

High Impact Practices

with

Open Access

Technology in Education Conference.

California State University,

Dominguez Hills

Dean Ramser

Lecturer, CSUDH

"High Impact Practices with Open Access" at CSUDH's Technology in Education Conference

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

2018

CSUDH
2018
TECHNOLOGY IN EDUCATION CONFERENCE
#tec18

TECHNOLOGY IN EDUCATION CONFERENCE

Promoting Best Practices with Technology in Education

Dean Ramser
CSU, Dominguez Hills
PRESENTER

October 16, 2018
LOKER STUDENT UNION



Presentation
Room: 326-327
Open Educational Resources:
Integrating Multiple Sources in
Blackboard; High Impact
Practices with Open Access

Jennifer Miller
Assistant Professor (Teaching), USC Sol
Price School of Public Policy

Dean Ramser
Lecturer, CSUDH



High Impact Practices with Open Access

DEAN RAMSER

Dean Ramser, Ed.D., uses technology and Open Education Resource Commons (OER) material to develop 21st century students' "conscientizacao" (Paolo Freire's critical consciousness). As a lecturer at California State University, Los Angeles, he hopes to shed light on how colleges and universities can support students' knowledge and writing skill needed to contribute to democracy by supporting demonstrative learning outside the classroom.



1:05-1:40	Supporting Student Success with Open Educational Resources in the CSU Leslie Kennedy Director, Affordable Learning Solutions (ALS), Chancellor's Office Reza Boroon Manager, Academic Technology, CSUDH Noami May ALS Coordinator, CSUDH Monica Munoz Instructional Designer, CSU East Bay Kathryn E. Theiss Assistant Professor, Biology, CSUDH	Virtual Simulation as a Classroom Tool: Bridging the Gap from Classroom to Career Sally Spencer Professor of Special Education, CSU Northridge	Open Educational Resources: Integrating Multiple Sources in Blackboard; High Impact Practices with Open Access Jennifer Miller Assistant Professor (Teaching), USC Sol Price School of Public Policy Dean Ramser Lecturer, CSUDH
1:45-2:20	Lightning Round OER and ALS for BIZ Courses; OERs for Math Sciences Instruction; Using WebWork to Support Student Success in Calculus Thomas Norman Associate Professor, CSUDH George Jennings Professor of Mathematics, CSUDH Sharon Lenaghan Lecturer, CSUDH	Positive Disruption in Teaching: Modular Online Teaching: Easy To Use, Easy To Administer Mike Grimsham Executive Director, The Entrepreneurial Institute, CSUDH James Scarborough Adjunct Professor, CSUDH Michael Fraga (Panel Participant) Adjunct Professor, Chicano Studies, CSUDH Steve Williams (Panel Participant) Coordinator, Internet Applications	Blackboard Learn Ultra Overview Edgar Gonzalez Client Success Advocate, Blackboard Netflix Worked For Movies, How Does It Work For Affordable Course Materials? Rabyn Cristofani Business Development Director, Cengage Learning Nadine Dunning Regional Key Account Manager for the West, Cengage Learning
2:20-2:35	BREAK & VENDOR VERT		
2:40-3:15	Effective Interaction in Online Courses: Connecting Students with Peers, Instructors, and Content to Support Learning Melissa A. Wong Adjunct Lecturer, School of Information Sciences, University of Illinois at Urbana-Champaign	Make Your ORCID's Bloom on Campus Gail P. Clement Head of Research Services, California Institute of Technology Caroline Coward Library Group Supervisor, NASA/Jet Propulsion Laboratory	Enabling Students to Build Must-have Digital Campus Experiences Ana Sanchez Community Engagement Specialist, Higher Education Mada Labs
3:20-3:30	CLOSING REMARKS Reza Boroon, Manager, Academic Technology		

Previous Methods of Journal Writing of HIP/SLICE “Fix-It” Community Issues:



ENGL002: English Composition II

Common Course ID: [Course name/number linked to descriptor] ignore this for the time being...the link is broken

CSU Instructor Open Textbook Adoption Portrait

English advanced composition course for undergraduate students by Dean Ramser, M.A., at CSU Dominguez Hills. The open textbook provides materials to teach students. It also used a variety of other supplemental resources that he discovered. The main two motivations were to save students money and to increase flexibility in the way to teach. Most students access the open textbook online from the course platform.

COOL4Ed is a service of the California State University-HERIOT program.
Partial funding provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.
Questions? Email: cool4ed@csul.edu

About the Textbook

About the Course

Textbook Adoption

First OER Faculty COOL4ED e-Portfolio

English Composition II



Partial funding provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.
Questions? Email: cool4ed@csul.edu

Unit 1, you will select a topic that intrigues you, you will conduct preliminary research to focus your topic, and you will develop a thesis statement and a set of questions to help guide the remainder of your research.

In Unit 2, you will learn strategies for conducting your research and taking careful notes. We will look carefully at researching on the Internet, but we will also make a point of honing the skills necessary to research topics in a physical library. So that you may begin to make the most of your resources when you start to write, we will explore some of the techniques that scholars use to record and organize the information that they plan to include in their work. By the end of the unit, you will have completed detailed notes for your own research project.

In Unit 3, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 4, you will develop your argument and create a detailed outline for your research paper. We will take some time to reinforce and expand upon the rhetorical concepts we introduced in Composition I. Like the requisite course, this unit focuses on how to put your research to work to strengthen your academic writing. We will study how to use the results of research and analysis to bolster written arguments and support rhetorical strategies.

Unit 5, you will learn how to correctly use style standards and citation policy. The work in this unit will help you to clearly understand why it is important to document and cite your sources, and to do so consistently and ethically. We will closely examine the issue of plagiarism, noting that it can range from the accidental to the intentional. We will also explore how to avoid plagiarism, and we will discuss how to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 6, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 7, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 8, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 9, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 10, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 11, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 12, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 13, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 14, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 15, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 16, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

Unit 17, you will learn how to evaluate and understand the sources you located in the previous units. You will learn why it is important to put significant effort into reading and evaluating Internet sources, and you will learn how to identify and what you need to take into consideration when you use primary and secondary sources. You also will have plenty of practice in determining how and when to use sources to help make your point. By the end of this unit, you will start to understand how to determine whether any source is authoritative, accurate, and current. You will also have an annotated bibliography that will guide you through the writing process.

ENG 350-50: Advanced Composition



Description: Rhetorical modes, techniques of emphasis, strategies of editing and revising. May not be counted toward major/minor or MA in English except for teacher candidates; may count only twice toward elective credit. Satisfies graduation competency-in-writing requirement. Graded A-C/NC. Repeatable course.

350 is a course for students who did not pass the Graduate Writing Exam (GWE) Students who fail to pass the GWE on their second try must enroll in a certifying course, such as ENG 350. Or they choose to take a class (English 350) instead and if they pass the class they have satisfied the requirement.

The Graduation Writing Exam (GWE) is one of the two ways to satisfy the Graduation Writing Assessment Requirement (GWAR). The GWE is offered on campus 5 times a year in September, November, February, April, and July. The exam is offered to our distance learning students in the fall, spring, and summer semesters. Distance learning students should see the Distance Learning GWE page for more information.

Prerequisites: ENG 111 or equivalent.

GE credit: 3 units.

Learning outcomes:

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

- define the relationship between research techniques and academic work in various disciplines
- refine research within a writing process, identifying and using rhetorical strategies as well as practicing critical thinking and reading
- identify the various kinds of research used to produce written work in academic disciplines
- identify and use tools for conducting Internet-based and library research
- demonstrate critical and analytical thinking in locating, evaluating, and using research
- use quotes, paraphrases, and summaries accurately and appropriately to strengthen written arguments and to avoid plagiarism
- demonstrate skills in source summarization and in synthesis skills
- cite and document information sources in accordance with MLA style requirements
- use information from resources as structural elements in an academic paper
- review and practice the grammatical and rhetorical skills necessary for successful writing.

Throughout this course, students also see related learning outcomes identified in each unit. They can use the learning outcomes to help organize learning and gauge progress.

Curricular changes:

I added more content online instead of printing the material.

Teaching and learning impacts:

Collaborate more with other faculty: Yes
Use wider range of teaching materials: Yes
Student learning improved: Yes
Student retention improved: Yes
Any unexpected results: No
I collaborate with librarians and other faculty members more to enhance the use of online textbooks.

I added articles that I found with Academic Search Premier, a higher level of complexity than most FYS read.

It seemed that students in this OER class were more engaged than non-OER classes because they needed to search and comprehend the online textbook before posting two questions and five responses to classmates' posted questions.

Sample assignment and syllabus:

HIP SLICE Research Essay
This high impact practice (HIP) Service Learning Internship Community Engagement (SLICE) research essay activity asks that you conduct primary and secondary research on a community topic that you find interesting.
HIP SLICE Rubric
This is the rubric I used for the HIP SLICE Research Essay.
Essay 1
This is the first essay assignment, family research.
Essay 2
This is an assignment to write letters to characters in the book.
Essay 3
This is the suggested format for Essay 2.
Essay 4
This is an assignment for language and identity.
Essay 5
This is an assignment on class and class to action.

OER Adoption Process

There were several motivations for adopting the open textbooks. The main two motivations were to save students money and to increase flexibility in the way to teach microeconomics principles to incoming freshmen.

I selected these open source textbooks provided by Saylor.org because I used the two courses English Composition I and II in the fall semester with great success. Comp I is an introductory course on composition, developing the ability to write clear, grammatically-sound expository and persuasive prose pieces. Comp II is an introductory course on basic research concepts and techniques, including ways to build academic research into effective writing processes.

Supplemental materials include links to relevant video and multimedia. Magazine articles, Ted Talks, PBS stories, PowerPoint presentation prepared by the instructor, Newspaper articles used to apply microeconomics principles and lectures, and Peer-Reviewed Journal applied articles that respond to current writing pedagogy.

Student access:

The pdfs and/or web links are available thru CSUDH's Blackboard.

Student feedback or participation:

Students enjoyed not paying for a textbook they think they will not use again. Most students in my small class of eleven responded favorably to using online and "Free? Yeah!" textbooks. Many students appreciated the additional "texts" that supported the primary text (which I provided to the students).

I found that students were at ease looking online, although some pdf texts were cumbersome due to the length of the file.



Dean Ramser, M.A.

GED2EDD says it all: I began college at age 43 with a GED, earned my AA in 2005, my BA in 2007, MA in 2011, and now my EdD in 2017.

My first teaching experience was as a substitute teacher at Los Angeles Central Juvenile Hall in 2007, my first teaching contract was for Bellflower Unified School District (2007-2012), and my first college teaching assignment was in 2011. Since then I have taught part-time at several local university colleges and universities; sometimes teaching as many as eleven composition classes per semester.

My previous career as an actor/water-producer-post production executive has prepared me well for the exciting labyrinth of writing theory and first-year college composition instruction.

Now I am an English lecturer at the California State University Dominguez Hills, Cerritos College, and Lassen Community College. I teach Summer Bridge, First Year Composition, Transfer Level Writing courses, and correspondence English for incarcerated students.

My writing pedagogy emphasizes high impact practices and community engagement, utilizing strategies I learned in ongoing faculty learning committees: Flipping the Classroom, High Impact Practices, and Writing Across the Curriculum. I participate in strategic planning sessions as well as norming sessions for Student Learning Outcomes (SLOs) and the Student Learning Outcomes assessment cycle.

I continue to share my dissertation study, a journal-to-research-essay-to-submission for publication activity (HIP/SLICE "FIX-IT"), using High Impact Practices (HIP) and Service Learning Internship Community Engagement (SLICE), as effective teaching methodologies to inform and create critical feedback on assignments and discussions on social justice issues. Students choose the HIP/SLICE topic, and develop their "college readiness" and writing skills as a result of this theory-based curriculum.

English Composition II



Unit 1, you will select a topic that intrigues you, you will conduct preliminary research to focus your topic, and you will develop a thesis statement and a set of questions to help guide the remainder of your research.

Faculty e-Portfolio in Composition added to the Cool4Ed collection- https://contentbuilder.merlot.org/toolkit/users/COOLforEd/ramser_comp2

Unit 2, you will learn strategies for conducting your research and taking careful notes. We will look carefully at researching on the Internet, but we will also make a point of honing the skills necessary to research topics in a physical library. So that you may begin to make the most of your resources when you start to write, we will explore some of the techniques that scholars use to record and organize the information that they plan to include in their work. By the end of the unit, you will have completed detailed notes for your own research project.

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Unit 4, you will develop your argument and create a detailed outline for your research paper. We will take some time to reinforce and expand upon the rhetorical concepts we introduced in Composition I. Like the requisite course, this unit focuses on how to put your research to work to strengthen your academic writing. We will study how to use the results of research and analysis to bolster written arguments and support rhetorical strategies.

HIP/SLICE “Fix-It” Journal to Research Essay Writing Activity

- **HIP/SLICE “Fix-It” journal** – Based on Anna Deveare Smith’s *Twilight: Los Angeles, 1992* play, students incorporate mixed modalities of the Watts Rebellion, the LA Riots, and BlackLivesMatter (BLM), along with their Service Learning Internship Community Engagement (SLICE) journal of their observation and/or participation of a specific community issue for their final research essay.
- **OPEN ACCESS RESOURCES:**
 - <http://blacklivesmatter.tumblr.com/>
 - *Eyes on the Prize*.- https://www.facinghistory.org/sites/default/files/publications/Eyes_on_the_Prize.pdf
 - https://www.youtube.com/watch?v=r2_VX2nymRs
 - **Milestones** - Find out more about the Milestones featured in *Eyes on the Prize*.
 - [The Supreme Court Declares Bus Segregation Unconstitutional \(1956\)](#)
 - [The 1960 Presidential ElectionThe Desegregation of Interstate Travel \(1960\)](#)
 - [The Supreme Court Orders Ole Miss to Integrate \(1962\)The March on Washington \(1963\)](#)
 - [The Civil Rights Act of 1964](#)
 - [The 1964 Presidential ElectionLyndon Johnson's "We Shall Overcome" speech](#)
 - [The Voting Rights Act of 1965](#)
 - [The Kerner Commission Report \(1968\)](#)
 - [The 1968 Presidential Election](#)
 - [The Attica Prison Riot \(1971\)](#)
 - [The National Black Political Convention \(1972\)](#)
 - [The Federal Court Order to Integrate Boston Schools](#)
 - [The Bakke Case and the Status of Affirmative Action in 1978](#)

HIP/SLICE “Fix-It” Journal to Research Essay Writing Activity

- **OPEN ACCESS RESOURCES:**

- *Wattstax (1973)* - a documentary film by Mel Stuart that focused on the 1972 Wattstax music festival and the African American community of Watts in Los Angeles, California. The film was nominated for a Golden Globe award for Best Documentary Film in 1974.
- <https://www.youtube.com/watch?v=dwuAwSbxbNk>
- ISAAC HAYES - Shaft@WATTSTAX [feat. Richard Pryor] 1973
- https://www.youtube.com/watch?t=11&v=6Gghsy_YKk8
- <https://www.youtube.com/watch?v=pdbMScGI9Fc>
- Walter Mosley: Watts Riots 'Paved The Way For A Lot Of Change'
- <http://www.wbur.org/npr/432084376/walter-mosley-watts-riots-paved-the-way-for-a-lot-of-change>
- <http://www.wnyc.org/story/walter-mosley-watts-riots-paved-the-way-for-a-lot-of-change/>
- <http://blacklivesmatter.tumblr.com/>
- [https://www.academia.edu/12277372/ BlackLivesMatter Syllabus](https://www.academia.edu/12277372/BlackLivesMatter_Syllabus)
- <http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement/>
- http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?_r=0
- <http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one>
- <http://www.thisamericanlife.org/radio-archives/episode/548/cops-see-it-differently-part-two>

Blackboard/WordPress/Canvas

CSUDH

Freshman Comp Accelerated ENG110-15_2188_40026 Discussion Board

Discussion Board

Discussions are a good way to encourage students to think critically about your coursework and interact with each other's ideas. You can create discussions around individual course lessons or for your course in general. [Store help](#)

Create Forum Search

NAME	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	REPLIES TO ME	TOTAL PARTICIPANTS
FORUM	Week One Week One 1.1: Writing as Conversation 1.1.1: Writing as a Conversation between Reader and Writer - Write Conversational Chapters "Understanding how Conversations Change Over Time" Tag! Read this article and watch the linked videos to learn how conversations develop over time and how others enter into a conversation when making claims in their writing. As you begin to write, keep in mind the questions that appear at the end of this resource to help you consider how you may add new insights to the conversation through your writing. How can considering the conversation about your topic help during the research process of your writing?	29	0	0	14

deanramser
Composition and Grammar

About Bedford Reader Summary

HIP/SLICE "Fix-It" Call to
Action journal to essay
(including ppt)

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HS Journal 4.

WEEK 4 HIP_5SLICE JOURNAL

HIP SLICE Fix-It field notes MLA format ethnography

RS HIP SLICE REPORT EXAMPLE 2

GV hip-slice-presentation-2018

SP HIP SLICE FIX IT **After-presentation**

YP sample essay 3

[ENGL-1B-01306](#) > [Assignments](#) > Chaffey ENG 1B HIP SLICE Fix-it field notes MLA format ethnography (option- upload weekly electronic files)

Fall 2018

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Chaffey ENG 1B HIP SLICE Fix-it field notes MLA format ethnography (option- upload weekly electronic files)

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Related Items
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Chaffey ENG 1B HIP SLICE Fix-it field notes MLA format ethnography (option- upload weekly electronic files)
20 files

Due	For	Available from	Until
Dec 12	Everyone	-	-

+ Rubric

	HIP SLICE REPORT examples HIP SLICE REPORT examples
	Guide to Twilight Los Angeles 1992
	CSUOH Event Review
	Thesis Statements
	CHARACTERS Twilight Los Angeles. 1992
	Twilight Enabled: Statistics Tracking
	CSUOH ENG Essay 2 Fall 2018 "Letters to 1992:"
	Tests Oct 9 PPT
	TH Oct 11 PPT Group work on Twilight: Los Angeles. 1992

168
SHARES

9
COMMENTS

Twilight: Los Angeles
Full Episode

Premiere date: June 25, 2012 1:26:46

On the 25th anniversary of the LA riots, *Great Performances* presents Anna Deavere Smith's *Twilight: Los Angeles*, available to stream online. This riveting theatrical account of the 1992 riots from multiple points of view continues to reverberate powerfully within the context of today's current events. It originally aired on PBS in 2001.

Read more about Anna Deavere Smith, the making of *Twilight: Los Angeles* and the rebroadcast in 2012.

More from Twilight: Los Angeles (1)

About the Production 00:08

Full Episodes | See All >

GRAMMY Salute to Music Legends 0:3:36

Vienna Philharmonic Summer 0:32:06

Chicago's Making of a Legend 0:32:06

[Home](#)
Fall 2018

HIP/Slice Fix-It field notes MLA format ethnography WK Two

Published
Edit

HIP/Slice Fix-It field notes MLA format ethnography WK Two

Due	For	Available from	Until
Sep 16	Everyone	-	-

+ Rubric

Points 1

Submitting a file upload

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 14 out of 14 Submissions Graded



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- Writing Commons March
- Due Date for Submission International Conference

Fall 2015 English First Day Handout

Instructor: Dean Ramser

Office and Hours: LaCorte Hall Third Floor B330

Hours: Tuesday-Thursday 6-7am; 12noon-2pm

Phone and E-mail: dgramser@csudh.edu

TEXTBOOKS: *Twilight: Los Angeles, 1992*

- Ask Big Questions: <http://askbigquestions.org/>
- From LA 1992 to Ferguson 2014: <http://thinkprogress.org/justice/2014/09/11/hasnt-in-policing-the-police/>
- LA Riots Retrospective 1: <http://www.latimes.com/changed-1992-riots-20150429-hmlstory.html>
- LA Riots Retrospective 2: http://www.latimes.com/Racism_&_Colorblindness
- "Colorblindness": <https://www.theguardian.com/race-us/2015/04/29/colorblindness-racism-not-helping>
- Reaction to Ferguson Decision: <http://www.nytimes.com/2015/04/29/us/politics/announcement-a-racial-divide-emerges-over-use-of-force.html>
- Social Burdens of Hip-Hop: <http://www.theatlantic.com/entertainment/archive/401279/>
- Teaching Twilight: LA 1: <http://howlround.com/sun-10-not-police>
- Teaching Twilight: LA 2: <http://haryardmagazine.com>
- Teaching Twilight: <http://ocw.utdavis.edu/ocw/teaching-twilight.html>
- Teaching Twilight: <http://teachertrenches.blogspot.twilight.html>
- Teaching Twilight: <http://lsnetwork.facinghistory.org/about-the-1992-la-riots/>
- Teaching Twilight: <http://www.chicagoreader.com/king-twilight-los-angeles/Content?oid=16346834>
- TED Talk: Anna Deavere Smith: http://www.ted.com/talks/anna_deavere_smith
- Trailer for Twilight: LA, 1992: <https://vimeo.com/100000000>
- Video of Twilight: LA, 1992: <http://www.pbs.org/video/pbs-twilight-los-angeles-1992-episode3972/>
- <http://twilightdosangeles1992.blogspot.com/p/essay.html?m=1>
- <https://csudh.kanopy.com/>

The Word on College Reading and Writing

Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

An interactive, multimedia text that introduces students to reading and writing at the college level.

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The Word on College Reading and Writing

Monique Babin, Carol Burnell, Susan Pesznecker, Nicole Rosevear, Jaime Wood

English Composition I

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- [Self Check: Topic Selection](#)

Writing Process: Prewriting

- [Outcome: Prewriting](#)
- [Prewriting Strategies for Diverse Learners](#)
- [Prewriting](#)
- [Rhetorical Context](#)
- [Working Thesis Statements](#)
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Writing Process: Finding Evidence

- [Outcome: Finding Evidence](#)
- [Using Personal Examples](#)

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- [Research Process: Writing Ethically](#)
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- [Self Check: Writing Ethically](#)

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- [Outcome: MLA Documentation](#)
- [MLA Document Formatting](#)
- [MLA Works Cited](#)
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OER services

II: Rhetorical used

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Style Guides

- Guide to Writing
- Style for Students

- [Basic Questions for Rhetorical Analysis](#)
- [Boyerian Argument](#)
- [Toulmin's Argument Model](#)

current OER options

English Composition I-LUMEN-

<https://courses.lumenlearning.com/engcomp1-wmopen/>

English Composition II: LUMEN- <https://courses.lumenlearning.com/suny-englishcomp2kscope/master/>

Writing Commons- <https://writingcommons.org/>

English and Communication- SUNY-

<https://textbooks.opensuny.org/english-and-communication/>

ENGL001: ENGLISH COMPOSITION I-SAYLOR-

<https://learn.saylor.org/course/view.php?id=43>

ENGL002: ENGLISH COMPOSITION II-SAYLOR-

<https://learn.saylor.org/course/view.php?id=44§ionid=5053>

Step 1

New mail

Include messages from:

- Entire mailbox
- Current folder (Inbox)
- Current folder and subfolders

Show these messages:

- All
- Older than a week
- Older than a month
- Older than a year

Favorites

- Dean Ramser
- Inbox: 2771
- Drafts
- Sent Items
- Deleted Items: 49
- Junk E-Mail [1]
- Notes

54 Chaz

INBOX CONVERSATIONS BY DATE

All Unread To me Flagged

LAST WEEK

✓ CalState S4 Request to Review Timelog from Chaz Thu 10/11
Hello Dean Ramser, You have time entries t...

TWO WEEKS AGO

CalState S4 Request to Review Timelog from Chaz 10/2/2018
Hello Dean Ramser, You have time entries t...

LAST MONTH

CalState S4 Request to Review Timelog from Chaz 9/22/2018
Hello Dean Ramser, You have time entries t...

CalState S4 Request to Review Timelog from Chaz 9/13/2018
Hello Dean Ramser, You have time entries t...

Get more results

Request to Review Timelog from Chaz Kawamura

CalState S4 <support@mail134-7.atl141.mandrillapp.com> on behalf of CalState S4
Thu 10/11/2018 8:20 PM
Inbox

To: Dean Ramser;

To help protect your privacy, some content in this message has been redacted.

Hello Dean Ramser,

You have time entries to approve for Chaz Kawamura.

[Click here to approve now](#)

Additional message from sender:

This email is a sample email generated by Mailosaur.

Outlook Web App

New mail

INBOX

All Unread

Hello Dean Ramser

CalState S4 Request to Review Timelog from Chaz
Hello Dean Ramser, You have time entries t...

CalState S4 Request to Review Timelog from Chaz
Hello Dean Ramser, You have time entries t...

CalState S4 Request to Review Timelog from Chaz
Hello Dean Ramser, You have time entries t...

Miami Gelfand Reminder Re: Chaz Kawamura

SAMPLE

MailCalendarPeopleTasksDean Ramser

?

New Announcement Available in course Freshman Comp Accelerated: SLICE survey



notifications@csudh.edu
Thu 8/30/2018 8:42 AM
Inbox

← REPLY

↶ REPLY ALL

→ FORWARD

Mark as read

There have been some slight hiccups in the first few days of **S4**.

<https://app.calstates4.com/csudh/dashboard>

I have designated Service Learning/Community-Based Research as the site you will use for your class in **S4**. Your student will look for the opportunity which coincides with your class number and name.

After they choose the opportunity then the pre-survey should pop up. Then their placement will be complete.

This is an automatically generated notification from Blackboard. You can change your notification settings at any time by going to Settings, [Edit Notification Settings](#). Please do not reply.

Hello Dean! What would you like to do?

Welcome to CalState54

Welcome to CSU Dominguez Hills Center for Service Learning, Internship, and Civic Engagement. The Cal State 54 Program is here to help students and faculty connect to various community organizations for internships, service learning, and volunteer opportunities.

Special Note: All agencies require an application process. This may include pre-employment screening, background checks, and interviews. Please reach out to the agencies main contact in order to get a better sense of the agency's needs, and the length of the process. In the past the application process has included:

- Rename
- Cover letter
- Job applications
- Test

- Cognitive test
- Personality test
- Medical examinations
- Background checks

- Interview
- Job Offers
- New hire paperwork

*The process is dependent on the agency

We will be happy to address any questions/concerns you may have. Please contact SLICE at (310) 243-2438 or email us at slice@csudh.edu

If a copy of the site agreement is needed by any student or faculty please come to SOC 388 M-F 8am-4pm and ask for Mariel Getzson.

Manage your courses

Step 3

Manage current courses

Fall 2018				
Course Name	Program	Enrollment	Faculty actions	
Fall 2018 ENG 110 (30): Freshman Comp Accelerated	Service Learning	20	Select sites	Copy sites
Fall 2018 ENG 110 (62): Freshman Comp Accelerated	Service Learning	19	Select sites	Copy sites
Fall 2018 ENG 110 (15): Freshman Comp Accelerated	Service Learning	19	Select sites	Copy sites

Step 4

Student sample

ENG 110 (15): Freshman Comp Accelerated

Select/Delete program sites

Copy program sites from a course

View Student Forms Student Report Timelogs

Enrolled Students

Operations

Place student(s)

	First Name	Last name	Last login	Forms Completed	Signatures Completed	Placements	Place
☐	Nickie	Avelar		No	N/A	No current placements.	Place
☐	Sofia	Cardenas	10/11/2018 - 5:06pm	Yes	N/A	Service Learning/Community-Based Research	Place
☐	Alejandro	Cavazos	09/19/2018 - 10:20am	No	N/A	No current placements.	Place
☐	Laura	Cisneros	09/05/2018 - 11:03am	No	N/A	No current placements.	Place
☐	Cynthia	Escalante	10/13/2018 - 3:50pm	Yes	N/A	Service Learning/Community-Based Research	Place
☐	Myke	Ethale	10/08/2018 - 10:01am	Yes	N/A	Service Learning/Community-Based Research	Place

Program Sites

Service Learning/Community-Based Research

Faculty

Ramser, Dean

Program:

Service Learning

Term:

Fall 2018

Max placements per student:

1

Syllabus:

Ramser ENG 110-08; -15; -62 Syllabi Fall 2018.docx

Step 5

Step 6

Chaz Kawamura

Username: ckawamura1@csudh.edu

User email: ckawamura1@utorail-csudh.edu

Student/Employee

[csudh_210054457](#)

Program:

Service Learning

Chaz's Courses

Fall 2018			
Course	Program	Faculty	
ENG 110 (15): Freshman Comp Accelerated	Service Learning	Ramser, Dean	

Chaz's Placements

Fall 2018							
	Program	Course	Site	Site staff	Opportunity	Estimated Hours	Reported Hours
Placement #67114	Service Learning	ENG 110 (15): Freshman Comp Accelerated	Service Learning/Community-Based Research	none	ENG 110: Freshman Comp Accelerated	15	8

Total estimated hours: 15 | Total reported hours: 8

Chaz's Submissions

Form	Submitted	
Pre-Service Survey	09/04/2018 - 11:48am	View Your Submission

History

Member for 2 months 1 day



Timelog #67114

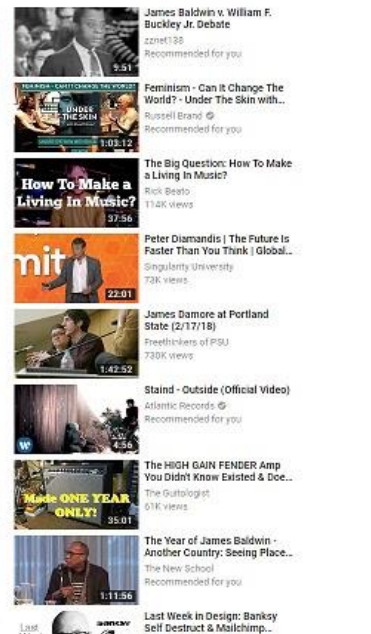
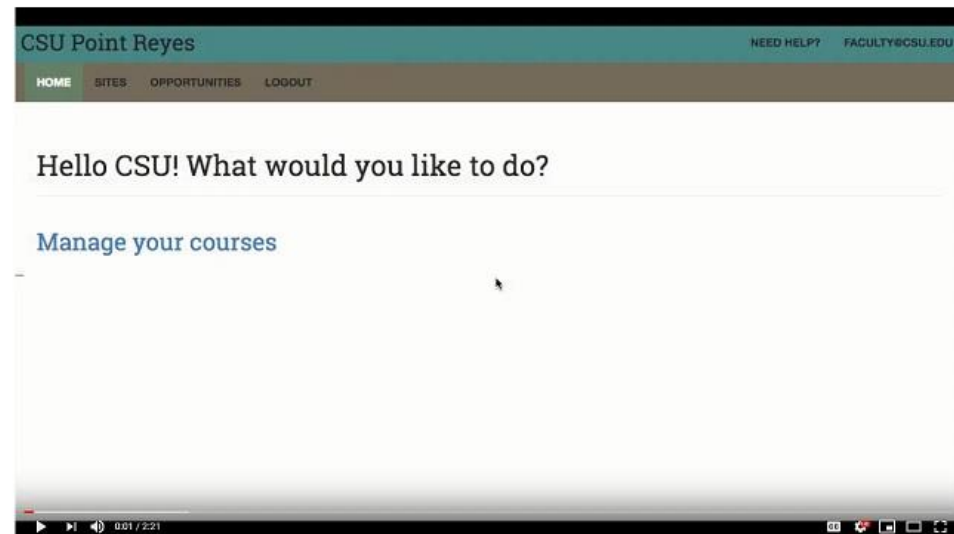
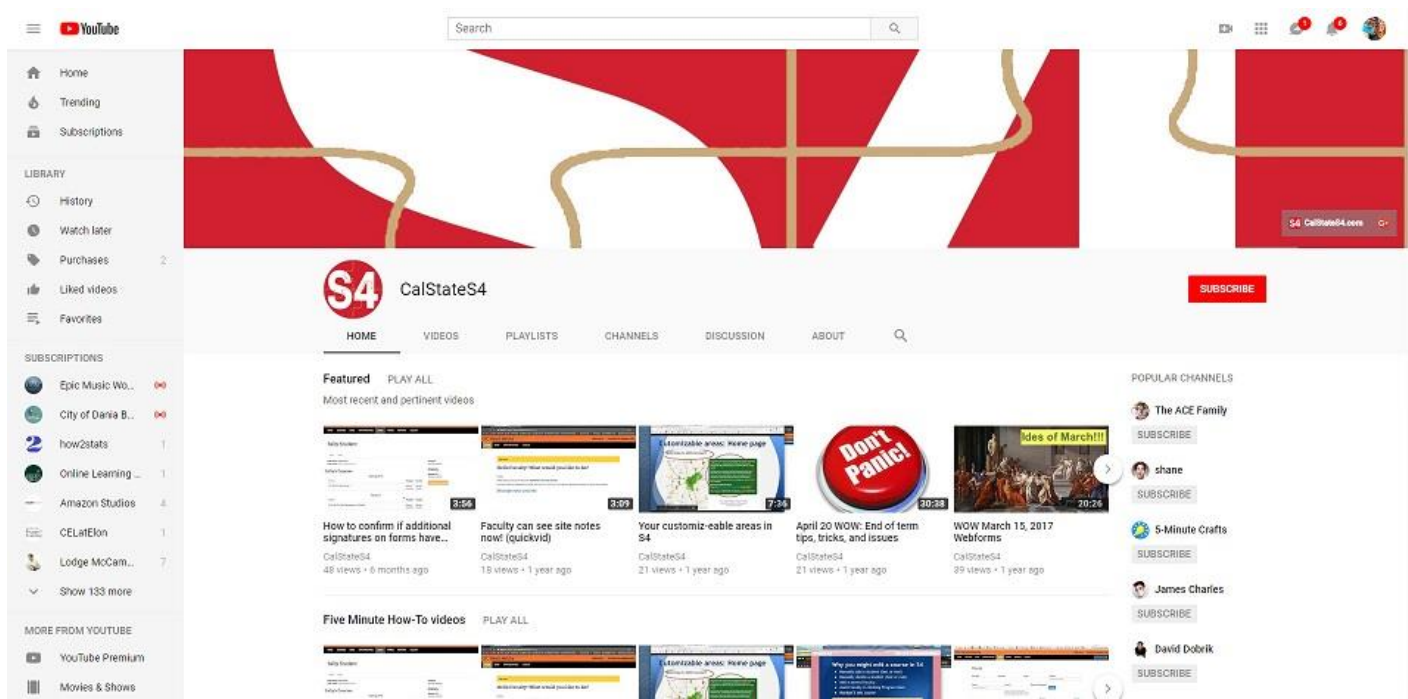
For – Placement #67114

Student: Chaz Kawamura
Program: Service Learning
Course: ENG 110 (10) Freshman Comp Accelerated
Placement Site: Service Learning/Community-Based Research

Date/Time	Hours	What did you do during these hours?	Status	Status Note
09/05/2018 - 5:00pm to 6:00pm	1.00	It was day two of the first week. I was observing the homelessness at a Park in near where I live in California. I was observing how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!
09/10/2018 - 4:30pm to 5:10pm	1.00	I thought it was going to be just like days 1 and 3. Then, all of a sudden, the same "new guy" comes from day 2 harassing some of the regulars that were originally there before. This time he is just yelling. He is not really saying much except he is just yelling.	Approved	Excellent!

Student sample

Date/Time	Hours	What did you do during these hours?	Status	Status Note
09/05/2018 - 5:00pm to 6:00pm	1.00	It was day two of the first week. I was observing the homelessness at a Park in near where I live in California. I was observing how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!
09/10/2018 - 4:30pm to 5:30pm	1.00	I thought it was going to be just like days 1 and 3. Then, all of a sudden, the same "new guy" comes from day 2 harassing some of the regulars that were originally there before. This time he is just yelling. He is not really saying much except he is just yelling.	Approved	Excellent!
09/17/2018 - 4:10pm to 5:10pm	1.00	This is about the homeless problem here in America, specifically California. This was the 3rd week of observations for me. Homelessness is one of the biggest problems here in America/California. Most of the homeless are due to unemployment or simply living in poverty. There are thousands of people here in America that are homeless. There are 6-7 homeless people that live near my house. This is an observation of them for the 3rd week, 1st day. On this day, all I noticed was the fact that they constantly talk to one another. Some of them doze off into space where some are doing something productive like trying to move their things or something of that sort. One of the homeless had bright neon shoes which I thought was a little odd. It was just odd in a sense that they looked brand new. The other homeless thought he stole the shoes. To conclude, this day was very interesting in many ways although very uneventful. I got to see a rather different comedic side to the group of the homeless.	Approved	too brief
09/19/2018 - 4:30pm to 5:30pm	1.00	To begin, I started this to observe the everyday life of the homeless and to figure out what we can do as citizens of America to help this problem. We are actually reaching to millions of people across the United States that are homeless. This was the third week of this observation. It was the second observation day for this week for about an hour. This day was also not really as eventful. I began to witness a pattern from the days before. Although all of those homeless talks together there are actually two separate groups that constantly talk with one another. One group was talking about how there was a constant breeze going through the park. The other was talking about living space and how hard it was living in the park and that they should move to another park. To conclude, today was also very uneventful as the day before, however, I noticed that there are two separate groups of the homeless people at the park. Hopefully, in the coming weeks, I can see more about what is going on at the park from the homeless people. Hopefully, I notice more patterns as I continue my observations.	Approved	too brief
09/25/2018 - 4:10pm to 5:10pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park near where I live. This journal is based upon the first week regarding the homeless that are there. After the four weeks of observations, I then start to observe several other things, as well as the fifth week goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. It was two days of observation ranging from around 4 to 6 p.m. in the evening. OBSERVATIONAL DATA AND ANALYSIS Day 10 - 1 October 2018 (4:35 p.m.-5:35 p.m.) Today was just another day at the park. The two groups were still hanging out. I observed how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!!!!
10/02/2018 - 4:40pm to 5:40pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? An Ethnography of Subculture PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park near where I live. This journal is based upon the first week regarding the homeless that are there. After the four weeks of observations, I then start to observe several other things, as well as the fifth week goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. It was two days of observation ranging from around 4 to 6 p.m. in the evening. OBSERVATIONAL DATA AND ANALYSIS Day 10 - 1 October 2018 (4:35 p.m.-5:35 p.m.) Today was just another day at the park. The two groups were still hanging out. I observed how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!!
10/10/2018 - 4:30pm to 5:30pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? An Ethnography of Subculture PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park near where I live. This journal is based upon the sixth week of observations. After the five weeks of observations, I then start to observe several other things, as well as the sixth week, goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. In this, I will also introduce how intersectionality to the observation made. According to the article, "Race and discrimination are integral to addressing homelessness, in part due to a history of the historical segregation of cities and public housing" (Jensen-Reich 2). This shows that there are many things going against black homelessness in which it makes it even harder if they are disabled as well. I will include on how race and disability do affect the way homeless are treated and how they act as well. OBSERVATIONAL DATA AND ANALYSIS Day 12 - 9 October 2018 (4:45 p.m.-5:45 p.m.) Today I observed how the disabled black homeless man acted at the park. What I observed was very eye-opening. A white woman would go up to him and tell him that he should not be there at the park. While the white homeless man next to him is told nothing. The white man is allowed to lay there on the grass without being bothered. Day 13 - 10 October 2018 (4:50 p.m.-5:50 p.m.) On this day, I observed the same two homeless men that were in their 50s. One was a white man and the other was a disabled black man. I observed how even though they were of different race, they actually still helped each other. They were simply	Approved	Excellent!!



STEPS TO USE CSU S4

Online Media- Twilight; Ted Talks; YouTube



168 SHARES | 9 COMMENTS

Explore more from this episode ▾

Twilight: Los Angeles
Full Episode
Premiere date: June 29, 2012 | 1:26:46

On the 25th anniversary of the LA riots, *Great Performances* presents Anna Deavere Smith's *Twilight: Los Angeles*, available to stream online. This riveting theatrical account of the 1992 riots from multiple points of view continues to reverberate powerfully within the context of today's current events. It originally aired on PBS in 2001.

Read more about Anna Deavere Smith, the making of *Twilight: Los Angeles* and the rebroadcast in 2012.



More from Twilight: Los Angeles (1)



Full Episodes | See All »



Los Angeles 1992 Riots documentary

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City of Dania B...

how2stats

Online Learning

Amazon Studios

CELatElon

Lodge McCam...

LA STORIES

1:50:34

LA Riots - 1992

1:31:14

UPRISING

1:54:10

LA Riots raw footage

1:50:48

LA Stories: The 1992 Riots That Shook the City

WOWPresents • 59K views • 1 year ago

Enjoy the video? Subscribe here! http://bit.ly/1SxXDCV After the LA riots, World of Wonder gave cameras to ten Los Angeli...

L.A. Riots - 1992

ZeroEightyFour • 1.1M views • 6 years ago

If you wish to understand the present, study the past ...

Uprising Hip Hop And The LA Riots - Movie

CREAM dream • 35K views • 1 year ago

20 years after riots ripped through Los Angeles, "Uprising" documents how hip hop forecasted — and some say ignited — the worst ...

LA Riots raw footage

Alex Eckelberry • 58K views • 1 year ago

The time when LA went to hell and became a war zone: My raw unedited footage of a few days of the LA Riots in April 1992.

Share

Add to list

Like

Rate

What inspires you?
Tell us your interests and we'll pick TED Talks for you.
A new perspective
Nature Smart entertainment
Collaboration Personal growth
See Child development Activism
Watch next Your list
We need to talk about an injustice
5.4M views
Color blind or color brave?
2.4M views

Kimberle Crenshaw TEDWomen 2016

the urgency of intersectionality

Kimberle Crenshaw: the urgency of intersectionality by TEDWomen

ted.com/talks/kimberle-crenshaw-the-urgency-of-intersectionality?utm_campaign=...&utm_medium=referral&utm_source=tedcomshare

Online Media- <https://csudh.kanopy.com/>

- FREE film streaming for students and professors at California State University Dominguez Hills
- [KANOPY: https://csudh.kanopy.com/](https://csudh.kanopy.com/)



- -----
- Or Media Education Foundation (<https://shop.mediaed.org/the-great-white-hoax-p706.aspx>)
- e.g., The Great White Hoax: Donald Trump & the Politics of Race and Class in America, Price: \$350.00

SurveyMonkey- pre-HIP/SLICE “Fix-It” survey: “Always; Usually; Sometimes; Rarely; Never”

- Rate your willingness to consider new or other strategies of reading and writing?
- Rate your level of interest and engagement in the overall process of learning new reading and writing strategies?
- Rate your ability to generate, investigate, and represent ideas. (For example, do you require specific directions to begin an assignment, or are you able to start the project without additional explanations?)
- Rate your writing and reading strategies or ideas across the curriculum or other courses or content areas? (For example, in a history or political science class?)
- Rate your level of curiosity or interest to know more about the world? (For example, are you now aware of issues in other parts of the world that you previously did not think about?)
- Rate your ownership of your actions in relation to global issues, such as diversity, social justice, collaboration, or equity? (For example, in your neighborhood are there action committees organized in response to a recent event or problem? Or, in your classes are there action committees organized to respond to a particular issue?)
- Rate your ability to adapt to situations, expectations, or demands for reading and writing? (For example, an assignment that is more demanding than anticipated? Or a Pop Quiz? Or an unexpected presentation or group project?)
- Rate your interest and attention to short term projects? (For example, a weekly assignment?)
- Rate on a scale of 1-5 your interest and attention to long term projects? (For example, a final semester paper or project?)



FALL 2018
HIP/SLICE
“FIX-IT”
JOURNAL
TO
RESEARCH
ESSAY
PROJECT
STUDY

CSUDH IRB
Human Subjects Committee
Approved 8/21/18
Void After 12/1/18

PRE-SURVEY

English Students - Before we begin the HIP/Slice project we want your opinion

Please complete the HIP/Slice survey at:
<https://www.surveymonkey.com/r/3Y66HKB>

WEEKLY OBSERVATION REPORTS

English Students - This link:
<https://www.surveymonkey.com/r/YWLX3RN>
is for your weekly journal observations and/or interviews.

Use your Confidential Code Number

ESSAY #4

English Students - Use this link:
<https://www.surveymonkey.com/r/YW5PJM3>
to upload your HIP/Slice "Fix-It" Call to Action Essay #4

Use your Confidential Code Number

POST-SURVEY

English Students - We want your opinion about your HIP/Slice "Fix-It" Journal to Research Essay experience.

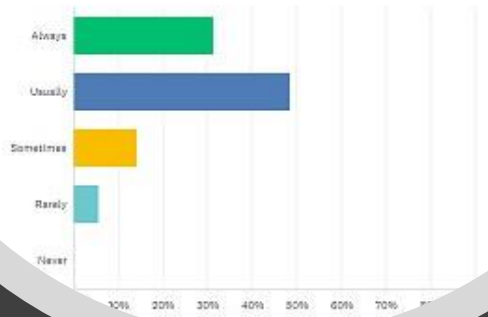
Please complete the following HIP/Slice "Fix-It" Journal Survey at:
<https://www.surveymonkey.com/r/RWNWTRZ>

Dean Ramser, Ed.D. dramser@csudh.edu

Q2

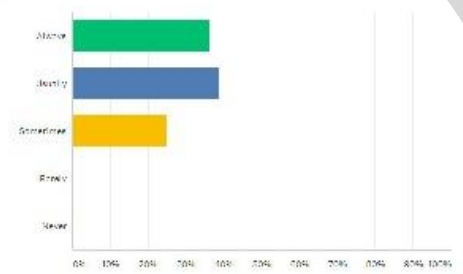
Part 1. Undergraduate Researchb- Rate your level of interest and engagement in the overall process of learning new reading and writing strategies?

Answered: 35 Skipped: 1



Part 1. Undergraduate Researcha- Rate your willingness to use the following strategies of reading and writing:

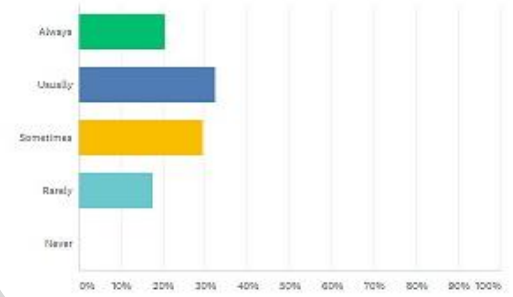
Skipped: 0



ANSWER CHOICES	RESPONSES
Always	30.1%
Usually	33.82%
Sometimes	25.00%
Rarely	0.00%
Never	0.00%

Part 1. Undergraduate Researchc- Rate your ability to generate, investigate, and represent ideas. (For example, do you require specific directions to start the project, or are you able to start the project without additional explanations?)

Answered: 34 Skipped: 2

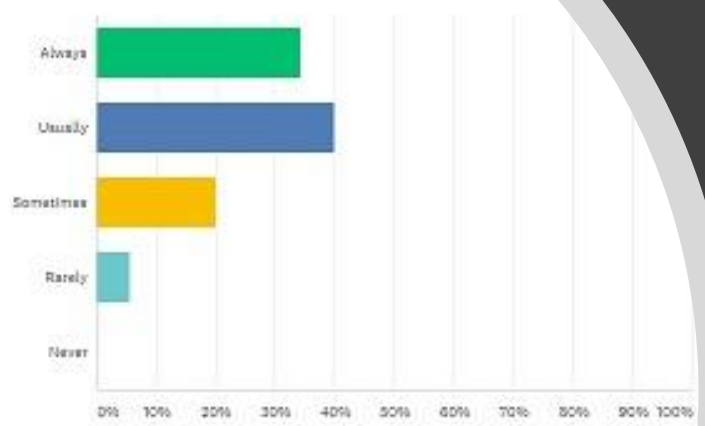


RESPONSES

Always	20.59%
Usually	32.35%
Sometimes	29.41%
Rarely	17.65%
Never	0.00%

Part 1. Undergraduate Researchd- Rate your level of interest and engagement in the overall process of learning new reading and writing strategies?

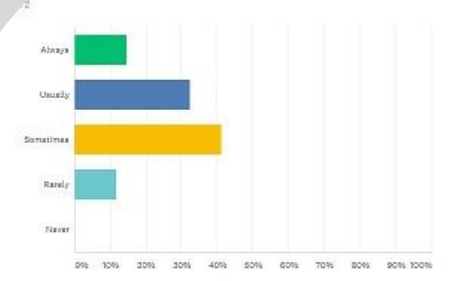
Skipped: 1



ANSWER CHOICES	RESPONSES
Always	34.29%
Usually	40.00%
Sometimes	20.00%
Rarely	5.71%
Never	0.00%

Survey Monkey- Pre HIP/SLICE "Fix-It" survey

Part 1. Undergraduate Researchd- Rate your writing and reading strategies in your current curriculum or other courses or content areas? (For example, in your current science class?)



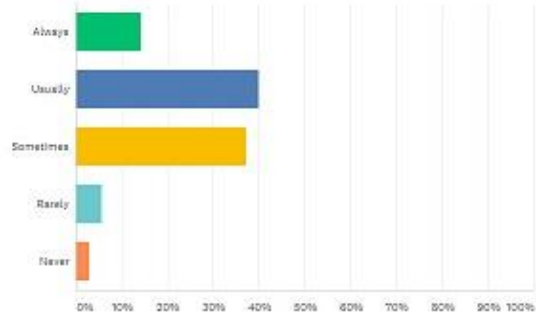
ANSWER CHOICES	RESPONSES
Always	14.71%
Usually	32.35%
Sometimes	41.18%
Rarely	11.76%
Never	0.00%

Q7

Customize Save As

Part 3. Service Learning, Community-Based Learninga- Rate your ability to adapt to situations, expectations, or demands for reading and writing? (For example, an assignment that is more demanding than anticipated? Or a Pop Quiz? Or an unexpected presentation or group project?)

Answered: 35 Skipped: 1



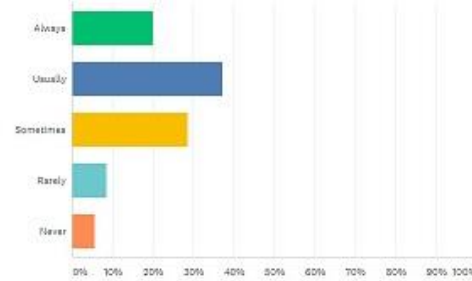
ANSWER CHOICES	RESPONSES
Always	14.29%
Usually	40.00%

Q9

Customize Save As

c- Rate on a scale of 1-5 your interest and attention to long term projects? (For example, a final semester paper or project?)

Answered: 35 Skipped: 1



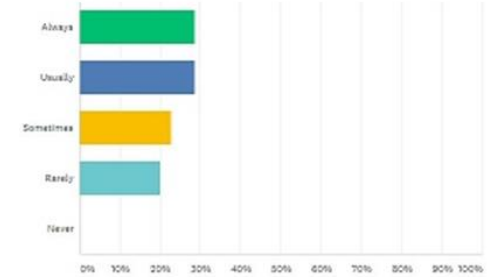
ANSWER CHOICES	RESPONSES
Always	20.00%
Usually	37.14%
Sometimes	28.57%
Rarely	8.57%
Never	5.71%
TOTAL	35

Q6

Customize Save As

Part 2. Diversity/Global Learningb- Rate your ownership of your actions in relation to global issues, such as diversity, social justice, collaboration, or equity? (For example, in your neighborhood are there action committees organized in response to a recent event or problem? Or, in your classes are there action committees organized to respond to a particular issue?)

Answered: 35 Skipped: 1



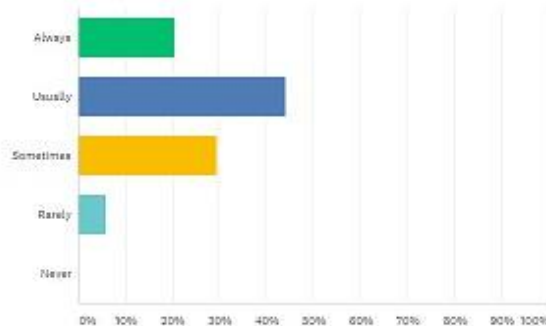
ANSWER CHOICES	RESPONSES
Always	28.57%
Usually	28.57%
Sometimes	22.86%

Q8

Customize Save As

Part 3. Service Learning, Community-Based Learningb- Rate your interest and attention to short term projects? (For example, a weekly assignment?)

Answered: 34 Skipped: 2



ANSWER CHOICES	RESPONSES
Always	20.59%
Usually	44.12%
Sometimes	35.29%

Survey Monkey- Pre HIP/SLICE "Fix-It" survey

% online education

- Fast Facts FAST FACTS - Distance learning
- Fall 2015, **5,954,121 students enrolled in distance education courses** at degree-granting postsecondary institutions:

Percent of students	Percent of students
At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)
29.8	15.4

- SOURCE: U.S. Department of Education, National Center for Education Statistics. (2018). Digest of Education Statistics, 2016 (NCES 2017-094), Table 311.15. <https://nces.ed.gov/fastfacts/display.asp?id=80>

% civic/community engagement

- U.S. Department of Education 2012 report -- created by the Civic Learning and Democratic Engagement National Task Force, the Global Perspective Institute and the Association of American Colleges and Universities – urged colleges to make civic learning and democratic engagement “an animating national priority” in order to help the country emerge from what it called a “civic recession.”
<https://www2.ed.gov/rschstat/research/pubs/college-learning-democracys-future/crucible-moment.pdf>
- American Freshman Survey revealed that 9% have a “very good chance” of participating in student protests – an increase of 2.9%; the highest level of civic engagement in the study’s 50-year history. <https://www.insidehighered.com/news/2016/02/11/survey-finds-nearly-1-10-freshmen-plan-participating-campus-protests>
- 40% of students surveyed said that becoming a community leader is a “very important” or “essential” life objective for them; 60% of incoming freshmen rated improving their understanding of other countries and cultures as just as important
- Colleges placing increasing importance on programs promoting civic engagement
 - Jake New, May 10, 2016, <https://www.insidehighered.com>

Current Methods (Blackboard) Discussion Board where students submit weekly HIP/SLICE “Fix-It” Community Issue Ethnographic Reports

- When students share their 15 week-long HIP/SLICE “Fix-It” journal to research essay writing activity results (weekly ethnographic reports, end-of-semester presentation, and their final essay, all of us are privileged to learn something new about our community and our civic relationship with each other.
- See sample work from current and previous students on the tables.

The screenshot shows the Blackboard LMS interface for a course titled "Freshman Comp Accelerated ENG110-15, 2188, 40926". The "Journals" page is displayed, showing a table of journals. The table has columns for "NAME", "VISIBILITY", "LAST MODIFIED DATE", and "ENTRIES". A single journal entry is listed: "WK 1 - WK 15 Weekly HIP SLICE Fix-it field notes MLA format ethnography", with a visibility of "Private", a last modified date of "10/13/18 3:50 PM", and "49(27 new)" entries.

The "Journal Entries" section shows a sample entry titled "Who's Homeless? An Ethnography of Subculture" by Chaz Kawamura, dated 6 September 2018. The entry includes a preface, background information, observational data and analysis, and a conclusion.

PREFACE
This is a Ethnography journal created towards homelessness. The reason for the decision of based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness.

BACKGROUND INFORMATION
Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park in area where I live. This journal is based upon the sixth week of observations. After the five weeks of observations I then start to observe several other things as well as the sixth week goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. In this I will also introduce on how intersectionality to the observation made. According to the article, "Race and discrimination are integral to addressing homelessness, in part due to a history of the historical segregation of cities and public housing" (Jensen/Mccan 2). This shows that there are many things going against black homeless in which it makes it even harder if they are disabled as well. I will include on how race and disability does affect the way homeless are treated and how they act as well.

OBSERVATIONAL DATA AND ANALYSIS
Day 12 - 9 October 2018 (6:43 p.m. - 3:43 p.m.)
Today I observed on how the disabled black homeless man acted at the park. What I observed was very eye opening. A white woman would go up to him and tell him that he should not be there at the park. While the white homeless man next to him is told nothing. The white man is allowed to lay there on the grass without being bothered.

Day 13 - 10 October 2018 (4:30 p.m. - 5:30 p.m.)
On this day, I observed the same two homeless men that were in their 50s. One was a white man and the other was a disabled black man. I observed how even though they were of different race, they actually still helped each other. They were simply talking about living space such as the bench and tree. I also noticed how hard it was for the disabled black man to get around in the park. It took him time to get from one place to another.

CONCLUSION
To conclude, for this sixth week of observing the homeless at the park. I observed for 2 days how they acted and what they did. For the previous weeks before, it was very different observations that I have made. Overall, it indeed does matter based on the intersectionality between race and if you are disabled or not. It already is hard to be a black homeless man here in America as they are treated unfairly compared to white homeless men. So it just adds to the disadvantages of being disabled by observing the disabled black homeless man and seeing how hard it was to get around. I just wanted to know why. Therefore, I hope I get to analyze and see what happens in the following week, week seven.

Conclusion

By using technology and **Open Education Resource Commons** (OER) material to **develop 21st century students' "conscientizacao"** (Paolo Freire's critical consciousness), my hope is to shed light on how our colleges and universities can support our students' knowledge and writing skill needed to contribute to our democracy by supporting demonstrative learning outside the classroom

The **HIP/SLICE "Fix-It"** journal-to-research-essay activity utilizes High Impact Practices (HIP) and Service Learning Internship Community Engagement (SLICE) as effective teaching methodologies to inform and create critical online feedback on assignments and discussions of social justice issues which my diverse student population chose to address.

George Kuh's High Impact Practice theory in my writing activities and Albert Bandura's **"Social-Cognitive Theory"** and Writing Across Curriculum (WAC), along with OER help students recognize the text's rhetorical situation of **"audience, purpose, context, stance, media, and design,"** and implement rhetorical analysis in their written responses.