

Syllabus – Fall 2015

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The Work Education Connection

Revision 8/17/15 - Online 15 weeks format

Instructor

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Office hours on campus are available by appointment *in advance*. Online meetings are available via Gotomeeting by appointment (M-F).

Catalog Description

What do workers need to know to be prepared for the jobs being generated by the global economy? How do the American secondary and higher education systems prepare workers for changing jobs?

Course Objectives

At the end of this course, students will be able to:

- Identify different rationales for educating the workforce and identify the alignments of different rationales with different kinds of educational institutions (universities, community colleges, high schools, vocational schools, etc.).
- Describe challenges facing organizations wishing to provide potential employees with meaningful and effective educational experiences.
- Analyze aspects of the educational reform debate as it concerns the utility of schools in preparing the country's workforce and identify resources for making better decisions regarding their own educational careers.

Required Readings

There are two required books for the course.

- Thomas, G. (2013). *Education: A very short introduction* (Vol. 347). Oxford University Press.
- Rose, M. (2013). *Why school?: Reclaiming education for all of us*. The New Press.

Additional readings as listed in class schedule below. Readings are available from either the Doc Sharing tab or the Webliography tab in the course shell.

Class Schedule

Week 1: 9/1-9/6 - Class Activities

- **Introduction / Syllabus Review**
- Syllabus and Policies Review
- Introductions discussion
- Course resources review
- Discussion: What are some questions facing the United States with regards to its educational system? How does this country's business community interact with its educational institutions?

Readings/Materials:

- Ken Robinson – “Changing Education Paradigms” video
- Rutgers Plagiarism Policy Materials: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers> also <http://libguides.rutgers.edu/content.php?pid=156454&sid=3294037>

What's Due:

- Online survey of previous experience in studying education and labor studies.
- Discussion participation

Week 2: 9/7-9/13 - Class Activities

- **What is the educational system for?**
- How do we expect schools to perform as producers of educated workers? Enlightened citizens? Inspired individuals?
- Discussion activity

Readings

- Thomas, G. (2013). *Education: A very short introduction* (Vol. 347). Oxford University Press. Chapters 1-3

What's Due:

- Discussion participation

Week 3: 9/14-9/20 - Class Activities

- **Shifts in educational rhetoric in U.S. History**
- The role of education in ideologies related to the American political system.
- The gradual shift from family/church/individual foundations for education to state foundations. The role of business in this shift.
- Discussion activity

Readings

- Rorabaugh, W. J. (1988). *The craft apprentice: From Franklin to the machine age in America*. Oxford University Press. Chapter 6.
- Packet of archival materials related to apprenticeships and mechanics libraries.

What's Due:

- Discussion participation

Week 4: 9/21-9/27 - Class Activities

- **Work and education in the twentieth and twenty-first centuries**
- The need for an educated workforce – the economic costs associated with the failure of educational systems.
- Discussion activity

Readings

- Thomas, G. (2013). *Education: A very short introduction* (Vol. 347). Oxford University Press. Chapters 4-7.

What's Due:

- Discussion participation

Week 5: 9/28-10/4 - Class Activities

- **Social class, employment expectations, and education**
- Theories of social capital and the reproduction of class structures. How does the operation of educational institutions fit into this theory?
- Introduction of Work/Education Biography Essay Assignment.
- Discussion activity

Readings

- Bourdieu, P. (1986). The forms of capital.

What's Due:

- Discussion participation

Week 6: 10/5-10/11 - Class Activities

- **Professionalism and Credentialism**
- What does it mean to be a professional? How does this function as an aspirational driver to our current educational system?
- How professions are created and maintained.

- The phenomenon of business requiring credentials for employment that sometimes bear little relevance to the work performed. The creation of credentials markets and the corresponding rise in fraudulent credentials.
- Discussion activity

Readings

- Brown, D. K. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations. *Sociology of Education*, 19-34.
- Murray, T. L., Philipson, N., Pope, D., Hart, N., Wood, S., Wood, C., ... & Watties-Daniels, D. (2012). Buyer Beware: Stopping Fraud in Nursing Education. *The Journal for Nurse Practitioners*, 8(9), 702-706.

What's Due:

- Discussion participation
- Essay assignment #1: A Work/Education Biography

Week 7: 10/12-10/18 - Class Activities

- **Higher education and the problem of shifting costs**
- The decrease in state funding for higher educational institutions: the case of New Jersey.
- The rise of for profit higher education and the changing regulatory climate.
- The ballooning of personal student loan debt and the question of the value of degrees.
- Discussion activity

Readings

- Braucher, J. (2012). Mortgaging Human Capital: Federally Funded Subprime Higher Education. *Wash. & Lee L. Rev.*, 69, 439.
- Autor, D. (2010). The polarization of job opportunities in the US labor market: Implications for employment and earnings. *Center for American Progress and The Hamilton Project*.
- Carnevale, A. P., Rose, S. J., & Cheah, B. (2011). The College Payoff: Education, Occupations, Lifetime Earnings. *Georgetown University Center on Education and the Workforce*.

What's Due:

- Discussion participation

Week 8: 10/19-10/25 - Class Activities

- **Community colleges and vocational education**
- The question of "College for all?"
- The historic role of community colleges in providing educational access.
- Introduction of Work/Education Alternatives Essay Assignment
- Activity: Examine course schedules and enrollment patterns at community colleges and vocational schools. What does this information suggest about the nature of the education provided by these institutions?
- Discussion activity

Readings

- Rosenbaum, J. E., & Rosenbaum, J. (2013). Beyond BA blinders: lessons from occupational colleges and certificate programs for nontraditional students. *The Journal of Economic Perspectives*, 153-172.
- Carnevale, A. P. (2008). College for All?. *Change: The magazine of higher learning*, 40(1), 22-31.

Week 9: 10/26-11/1 - Class Activities

- **Alternative paths – technological changes and the evolution of the educational landscape**
- Introduction of the debate assignment.
- Effective research strategies for the position paper research delivery.
- Discussion activity

Readings

- Goldin, C. D., & Katz, L. F. (2009). *The race between education and technology*. Harvard University Press.
- Kamenetz, A. (2010). *DIY U: Edupunks, edupreneurs, and the coming transformation of higher education*. Chelsea Green Publishing.

What's Due:

- Discussion participation

Week 10: 11/2-11/8 - Class Activities

- **The special case of STEM**
- Innovation and research as the drivers of employment and job creation.
- The special challenges to education for creating more STEM-trained employees. How does business and the government participate in this process?
- Discussion: What are some examples of new jobs created by technology? How do we develop academic programs and teach for jobs that haven't been created yet?

Readings

- Joseph, D., Boh, W. F., Ang, S., & Slaughter, S. (2012). The career paths less (or more) traveled: A sequence analysis of IT career histories, mobility patterns, and career success. *MIS Quarterly*, 36(2), 427-452.
- Washbon, J. L. (2012). Learning and the new workplace: Impacts of technology change on postsecondary career and technical education. *New Directions for Community Colleges*, 2012(157), 43-52.

What's Due:

- Work/Education Alternatives Essay Assignment due

Week 11: 11/9-11/15 - Class Activities

- **Midterm Exam and Research Activities**
- Exam is a take-home to be done between Friday, November 13 and Sunday, November 15.

Readings

- Review readings from first ten weeks for midterm.

What's Due:

- Exam essays due Sunday, November 15

Week 12: 11/16-11/22 - Class Activities

- **Debate Preparation**
- How do stakeholders in the work-education connection present their cases in the national debate on education. What perspectives are the “loudest” and what perspectives are more difficult to voice.
- Debate preparation discussion activity

Readings

- Debate format description

What's Due:

- Discussion participation
- Research activity preparing position outline and “talking points”

Week 13: 11/23-11/29 - Class Activities

- **Character, citizenship, and the focus on career preparation**
- What are some of the qualities of character that business expects schools to develop in students?
- Discussion activity
- Review activity: What makes a good presentation? What are some effective strategies for presenting the points of the argument in your position paper?

Readings

- Rose, M. (2013). Why school?: Reclaiming education for all of us. The New Press. Chapters 1, 2, 6-8.

What's Due:

- Discussion participation

Weeks 14 & 15: 11/30-12/10 - Class Activities

- **Online Debate: How should the United States address resource challenges for individuals and institutions with regards to obtaining a meaningful education enabling them to participate both economically and socially throughout their lives?**
- Reflections on the course: what can we say about our own educations?

What's Due:

- Debate Position Paper – due December 4
- Opening Statements – due December 4
- Rebuttals – due December 9
- Reflection statements - due December 12

Methods of Assessment

		Criteria	Due Date
30%	Class Participation and online activities	Quality of responses, timeliness of responses, following of directions and, where applicable, complete and timely submission of deliverables to drop-boxes.	Ongoing
10%	Essay Assignment: Work/Education Biography	Clarity of writing, support of argument with evidence from both scholarly and non-scholarly sources, and correct use of APA citation format to cite sources.	Week 6
10%	Essay Assignment: Work/Education Alternatives	Clarity of writing, support of argument with evidence from both scholarly and non-scholarly sources, and correct use of APA citation format to cite sources.	Week 10
15%	Midterm Essay Exam	Quality of answers.	Week 11

5%	Research delivery for the position paper	Quality of research with regards to scholarly and non-scholarly sources, clarity of writing, correct use of APA format, and following of directions for the assignment.	Week 12
10%	Online Debate Participation	Timeliness of submissions, clarity of arguments, and following of directions for the assignment.	Week 14
20%	Debate Position Paper	Quality of research, critical analysis of findings, clarity of writing and citation of evidence in the written paper and presentation of findings in both written and oral formats.	Week 14

Things I care about when it comes to the Class Participation portion of the grade:

- Ultimately, being in a class entails responsibilities: to yourself, to your instructor and to your classmates. I use Online Participation as part of your final grade so that I can encourage you to engage in behaviors likely to produce good outcomes for you and for the class as a whole. I do not intend it as an “E for effort” approach, consequently I am spelling out what matters to me when I am assessing this portion of your grade. Please do not consider this as an invitation to lobby me at the end of the class to change my mind about your devotion to the subject; for me the largest part of this grade is actually very straightforward.
- Online Participation includes doing the intellectual work of the class, which means doing the readings and coming to the class site prepared to participate in discussions and activities each week. Consequently, even if your reasons are very, very good for being away from the work this is ultimately not excusable. Failing to participate in online activities such as discussion threads or journal activities or other set tasks for **any reason less than hospitalization** will drive this portion of your grade to a 70 or lower.
- If you miss a quiz or a presentation, anything short of a well-documented medical emergency will result in a 0 for that assignment.
- Late work policy: If you have extraordinary circumstances that you know about in advance, please reach out to me via email and we will see if accommodations can be arranged with regards to turning in assignments late. If work is turned in late without agreed to accommodations in place, you can expect a 5 to 10 point deduction from the assignment grade for each day late.
- If you expect to be unavailable due to illness or family emergency, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.
- If you need to miss class work for religious observances you will be required to make up all class work immediately; expect that failure to complete the coursework makeup in a timely fashion will impact your Class Participation grade.

- If you have difficulties logging into the eCollege server, you should contact help@ecollege.rutgers.edu, or phone one of their help lines - (732) 932-4702 is generally the best one to try – to resolve the issue as quickly as possible. You are expected to be checking in with the course shell every 2-3 days throughout the semester. Not logging in to the server to complete assignments or download readings will result in a lower Class Participation grade, so I expect that you will resolve any problems quickly.

<u>Letter Grade</u>	
A	89.5 - 100
B+	87.5 – 89.49
B	81 – 87.49
C+	77.5 – 80.99
C	70 – 77.49
D	65 – 69.99
F	64.99 or less

Written Work Guidelines

These guidelines must be followed for all assignments and papers. Papers that do not meet these standards will be returned to the student for resubmission before grading, and the grade will be marked down.

- All assignments must be posted to the course shell's dropbox on or before the date on which they are due.
- All assignments posted to should have your last name and the assignment title as part of the file name (i.e., muller_final_paper.doc not muller.doc or paper.doc)
- Late work will be marked down 5 points per day late unless the student has obtained permission of the professor to submit the work late (in the case of illness, etc.) **prior to the due date**.
- I will usually be using Turnitin.com on the dropboxes for most assignments longer than 500 words. If the Turnitin search fails to produce a report, it is the responsibility of the student to upload a second copy of the file.
- Assignments are to be in 12-point type, Times New Roman font, double-spaced, with at least 1" margins on all sides of the paper, with pages numbered.
- You must have your name on the first page of the assignment. I do not typically need a title page.
- Brevity and clarity are highly valued attributes for all reports and assignments. I'm serious about staying within the word counts posted for the assignments, if you're more than 10% high or low on the required word count in the assignment description expect to see deductions between 5 to 10 points taken off of your grade.
- Papers are to be free from spelling, grammatical, and typographical errors – use spell checker and grammar checker and having someone else do a second read of your work for clarity is recommended. Please proof read carefully before submitting.
- **Appropriate use of references is required for all assignments.**
- Bibliographical citations must use the APA format. Some examples of the APA format for print and electronic citations are available from the Purdue University Online Writing Lab, (<http://owl.english.purdue.edu/workshops/hypertext/apa/sources/reference.html>) and the Cornell University Library (http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html)

Statement on Plagiarism

I want to make it very clear that plagiarism is not tolerated by either the University or myself. If you have questions on what exactly constitutes plagiarism, a good place to start is the Rutgers Plagiarism Policy listed in this syllabus. If you still have questions, please make an appointment with the Writing Program for a tutorial on the subject, review the Rutgers University Libraries tutorials linked in the Webliography of the course shell or make an appointment to talk to me during office hours.

For my purposes while grading I do periodically check sentences and phrases without citation against several different search engines. If they come back with hits I read further on to see if the material has been substantially lifted from an online source and I also employ turnitin.com to determine if there has been significant copying. If this is the case, I consider this an act of direct plagiarism.

If there are major ideas in your work which are not ideas you thought up they should be appropriately cited. If they are not, even if they are substantially re-worded, I would consider this an act of indirect plagiarism.

If you are detected in an act of direct plagiarism, your grade for the project in question will be a zero and your grade for the course will be an F. Needless to say you will also be subject to any additional penalties the department and school choose to issue.

If you are detected in the act of indirect plagiarism, your grade for the project will lose 5-10 points for each instance I find. If more than three instances are found, I will consider it to be an act of direct plagiarism and the penalties listed above apply.

Accessibility

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.