirement, see [www.uky.edu/UGE/Writing/](http://www.uky.edu/UGE/Writing/).

## Upper Tier Writing Course

### *Student Eligibility*

EPE 301 has been approved as a writing-intensive course to fulfill the Graduation Writing Requirement (GWR). In order to receive GWR credit for this course, you must have successfully completed the Composition I and Composition II requirements and attained sophomore status (30+ hours of coursework). Please refer to the UK Writing, Rhetoric, and Digital Media Web site (<http://wrd.as.uky.edu>) or your advisor for more information about required courses and the GWR. **Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, [eldred@uky.edu](mailto:eldred@uky.edu).**

### *Learning Outcomes*

- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

### *Minimum Writing Requirements*

- Students will be required to write a minimum of **15 pages of formal** writing.
- At least 10 of these pages must be single-authored assignments.
- No assignments requiring fewer than 4 pages may be included in the 15-page minimum.
- These 15 pages must go through a **draft, review, and revision** process. Peer review is sufficient to meet the review requirement.

### *Grading Policies*

- To pass the course, students must earn a grade of "C" or higher on ALL FORMAL assignments. Instructors can consider additional formal writing, writing other than the formal writing, or additional projects and assignments in the final grade computation. Thus, students can receive lower than a "C" as a final grade and still receive GWR credit.
- Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. **Instructors may limit the number of revision attempts and set time restrictions on revisions.** • **Note: For this course, students, who receive a D or below on papers, will have one week from when a graded paper is returned to meet with the instructor and to revise their paper. Only ONE revision attempt for each paper will be granted to students.**
- At the discretion of the instructor, students who fail to achieve competency may receive an "I" (incomplete) grade, but in no case may a student whose writing fails to reach the level of "C" (competent) receive a passing grade in a course that satisfies the University Writing Requirement.

### **Required Readings**

- Graham, P. A. (2005). *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. New York: Oxford University Press.
- Margolick, D. (2011). *Elizabeth and Hazel: Two Women of Little Rock*. New Haven and London: Yale University Press.
- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life (second edition with an update a decade later)*. Berkley, Los Angeles and London: University of California Press.

### **• Articles**

Select articles will be added to the list of required readings throughout the semester. Such articles will be available via Blackboard or handed out in class.

**BlackBoard Access** • Make sure you have Blackboard access for obtaining pertinent course documents and information.

### **Course Structure**

EPE 301 is an upper level course, which assists you in thinking critically about American educational issues, especially racial, gender, geographical, and class inequalities. Many issues covered in this course will challenge your preconceived notions not only about America's K-12 educational system, but also higher education within American society. Hence, it is vital we focus as a class, on creating a comfortable environment in which everyone can openly express their informed opinions.

### **Attendance**

I'll be here for scheduled meetings and I expect you to do the same.

### **Classroom Expectations**

- 1) You are expected to arrive to class on time. Should you come late, you will be held accountable for missing any information at the beginning of the class.
- 2) You are expected to complete assigned readings and come prepared to participate in class discussions.
- 3) All cell phones and other electronic devices should be turned off and put away at the beginning of each class session. Ringing phones, text messaging, and other electronic devices are disruptive to your learning, as well as to your peers.
- 4) Throughout the semester, we will be discussing controversial issues, some of which may be emotionally charging for you. While I look forward to hearing a wide array of opinions and perspectives, I insist that you engage in mindful, respectful, and tolerant communication throughout the semester.

### **Assignments**

You will be graded on attendance, class participation, a one-page reflection paper, two two-paragraph reaction statements, **two formal papers and a power-point presentation**. Being present for these activities is vital to your academic success. You are expected to:



- Submit all assignments on time. On time means at or before class begins on the assigned due date. Late submissions will be penalized with a five-point deduction for each day past the due date, unless with prior permission.

### **Grading**

*Rubrics on grading will be handed out in class, well in advance, for each written assignment or project, and made available on Bb.*

1) **Attendance (20 points)** – Regular attendance is critical for success in this course. Attendance will be recorded at the beginning of each session and credited toward the final grade.

2) **Participation (20 points)** - This course is interactive, involving regular group discussions and activities. It is vital you remain actively engaged. Your participation grade will be based on the following:

- In-Class Discussion, Group Work and Activities
- Discussion leadership – Each person will be expected to lead discussions during class meetings.

3) **Writing Workshops or Draft Reviews (60 points)** – You are required to participate in a draft review and revision process. For each of the two assigned papers, you will undergo an initial peer review. You will also receive written comments from me on the revised versions of those papers. These workshops or reviews count as a portion of your grade and are beneficial to you in developing and improving your writing skills. More information regarding the writing workshops and draft reviews will be provided later.

4) **What Does it Mean to Be an Educated Person? (50 points)** – Write a one-page personal reflection on reasons why you are pursuing a college education. This paper must be double-spaced.

5) **Reaction Statements 1 & 2 (100 points)** – Pick one of the pieces (book, book chapter, article, or video) already addressed in class and write a two-paragraph reaction statement, first summarizing the main argument, then stating your position on the main argument.

6) **Paper #1: Educational Autobiography (100 points)** – Write one 8 to 10 page essay describing your K-12 to now experience. Your paper should not be a chronological list of the events you experienced, but rather an analytical essay detailing significant experiences from your educational life since elementary school. A sample paper will be available through the course BB.

To assist you in fulfilling this assignment you may want to consider some of the following questions while you are developing your essay: What did you like and dislike about school? What factors contributed or hampered your learning? What type of extra-curricular activities did you participate in and how did you benefit from such participation? What are your views of your peers, teachers, and administrators? How did any of these change as you progressed from elementary school to middle school to high school? Are there any particular school policies or structures that affected your experience? In what ways, if any, did you receive advantages in school that others may not have received? Or, what advantages did others receive that you did not, and why? Finally, in your perception, how did gender, race, ethnicity, sexuality, class, and/or religion shape your experiences? Feel free to integrate insights from any of the material read or watched in class. This is a formal writing assignment that should be written in APA format. You must receive a C or higher grade on the paper to pass the course.

**7) Paper #2: Field Experience Project (150 points total)** - A field experience placement of 15 hours is required for all EPE 301 students. This is an inquiry-based, active learning experience, designed to enhance your foundation of knowledge and experience. The placement project should be relevant to you, your professional goals, and the issues covered in this course. As part of this field experience, you are required to complete the following tasks:

- **Selection of Site (10 points)** – Choosing your field placement location and defining your research or career interest are the first vital steps to this project. Selection of site form due **Thursday, January 30<sup>th</sup>**.

- **Journal and Hourly Log (10 points)** – Throughout your field experience project, you also need to keep a journal documenting your daily observations and activities. This journal can be hand written. Remember to log your hourly experiences on the field. All hourly logs will be collected for grading.

- **Presentations (30 points)** – You will be asked to share with the class your experiences and insights about your time spent at your location.

- **Paper (100 points)**- Upon completing your 15 observation hours you will write one 8 to 10 page paper exploring your experience in conjunction with class readings and discussions. You will choose the topic of this paper based upon what moves or motivates you from your time spent at your observation site. We will spend in-class time discussing this paper more thoroughly throughout the semester. This is another formal writing assignment that should be written in APA format. You must receive a C or higher grade on the paper to pass the course.

8) **Extra Credit** – A combined extra credit not exceeding **50 points** will be awarded for individual or group presentations on relevant educational issues debated on television, portrayed in printed or digital media, and discussed in scholarly publications. One 10 minute well-researched question-and-answer presentation is worth **25 points**. Students interested in an extra credit activity should talk to me first.

### **Policy on Make-Up Tests and Late Assignments**

There is no make-up work for unexcused absences. University excused absences include documented illnesses, deaths in the immediate family and university sponsored trips. If you miss an assignment or exam due to an excused absence, you can make up the assignment. **Excused** absences are given only upon presentation of a **VALID MEDICAL** or **EMERGENCY** excuse in **WRITING** within one week of you returning to class. A student may not take a make-up test without having an excused absence. Deaths in the family require a copy of the obituary and medical excuses require a doctor's note. Any other failure to submit work on the scheduled date will result in zero point for such work. It is your responsibility to follow up on any missed assignments.

### **Final Paper and UK Core Assessment:**

Please submit your final paper to your instructor and one copy of your best paper to UK Core Assessment via BB.

### **Plagiarism**

Plagiarism is attempting to pass off others work as your own, e.g. not citing information that is not your own words – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own

work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: <http://www.uky.edu/Ombud/Plagiarism.pdf>

### **Disabilities**

Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the UK Disability Resource Center, 257-2754. All students must provide proof of the disability and the need for accommodations before services can be provided. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychologist, psychiatrist, neuropsychologist or relevantly trained medical physician.

### **Grading scale as by UK standards:**

A= 100-90%, B=89.9-80%, C=79.9-70%, D=69.9-60%, E=below 60%

## **Course Schedule (subject to change as semester progresses)**

### **Week 1 – January 16th: Welcome!**

R Syllabus and introduction to course.

### **Week 2 – January 21<sup>st</sup> and 23<sup>rd</sup>: Historical Perspectives of Public Education in America**

T Patricia A. Graham, *Schooling America*, introduction and chapter 1 (Assimilation: 1900-1920), pp.1-50. Write a 1 page paper (double-spaced) reflecting on the primary reasons why you are pursuing college education. **This paper is due in class within a week from today.**

R Graham, chapter 2 (Adjustment: 1920-1954), pp.51-97.

### **Week 3 – January 28<sup>th</sup> and 30<sup>th</sup>: Historical Perspectives**

T Graham, chapter 3 (Access: 1954-1983), pp. 98-152. **Reflection paper on your philosophy of education due in class today.**

R Film: *Eyes on the Prize, Fighting Back* (viewing and discussions). **Selection of site for Field Experience Project due in class today.**

### **Week 4 – February 4<sup>th</sup> and 6<sup>th</sup>: Historical Perspectives**

T Graham, chapter 4 (Achievement: 1983-Present), pp. 153-200.

R Graham, chapter 5 (Autonomy to Accountability) and conclusion, pp. 201-256

### **Week 5 - February 11<sup>th</sup> and 13<sup>th</sup>: Historical Perspectives**

T Film: *The Bottom Line in Education* (viewing and discussions)

R Margolick, *Elizabeth and Hazel: Two Women of Little Rock*, chapters 1-23 (pp.1-157) **Reaction statement 1 due in class**

**Week 6 – February 18<sup>th</sup> and 20<sup>th</sup>: Race and Community**

- T Margolick, *Elizabeth and Hazel: Two Women of Little Rock*, chapters 24-43 (pp.158-284)
- R Lareau, *Unequal Childhoods*, chapters 1 and 2 and appendix B (Understanding the Work of Pierre Bourdieu), pp.1-32 and 361-364.

**Week 7 - February 25<sup>th</sup> and 27<sup>th</sup>: Social Class and Inequalities**

- T Lareau, *Unequal Childhoods*, chapters 3, 4, and 5, pp. 35-103
- R Lareau, chapters 6 and 7, pp. 108-160. **Reaction statement 2 due in class**

**Week 8 –March 4<sup>th</sup> and 6<sup>th</sup>: Social Class and Inequalities**

- T Lareau, chapters 8, 9 and 10, pp. 165-220.
- R Lareau, chapters 11 and 12, pp. 221-257; McIntosh, “White Privilege: Unpacking the Invisible Knapsack.”(Available on Blackboard)

**Week 9 - March 11<sup>th</sup> and 13<sup>th</sup>: Midterm Week**

- T **Draft review for paper #1**
- R Film: *October Sky* (viewing and discussions).

**Week 10–March 18<sup>th</sup> and 20<sup>th</sup>: Spring Vacation Week**

**Week 11–March 24<sup>th</sup> and 27<sup>th</sup>: Social Class and Inequalities**

- T Lareau, chapters 13, 15 and afterword, 263-311; 333-342.**  
**Paper #1 (Educational autobiography) due today by email, no later than 11:59 pm**
- R Emerging educational issues in American society – Guest Speaker Lederman, “Higher Ed: Engine of Inequity” (available on Blackboard)**

**Week 12–April 1<sup>st</sup> and 3<sup>rd</sup>: Current Educational Issues**

- T **Writing workshop/draft review for paper # 2**  
**Field experience placement hours log due in class today.**
- R Drop Out Nation – A Frontline documentary (viewing and discussions)  
Read: Schecter, Sandra R. (2000) “Diversity as the Fall Guy: When Adaptations Go Awry” (available via BB)

**Week 13–April 8<sup>th</sup> and 10<sup>th</sup>: Field Experience Project**

- T Field Experience Project - presentations**
- R Field Experience Project - presentations**

**Week 14-April 15<sup>th</sup> and 17<sup>th</sup>: Field Experience Project**

**T** Field Experience Project - presentations

**R** Field Experience Project - presentations

**Week 15-April 22<sup>nd</sup> and 24<sup>th</sup>:**

**T** Field Experience Project - presentations

**R** Field Experience Project - presentations

**Week 16-April 29<sup>th</sup> and May 1<sup>st</sup>: Field Experience Project**

**T** Field Experience Project – Finishing up paper # 2

**R** Field Experience Project – Finishing up and submitting paper # 2

**Due this Thursday May 1<sup>st</sup> no later than 11:59 PM: Paper # 2 by email  
and UK Core Assessment paper through Blackboard**

Week 17-May 5<sup>th</sup> - 9<sup>th</sup>: Monday through Friday Final Examinations Week

May 9<sup>th</sup> – Friday: End of 2014 Spring Semester

May 10<sup>th</sup> – Saturday: Commencement