

EDR 317: Research Paper

"What's the Purpose of School?"

Fall 2019

There are **FIVE driving questions** explored in this course, specifically connected to the broader concept of schooling, popular culture and schooling.

- *What does popular culture say about identity? (Or, how does popular culture portray or inform identity?)*
- *What does schooling say about identity?*
- *What does popular culture say about schooling? (Or, how is schooling portrayed in popular culture?)*
- *What does schooling say about popular culture? (Or, do pop culture and schooling impact or inform each other?)*
- *What are identity, popular culture, and schooling and why do they matter? (Also, what is the purpose of schooling?)*

PURPOSE: The purpose of this paper is to begin to take some of these questions and themes and begin putting them together (trying to make sense of them) by responding to the question, "What is the purpose of schooling?" The way you respond (your thesis) and the sources that you find and use to respond to this question will be based, at least in part, on your identity and your uses of/value of popular culture.

GENRE: Formal Research Paper (including research, citation of relevant/legitimate sources) (1500-2000 words)

Focus Questions: *"What's the Purpose of School?"*

Overview: For this formal research paper, you will read and review various research connected to U.S. schooling, including the U.S. history of education and its purpose(s). You will use the purposes from Labaree's (1997) article, "[Public Goods, Private Goods: The American Struggle over Educational Goals](#)" to guide your research and response. The final product will include a **formal research paper** aimed at articulating how/why the selected goal(s) or combination of goals reflects the purpose of U.S. education as well as **a one-page infographic** summarizing and synthesizing findings presented in the paper. Additionally, you will also write **a 100 word summary** of the findings on your infographic and in your research paper.

Connected to this assignment, you will be required to engage in a writing consultation with GVSU's Writing Center during the drafting process. The EDR 317 course rubric will be used to assess this assignment.

- **REQUIRED GVSU Writing Center Consultation:** Due the week of October 14-18.
- **DRAFT Due** (for peer review and feedback): Due Thursday 24 October by 12:00 noon (via Group Google folder)
- **REVISED Draft:** Due Thursday 31 October by 12:00 noon (via Group Google folder)
- **FINAL Draft AND Infographic:** Due Thursday 07 November by 12:00 noon (Personal Google folder)
 - **(*NOTE: you will share your infographic in class.)**

Important Details:

- *Select a goal or purpose of education based on ideas and discussions from class and class assignments; form an argument related to this goal; identify clear evidence from research to support this goal.*
 - *Identify the GAP (genre, audience, purpose) for this assignment: that said, this is a formal research paper and, as such, must include an introduction (with clear thesis), body paragraphs with supporting/cited evidence, and a conclusion.*
 - *The goal of this assignment is to both **inform** and respond clearly - with reputable support - to the focus questions for this assignment.*
 - *Writers should use third person only (s/he, they, etc.) -- that is, please refrain from "I" or "you".*
 - *Minimum of **SIX separate, academically reputable sources** must be included and cited; students must use APA for formatting.*
 - *Once the final draft is completed, generate a one-page infographic that summarizes and highlights important ideas from the final research paper; these will be shared with peers during a face-to-face class session and then later with an educational professional.*
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EDR 317 GENERAL GRADE DESCRIPTORS for the quality of work are as follows:

Course Grade	%	General Description of Quality
A or A-	90-100	Outstanding, exemplary work. Uses and integrates readings/viewings, classroom discussions, additional professional resources, and/or teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No or very minor errors in grammar, punctuation, spelling (if there are errors, they do not hinder the quality of the work).
B+, B or B-	89-80	High quality work. Uses many readings/viewings, classroom discussions, outside professional resources, and/or teaching experiences (where appropriate) to inform the writing/activity. Meets most if not all of requirements of the assignment, is thoughtful, and provides details and examples to support ideas. Very few errors in grammar, punctuation, spelling (any errors that exist do not detract from the quality/message of the work).
C+ or C	79-74	Work below expected level of quality. Does not meet all requirements of the assignment. May use some readings/viewings, classroom discussions, and extra professional resources, and/or teaching experiences (where appropriate) to inform the writing/activity. Meets some requirements of the assignment, shows an attempt to engage with purposes of assignment, and provides some details and examples to support ideas. Errors in grammar, punctuation, spelling likely impact overall quality.