Term Information

Effective Term: Summer 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change Course Bulletin Listing to ESEPOL.

What is the rationale for the proposed change(s)?
Course was mistakenly entered into ESCFE with the college was realigned.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None. Both programs are in the same department.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area
Previous Value: Educ Sts: Cultural Foundations

Fiscal Unit/Academic Org
Previous Value: School/Educ Policy&Leadership - D1280

College/Academic Group
Previous Value: Education & Human Ecology

Level/Career
Previous Value: Graduate

Course Number/Catalog
Previous Value: 7224

Course Title
Previous Value: Educational Policy Analysis in Contemporary Culture

Transcript Abbreviation
Previous Value: Ed Policy Analysis

Course Description
Previous Value: Examines key theories and research perspectives on educational policy. Explores major policy processes and agendas unfolding at the time of the course. Introduction to methods for studying educational policy.

Semester Credit Hours/Units
Previous Value: Fixed: 3

Offering Information

Length Of Course
Previous Value: 14 Week, 7 Week, 12 Week (May + Summer)

Flexibly Scheduled Course
Previous Value: Never

Does any section of this course have a distance education component?
Previous Value: No

Grading Basis
Previous Value: Letter Grade

Repeatable
Previous Value: No

Course Components
Previous Value: Seminar

Grade Roster Component
Previous Value: Seminar

Credit Available by Exam
Previous Value: No

Admission Condition Course
Previous Value: No

Off Campus
Previous Value: Never

Campus of Offering
Previous Value: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• The course is intended to help you develop conceptual maps of the economic and political fields in which educational policy is made.

Previous Value

Content Topic List

• Purposes of educational policy: Self-Interest, Justice, Democracy, Power
• Competing definitions of "policy"
• Key theories of policy
• Key policy agendas and their political bases
• Policy as “discourse” & public narrative
• Relation of educaional policy to national and international economic and political processes
• Elite networks & Advocacy coalitions in Educ. Policy

Attachments

• ESEPOL 7224.pdf: Syllabus

(Syllabus. Owner: Wheaton, Joe Edward)

Comments

Workflow Information

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Educational Policy Analysis in Contemporary Culture (3) 2013

ESEPOL 7224 Educational Policy Analysis in Contemporary Culture

M 4:10PM - 6:50PM Ramseyer Hall 0329

Office Hours: Wed 4-5; Thursday 2-3:30; or by appointment

Jan Nespor. Office: Ramseyer 101A; Ph: 688-3084; nespor.2@osu.edu

Objectives

The course is intended to help you develop conceptual maps of the economic and political fields in which educational policy is made, the processes and types of actors involved in shaping that policy, and the social implications of current policy agendas. It's also intended to expand your repertoires for thinking and communicating orally and in writing about educational policy.

There is not enough time to deal in class with all the relevant issues in the depth desirable, so you will also be exploring and writing a more in-depth, focused paper on an educational policy of particular interest.

Textbooks and Texts

There is no assigned textbook. There are many assigned and suggested readings, audio podcasts, and online videos. The rapid evolution of education policy and the increasing use of non-academic channels for the promulgation of position papers and research means that work often appears on-line long before its published - peer review now takes place after the piece appears, often in blogs and commentaries across the web. There are good and bad aspects to this, but either way it can’t be ignored.

There are also many assigned and suggested readings from academic journals. All of these are online. The nice thing is that as students (if you're logged in through the university) you can legally download journal articles (and in some cases portions of books) from the library’s holdings and print it at your discretion. When in doubt (you’re not sure you’ll want to read a piece) download it. Pdfs don’t take up much disk space and one problem with electronic publishing is that access to years-worth of publications can disappear overnight. This has in fact recently happened at OSU: As I was putting together this reading list I noticed that journals I was using last spring were no longer available. When I asked the librarian what had happened, she seemed unsure at first (which suggests the decision had been made top-down), then informed me that “Taylor and Francis (as well as Bentham and Karger) have removed some full-text content from EBSCO databases . . . While they are replacing the 395 titles with 596 other titles, valuable content for users was removed by the vendor.” When I checked the two lists I discovered that the change wasn’t arbitrary: the additions reflected a hard turn to the 'sciences,' and many of the journals (apologies in advance if you read these) seemed to be relatively specialized (e.g., the Albanian Journal of Agriculture, Azerbaijan Journal of Mathematics, etc. The library’s links to both of these seem to be dead). Meanwhile a number of journals I use – British Journal of Sociology of Education, City, Comparative Education, Mind, Culture & Activity, Disability Studies, Teachers and Teaching, Identities, Review of Education, Pedagogy, & Cultural Studies, Peabody Review of Education -- appear on the 'removed list.' A few of these, it turns out (e.g., the Peabody journal, the Journal of Education Policy, and Educational Psychology) are still available through different suppliers (though the Peabody Journal has an 18-month embargo, so you can’t read anything published past mid 2011). Other texts, like the European Educational Research Journal, which is not on the removed list, was still no longer accessible as of this writing, though the library site suggests it should be. So, as I say, if you see something, get it. And if you do download, back-up the files on separate media. Digital devices (i.e., computers, IPads) fail, get lost or damaged, and a lack of back-up files can be disastrous.

Attendance Policy

I’ve borrowed a policy and adapted it from the historian Vijay Prashad’s syllabi (there’s quite a bit of him on the web and YouTube, eg – here’s an interesting link to a talk on cultural commodification: https://www.youtube.com/watch?v=69hMKF3tjOc&feature=related)

If you miss even one class without prior permission, you are liable to fail the course. I am ruthless about this point. Please make sure that you send me an email at least an hour before class. If you have to miss a class (even for health reasons), I expect, by the following class session, to have a ten-page paper that lays out the main analytical points in the reading for the class you missed. This is non-negotiable. If I do not hear from you before class that you are missing class, or if you fail to get me this paper by following class your final grade will drop a grade. Vijay Prashad

If you attend a conference, you may submit your paper/presentation in lieu of the report on readings.

There are no make-ups for missed classes or extensions for end-of-term assignments.
Course Tasks

The list of tasks is short:

1) Reading

2) Participating in Discussion, including leading one discussion session. I’ll lead the second class of the term, during which we’ll set up a schedule that second week for the rest of the term.

3) Participating in the class blog

4) Writing a paper. Due April 25th.

Reading

A lot of school experiences teach us that reading is a matter of memorizing things, then talking about them in class or reproducing them in papers and tests. This leads to a kind of superficial reading in which you look for summary paragraphs or key statement to highlight or cut and paste into “notes.” School also sometimes suggests that the point of reading is to “respond” to a text, that is, to see how it relates to our lives, preconceptions, and beliefs. This leads to a reading process that registers only those points of the text that mesh with or grind against prior experience.

Neither approach is very productive. You should remember something about what you read, and you’re going to respond to it in some way, but these aren’t the aims. Rather, there are at least three basic reasons for scholarly reading (in no particular order)

1) Reading helps you discover issues, events, and processes that affect your life and your world, but that are either hidden from you, or unfold outside your view. Reading helps you make connections between your life and situation and the lives and situations of people you’ll never meet and place you’ll never go. By ‘connection’ I mean just that – not that there are necessary similarities or direct relevancies, but relations: I’m connected somehow to the people who assembled this computer, who made my clothes, who grew the coffee I’m drinking – how? Why do I get to drink the coffee and write while they work grinding 80 weeks for low wages?

2) Over time you’ve begun to get interested in particular kinds of questions and processes – what pushes school administrators to adopt technologies without a clear idea of what they can do, for example – and as you read you are looking for ideas and cases that can help you develop explanatory understandings of how such processes work (some of these may be analogical, that is, not have to do with schools or technologies, but tell you something about how people make decisions and so forth).

3) As you’re doing this reading you’re also assembling a repertoire of theoretical languages and frames – how do people use constructs like “networks,” “privatization,” the “politics of scale,” “neoliberalism,” what do different uses mean, what kinds of questions do particular senses of a term help you ask, etc.

Thought of this way, scholarly texts are tools. The point isn’t to summarize them, memorize them, or respond to them, it’s to figure out how to use them to learn something about the world and convey that understanding to others. Since you need a lot of tools, you have to read a lot, being on the lookout for something useful in every text, and at the same time understanding that all texts have gaps, problems, weaknesses. As Edward Said (1983) puts it:

Theory . . . can never be complete, just as one's interest in everyday life is never exhausted by simulacra, models, or theoretical abstracts of it. Of course one derives pleasure from actually making evidence fit or work in a theoretical scheme, and of course it is ridiculously foolish to argue that "the facts" or "the great texts" do not require any theoretical framework or methodology to be appreciated or read properly. No reading is neutral or innocent, and by the same token every text and every reader is to some extent the product of a theoretical standpoint, however implicit or unconscious such a standpoint may be. I am arguing, however, that we distinguish theory from critical consciousness by saying that the latter is a sort of spatial sense, a sort of measuring faculty for locating or situating theory, and this means that theory has to be grasped in the place and the time out of which it emerges as a part of that time, working in and for it, responding to it; then, consequently, that first place can be measured against subsequent places where the theory turns up for use. The critical consciousness is awareness of the differences between situations, awareness too of the fact that no system or theory exhausts the situation out of which it emerges or to which it is transported. And, above all, critical consciousness is awareness of the resistances to theory, reactions to it elicited by those concrete experiences or interpretations with which it is in conflict. (Said, 1983, 241-2)

Class Discussion

You’re going to have to talk about the readings.

1) You’re going to have to lead the class discussion one week during the term. That doesn’t mean lecture or explain, it means
orchestrate a discussion.

2) You have to serve as a “second” for the discussion leader another week. That means you’ll need to make sure to read the required materials, help the leader if necessary, and pick up on points in the readings that you think haven’t been adequately address. Finally,

3) You’re going to have to serve as note-taker for a different class session, in which you write up comprehensive notes on the discussion to post to the class blog.

Why all this fuss?? Scholarly work isn’t just being able to read and write: you have to be able to talk and listen. Part of the habitus of academia is the ability to talk articulately about theory, research, and politics in critical but constructive ways: that is, it may be good to have the ability to trash somebody’s ideas (especially if they’re gaining political ascendency), it’s usually not a useful thing to do improve understanding. Nor is it proper or useful to embrace some idea or perspective whole-hog as if joining a club or a religion. You have to get accustomed to using and depending on ideas and studies that you know also to have weaknesses and shortcomings: the point is to take what seems the best empirical work and the most generative and enlightening conceptual frames, and push to build on and improve them.

How do discussions work?

According to the educational linguistic Courtney Cazden, classroom discussions can do three things lectures don’t do well:

1) Discussions can act as a catalysts: it forces us to confront alternative or contradictory ideas or arguments. We either revise our ideas to take counter arguments into account, or we augment our arguments to counter the objections that have been raised.

2) Discussions are social events that provide us with ways of enacting complementary roles, of participating in mutual guidance and support.

3) Discussions can allow or even force us to formulate and refine ideas and opinions. That is, we don’t go into a classroom (or other discussion setting) with fully formed and articulated ideas in our heads, waiting to shoot them out of our mouths. Instead, we use talk and discussion as a way to clarify in our own minds what we "think." Discussion allows us to participate in "exploratory talk."

For discussions to accomplish these things, they need to proceed in a fashion that allows everyone to participate in a constructive manner. This does not happen naturally. Cooperation, as Richard Sennett (2012) argues, is a learned skill. I’m still learning myself.

I’ve put together these guidelines for discussion – they are partly mine, and taken from others like Renato Rosaldo and Wayne Booth; others have been suggested by students in previous classes.

1) Though I expect to participate actively, I cannot be the center of the discussion. Try to get out of the habit of raising your hand to be called on, either, and your comments need not be directed towards me unless you’re responding to something I’ve just said. When I do make a statement you don’t have to agree with it. When I ask a question don’t assume that there is any ‘right answer’

2) Listen well and avoid dominating the conversation. Expect that there will be nights when you don’t get to say everything you’d like to. If that happens, write it down and post it to the class blog.

3) Treat others in the class, as well as the authors of the text, with respect and civility. There are lots of ways to do this.

   a) You can show that you’re listening by prefacing your comments with a summary of what the preceding speaker (or the section of the book you wish to discuss) has said. Put it into your own words -- this can forestall misunderstandings and reassure the previous speaker that she or he has been listened to.

   b) If you’re disagreeing, stay in the “subjunctive mode” – “I would have thought . . .” “Couldn’t you say that . . .” Build on what they previous speaker said, for example,"I heard you saying this----, here’s why I disagree . . . ."

   c) Stay on (or close to) the subject. A discussion is not a gabfest, bull session, or opportunity to tell anecdotes about yourself and unload you opinions. If you wish to change the topic instead of responding to what the preceding speaker said, you should acknowledge that’s what you’re doing and explain why you’re doing it.

4) Try not to worry about sounding "smart." Nobody wants to sound like a fool, but it’s easy to get caught up on the dynamics of "discussion-as-performance" (of course, it is a performance, but you do it best when you’re not self-conscious). Consider these comments from a graduate student at Duke (Bowman, in O’Barr & Wyer, 1992):

   I feel always under scrutiny, as if there is a danger of, and danger in, saying something "wrong" or even something not
useful. That kicks in especially when I feel uncertain of my facts or the context or when I'm just starting to explore an idea. But when I feel confident and have some knowledge to contribute, I feel all the more vulnerable, because then I have less excuse for saying something stupid, and I also feel like I'm showing off or talking down to people somehow ... For me, speaking in class is always performing. I realized this when it struck me that my journal writing feels that way too. I think there is a degree to which this is inevitable -- it's not really possible to escape entirely this feeling of being on display to be evaluated, and the concomitant desire to "get it right" -- but I think it can be lessened, and I want to try to keep that in mind as a goal. (p. 80).

5) Be conscious of differences in discourse style and be aware of the unconscious ease with which we (including me) often silence others: We have to beware of unconscious features of our discussion styles that exclude or marginalize others -- interrupting dominating a topic, ignoring or denigrating others' comments, asking challenging rather than supportive questions, and generally monopolizing the floor.

6) Avoid arguments from authority. Some of you will have read more than others; some of you may have extensive personal experience with some of the things we discuss in class. There is a temptation to simply dismiss someone who's saying something that goes against all of your experience or learning: "Well, when you've taught 20 years as I have you'll know ..." – But it's also good to question your assumptions and re-considering your views.

I have no intention of playing policeman and enforcing these rules. I know from my own experience that it's a constant effort to carry on a discussion in this fashion. Nonetheless, these are some of the goals I hope we'll work towards.

Suggestions for shaping the discussions you lead

Think of the classroom as a "public" space in which different ideas can intermingle without collapsing into one dominant view. Of course some facts are harder than others, some are just plain wrong. Some views more generative and credible than others. The point is simply that smashing or dismissing you're opponents is not very valuable. You don't want to simply perform what you know. You want to figure out how to convince others to think that way too. This means you make sure you understand what they think in the first place, and why they think that way. You have to learn from listening to others, and instead of just saying to yourself (or out loud): "how can you believe that?", try to figure out how a reasonable person could believe that. Then you can construct your argument to engage them.

The sociologist Richard Sennett (2012), drawing on Bahktin, suggests that a good discussion does not always "resolve itself by finding common ground. Though no shared agreements may be reached through the process of exchange people may become more aware of their own views and expand their understanding of one another" (p. 19):

the skills of listening to others become as important as making clear statements. The philosopher Bernard Williams writes scathingly about the 'fetish of assertion', that impulse to ram home your case as though its content is all that counts. Listening skills don't figure much in this kind of verbal joust; the interlocutor is meant to admire and so to agree, or to counter with equal assertiveness – the familiar dialogue of the deaf in most political debate (p. 18)

Sennett is not suggesting that a discussion should be a serial monologue in which everyone gets their say in turn and avoids making strong claims or challenging others. There's nothing wrong with strong argument. What should be avoided is not disagreement, but shutting down the conversation and silencing other people.

As with discussion, so with your reading. The aim is what Peter Elbow calls 'methodological doubt' – the scrutiny, testing, and questioning of texts rather than simple acceptance or rejection. As Elbow notes, there is an "important difference between blanket, naive, unthoughtful skepticism that rejects everything and the use of doubting as a methodological tool where the goal is not rejection but testing."

In other words, doubting is not just disagreeing with an author, it's a process of thoughtful questioning: How does the reading hold together? How does it convince (or fail to convince)? What kinds of issues are ignored? Are there remaining ambiguities? What insights does it add that are unavailable from other perspectives? Are there cases or problems for which the argument would not hold? Are there gaps or omissions?

Ways to use and make sense of the readings

The point, again, isn't to memorize – if you want to find things fast, make an outline on the first page of your printout, listing list issues or points that emerge and the pages in the text where you can find them. The goal, however is to understand the arguments and be able to place them in larger public conversations and arguments about issues; it's to think of how the readings might help you understand some pressing problem.

There are lots of ways to do this, and its good to have a lot of ideas, since some won't work. Many of you are much better at leading class discussion than I am, so what's suggested below may be ignored.
1. If the text is making an argument (i.e., it’s not a newspaper article, or a chart, or a summary of recent trends), you can have the class analyze the structure of the argument. Part of what you’re interested in doing is learning how to write, so it’s useful to

   -- identify the basic ideas or arguments: how are the arguments structured; how is the text put together, what kind of evidence is used and how is it used.

   -- think about the presuppositions of these ideas (what must the author think in order to make these claims; what are their basic theoretical premises about people and events work)

You can’t do this in your head. You have to outline or even diagram the argument. So one task might be to have students work at this for 5 or 10 minutes, then try create a composite argument (using the board to create a diagram, perhaps). Of course, this should be an interesting or important article in some fashion, and you’ll need to understand it and have some ideas about how it works yourself before you proceed.

   — discuss how these arguments fit into current political, cultural, and intellectual contexts

2. If the text seems particularly obscure or complex, you might focus the discussion on clarifying its ideas and arguments – Here’s how this author is using this term or idea, what exactly does she mean? How is she using it?

3. You might one to bounce one reading off another and try to explore how one idea is connected to an idea or argument in another text. It’s not enough to ask the class: “How does text x compare to text Z,” but you might focus on a particular facet or component of the texts where they differ.

4. If there are some theoretical pieces in the readings, you might take a particular empirical problem or event (from the newspaper, or the web) and have the class analyze it through the lenses of the readings (or other lenses).

If the readings are reporting particular events, or problems, or situations, you might structure discussion around some questions – these could be asked as questions to be responded to verbally, or you could ask people to take a minute to jot down some ideas in response, then ask for volunteers. The key thing about using questions is to follow up on what people say – listen to them, and listen for points to expand on, clarify, question further:

   Who or what is driving the processes (be specific) named in this article?
   What kinds of constraints do the processes described produce?
   What pressures do they generate – what directions do they push politics and policy?
   To influence this, where and how would one need to engage it?
   How is it visible to (or hidden from) the public?
   How is it incorporated into public discourse (or how might it be if it’s not)?
   What form should public discourse take?
   What kind of time is needed to engage with these issues?
   Where would one do so? [i.e., face to face, internet, etc. – what are the pros and cons; is this ‘local’ or global, who should be included in the debate, etc.]
   What knowledge is needed to ‘read’ it (make sense of it critically)?
   Who or what should make decisions about these processes?
   Who wins from these arrangements/this policy/this way of framing the issue? Who loses?

**Blogging**

I’ll set up a class blog and ask you to make at least two substantive post – that is, a thoughtful, reflective set of comments related to the readings or to current issues relevant to the readings. One post should be sometime between the 4th and 9th week of classes; a second should come after spring break but before the last week of class. Feel free to respond to posts, and to post as often as you like. It will be a closed blog on Wordpress. If you don’t know how to do this, I’ll help you. I will try to post at least once a week, if not more frequently. I’ll set up the blog after the class enrollment settles, then send out email invitations for you to join.
Paper Assignment

The major assignment is a written research paper. The paper should take up a education policy topic and look at it critically in terms of some of the ideas and issues examined in the course. I would like to see a one-paragraph statement of the topic before you begin. I’d like to see that by the third class. Please see me as soon as possible if you have problems or uncertainties: coming to my office late in the term and confessing you don’t know what to do is not going to work.

1. The paper should have a good descriptive title.

2. There should be substantive sub-headings; that is, they should say something about the section of text (some people recommend that a reader should be able to follow the structure of the argument by looking at the titles of the sub-headings). “Literature Review” is not a substantive sub-heading.

2. The body of the paper should be about 15-25 pages long. This does not include the title page and reference list. Use 1.5 spacing with reasonable margins. If you go over 25 pages I’ll give you back the paper and ask you to edit it down.

3. Spelling, punctuation, and grammar should be correct (at least as correct as mine – that is, occasional typing errors, but nothing too messy). APA style should be used for citations and references.

4. The paper should make an argument or present a critique about a significant topic. Don’t just summarize things you’ve read. Don’t talk about texts just to describe what’s in them: if you talk about them, it should be because you’re going to use terms or ideas or facts they introduce, or because they raise specific questions about the problem you’re interested in, or because you want to critique them, or something like that – again, think of the sub-headings as outlining the structure of the argument.


7. You can hand the paper to me or leave it in my mailbox in Ramseyer 122 on the due date: April 25th.

Care with Terms

Every key term you use is probably used by other people in very different ways. “Identity,” “culture,” “learning,” “empowerment,” “intersectionality” and the like are not obvious or simple terms. You have to clarify these concepts. This does not mean that you supply a list of “definitions.” Nor can you clarify meanings by using dictionary definitions: Dictionaries are not acceptable or adequate sources for the definition of complex theoretical or conceptual categories. Nor can you trust Wikipedia – excellent for some things, disastrously wrong on others.

So what does conceptual ‘clarity’ mean? It means you need to show through citations how your concepts have been used by others, whose approach you’re following – or how you are developing your own concepts in contrast to others – and whey the concepts you’re working with chosen instead of others. You must cite particular authors, preferably with page numbers. This does not mean that you summarize what one author after another says about this or that idea – this is not a book report, it’s an empirical work – and the point is not to write pages just to show that you’ve read stuff, it’s to sharpen your tools so you can make sense of the data you have about what you’re studying. You need to show that you’re aware of how the terms are used by others, and why you think your own way of using them are the best.

Clarity also usually requires some specification of empirical range. You can’t just write about “charter schools,” for example, unless you plan to write a book, because there are many kinds of charter schools, differing greatly from state to state, but also within states or cities along many axes (ownership, control, curricular focus, student population, etc). So you may want to write about “for-profit” charters in Arizona with for-profit schools elsewhere, or contrast KIPP schools to charters run by the teachers’ union in L.A. Etc. [It’s true that evaluation research often collapses all these kinds of “charters” together (and usually contrasts them to “public schools” as if that category was not also internally heterogeneous) to make global comparisons. This is a necessary response to policy and legislative agendas promoting “charter schools” as a global solution to educational problems. None of you, however, will be doing large scale evaluation studies for this class].

Remember that the terms and concepts you’re working with should be tools that help you analyze, or they should be problems or topics that you’re examining. In the first instance, I mean, for example, how one might draw on concepts like “contingent employment” or “flexibilization” to make sense of teachers’ work in certain kinds of charter schools. In the second sense (concepts as problems or topics) you might want to analyze how a particular concept or construct has come to play a role in major policy debates (“choice,” for example, although that would be a big one to deal with).

The paper should have a logical structure: use those subheadings – one should be able to read the sub-headings and get a sense of what the paper is about. If you don’t make an outline before writing, make one after you write – paragraph by paragraph (this is
called ‘reverse outlining’) – does your piece flow? The opening paragraphs should frame what you’re looking at and how you’re going to look at it. I hate having to read three or four pages of verbiage before you tell me what it is exactly that you’re trying to do. You should also have a conclusion! When in doubt, cite the source: Again, use APA (if you don’t know how, come talk to me). Don’t try to include everything: Focus.

The chart below is my best attempt at explicitness

### TERM PAPERS: GRADING GUIDE

The idea of a chart like this was inspired by looking at other professors’ (e.g., Derek Gregory’s) syllabi. The category descriptions are mine (I think. If not, apologies).

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<th>STRUCTURE &amp; ARGUMENT</th>
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<td><strong>EXCELLENT</strong></td>
<td>The topic is clearly important to educational policy or reform, and framed and addressed in an insightful and critical manner. It is well situated in the wider societal/political context. The reading goes well beyond the required texts; Good use of evidence from specific cases</td>
<td>Critical and imaginative approach; Intelligent use of theories/ideas to structure argument; Convincing conclusion showing ability to evaluate and synthesize.</td>
<td>Very clear, interesting to read; sophisticated use of language; Correct grammar, spelling, punctuation; Full and accurate citations.</td>
</tr>
<tr>
<td><strong>A or A-</strong></td>
<td>Thorough research; effort to read well beyond required texts; Some attempt to situate subject in wide context; Use of evidence for specific cases</td>
<td>Careful and constructive approach; Some use of theories/ideas to structure argument; Effective conclusion, with some evidence of evaluation and synthesis.</td>
<td>Clear writing, easy to follow No more than a few grammatical, spelling, or punctuation mistakes. Proper citation of sources.</td>
</tr>
<tr>
<td><strong>GOOD</strong></td>
<td>Uneven or derivative– Summarizing what others have said without critical insight; little attempt or success in place the issue or topic in a wider societal context; Undeveloped or poor examples.</td>
<td>Gaps in argument or structure; theory or conceptual apparatus insufficiently developed. Simplistic conclusion (i.e., restatement of initial assumptions; or bland conclusion that could have been tacked onto another paper)</td>
<td>The writing is unclear or jargon-ridden. There are an inordinate number of mistakes in grammar, spelling, and punctuation; However, ideas and texts are adequately cited.</td>
</tr>
<tr>
<td><strong>FAIR</strong></td>
<td>Poorly framed. Little or no evidence of reading beyond syllabus. No attempt to situate subject in context; Inadequate or improper use of examples and evidence.</td>
<td>No obvious argument or structure; Little or no acknowledgement of theories/ideas; No real conclusion.</td>
<td>Unclear; Elementary use of language; Poor grammar, spelling, punctuation; Inadequate documentation of sources, quotations.</td>
</tr>
<tr>
<td><strong>C+ or C-</strong></td>
<td><strong>D or F</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administrative Information

Writing Style and Plagiarism - For all writing in this class, please use “APA style” for in-text citations and reference lists. Remember that if you refer to specific arguments or claims in the readings you must cite the particular pages where those arguments or claims appear (and of course, place all quotations or borrowed language in quotation marks and give a proper citation). Plagiarism can result in a failing grade. Do not plagiarize! Different national educational systems and disciplines have different assumptions about how to cite other’s works and how to show influences and quotations. You are expected to abide by the definitions of plagiarism accepted at major U.S. Universities. Plagiarism may result in a grade of “F.” When in doubt - cite. Consult: fye.osu.edu/pdf/orientation/policies.pdf

Also examine: http://www.wpacouncil.org/node/9

Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. See the Code of Student Conduct http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.osu-state.edu/.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.