

CRN #44746

**EDUC 313**  
Fall 2006 / 3 Units

# ***Education for ACTION:***

## **Developing Learning Skills, Life Skills & Organizing Skills for College and Beyond**

Eric Rofes  
Associate Professor of Education

Location of Class	Siemens Hall 120
Class Date & Time	Tuesdays and Thursday, 11:00 a.m. - 12:20 p.m.
Professor's Office	HGH 209
Office Hours	By appointment; also Wednesdays, 1:30-3:00
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Instructors' E-Mail & Web Site	Eric Rofes: er7@humboldt.edu / www.ericrofes.com Kevin Simmons: kas33@gmail.com Christian Guillen: cguillen36@gmail.com
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## **Class Requirements, Deadlines & Grading**

Your final grade in this class will be determined by assessments in four key areas:

1. **Class Attendance and Participation (20%)** You are expected to attend every class session, arrive in class on time and depart class only when the session is completed. This portion of the grade also will evaluate your active participation in class and your ability to discuss class readings.
2. **Short Autobiographical Paper (10%)** This is due on September 18 at the start of class. More information will be distributed about this assignment in advance.
3. **Short Paper on Campus Culture (10%)** This is due on October 24 at the start of class. The assignment focuses on applying the theories and analyses focused upon in our readings and class discussions on one particular aspect of HSU campus culture. More information will be distributed about this assignment.
4. **Skills-Focused Assignments (30%)** Several short and specific assignments will

be created that focus on applying the skills we focus upon in the class to a specific task. This will include assignments focused on time-management, public speaking, and reading academic articles.

- 5. Final Examination (30%)** The examination will take place during finals week and will focus on the course readings, assignments, activities, and videotapes. The professor will spend the final 2 weeks of the semester preparing students for the examination in order to ensure student success.

## Overview

This is a specially designed version of *Education for Action* that is focused on skills that are useful to succeeding in an academic setting. At the same time, the course aims to provide students with a critical understanding about the ways in which the culture of the university might clash with their home cultures. The course aims to provide a supportive space for students to navigate the challenges of surviving (and thriving!) in a university setting.

Among the key issues this course will address are:

- The experiences of first-generation college students
- Understanding class, money and power at HSU
- Factors contributing to engagement or alienation from college life
- Cultural clashes between home communities and academic life
- Negotiating and managing an identity as a college student
- Ways in which gender intersects with success in academic life
- Creating an academic voice while maintaining one's original voice
- Ways to get a college degree without becoming isolated from one's family and home community
- The value of a college degree in today's world

Among the key areas for skills training during this course are:

- Time Management
- Academic Writing
- Organizing a Paper
- Reading for Academic Courses
- Note-taking
- Balancing Work, School and Fun
- Public Speaking
- Goal-Setting and Achieving Key Objectives

This course aims to be more than just an ordinary class. It aims to create a community of students who are able to critically understand their experience of attending a university; maintain a commitment to home, family and community; and find academic success.

## Diversity & Common Ground

This course qualifies as a Diversity and Common Ground course at HSU. It includes the following core objectives and is designed for students to:

- Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other;
- Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on;
- Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.);
- Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege.

This course is also an elective in the Leadership Studies minor, the Social Advocacy minor, and the Environment and Community MA program.

## Course Readings

This course has three required texts and additional articles which will be placed on MOODLE or distributed in class. Bottom line--> Students are expected to be prepared to discuss the week's assignment in class. The required texts are:

- ***Without a Net: The Female Experience of Growing Up Working Class***, edited by Michelle Tea (Seattle: Seal Press, 2002)
- ***Beyond the Safety of Dreams***, by Mike Amnasan (San Francisco: Krupskaya, n.d.)
- ***Class Matters***, correspondents of The New York Times (New York: Times Books, 2005)
- ***Always Running: La Vida Loca: Gang Days in L.A.***, by Luis Rodriguez (New York: Simon and Shuster, 1983)

A copy of each of the required texts is on reserve in the library.

# Special Notes

- **Absences:** Please notify the professor if you will have to miss a class or arrive late / leave early, so he might plan accordingly. Please consult other students--your peers--to find out what you missed in class and to photocopy any handouts. If additional questions emerge after this consultation, see the professor.
- **Daily Announcements:** Brief announcements will be invited at the beginning of each class. Keep each announcement under one minute.
- **Cell Phone No-no:** Use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, notify the class during opening announcement period of potential disturbance.
- **Standard Academic Writing Expectation:** The use of standard, grammatically correct English in your writing and speaking is key to your success in this course. If you need assistance with your writing, please visit the university's Writing Center, seek help from classmates and friends, or visit the instructor during office hours. Take seriously this emphasis on English-language skills and ask the professor for help when you need it.
- **You Are Invited...and E-Mail List:** Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule. Also, an e-mail list will be created for this class. Students are required to check their email accounts at least once every two days.
- **Access for Students with Disabilities:** Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- **Ethics:** Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU catalogue.
- **Guess Who's Coming to Class?** Visitors are welcome to this class. Food and beverages are welcome. If you have friends who might benefit from joining us for a specific session, bring them along and introduce them during opening announcements.

*Assignments are due on the announced date unless alternate arrangements have been made at least 48 hours in advance of the due date. Otherwise, late assignments will have a full grade deducted for every two days they are late.*

# EDUCATION for ACTION

## *Schedule of Topics, Readings and Assignments*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
August 22	Orientation to Education 313		
August 24	What Do We Want Out of this Course?	Article #1	
August 29	Skills-Building: Basic Time Management Skills	Article #2	
August 31	First-Generation College Students: Who Are We?	Article #3 & 4	
September 5	Skills-Building: Reading for College Classes		Time-Management Plan / Journal due
September 7	Understanding Class, Money, and Power in America I	Class Matters, ix-26	
September 12	Understanding Class, Money, and Power in America II	Class Matters, 27-72	
September 14	Understanding Class, Money, and Power at HSU	Class Matters, 73-110	Reading Plan & Assessment due
September 19	What Do We Want Out of HSU?	Class Matters, 111-145	
September 21	Engagement & Alienation in College Life	Class Matters, 192-233	
September 26	Engagement & Alienation in College Life II	Amnasan, 7-30	
September 28	Engagement & Alienation in College Life III	Amnasan, 31-63	Short Autobiographical Paper due
October 3	Writing Skills I: Languages of Home, School and the Streets	Class Matters, 234-243	
October 5	Writing Skills II: Writing a College Paper		

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
October 10	Writing Skills III: Finding My Voice(s)	Tea, TBA	
October 12	Writing Skills IV: Writing a College Paper	Tea, TBA	
October 17	Speaking Skills I: My Voice Needs to Be Heard Here	Tea, TBA	Oral Presentation #1 due
October 19	Speaking Skills II: Speaking in Class—When, Why, How?	Tea, TBA	
October 24	<i>I'm Every Woman: What Kinds of Young Women are Cool with College Life—and What Kinds Don't Seem to Fit?</i>	Tea, TBA	Short paper on HSU Campus Culture due
October 26	<i>I'm Every Woman II.</i>	Tea, TBA	
October 31	<i>Who the Man? What Kinds of Masculinities are Cool with College Life—and What Kinds Don't Seem to Fit?</i>	Rodriguez, 3-54	
November 2	<i>Who the Man? II.</i>	Rodriguez, 55-79	
November 7	Speaking Skills III: Preparing an Oral Presentation	Article #4	
November 9	Speaking Skills IV: Gender, Race and Public Speaking	Article #5	
November 14	What Do We Want out of HSU--Revisited		Oral Presentation #2 due
November 16	<i>Who the Man? III</i>	Rodriguez, 80-131	
November 28	<i>Who the Man? IV.</i>	Rodriguez, 132-188	
November 30	Creating Many Voices.	Rodriguez, 189-209	Oral Presentation #3 due
December 5	Voice and HSU	Rodriguez, 210-251	
December 7	Why Get a College Degree?	Exam Preparation	
Week of	Final Examination		Final Examination

