

SENIOR INQUIRY

Syllabus

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For a more timely response, please use email.

Course Objective

"Senior Inquiry is a dual-credit, year-long program offered in partnerships between Portland State University and selected area high schools. Its purpose is to deliver interdisciplinary college-level courses on site at the high school, preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team-taught by high school and university faculty. Its courses are developed under the same award-winning general education guidelines as PSU's University Studies department and Freshman Inquiry program."

Units of Study (Including, but not limited to):

Thematic Focus of the Year:

Race and Social Justice: How can the use of Critical Thinking provide us with tools of empowerment? / How do we know that we know?

Quarter 1:	Quarter 2:
Lens: Critical Analysis and Semiotics	Lens: Power and The Panopticon
Text: <i>Fool's Crow</i> by James Welch, various essays & articles, Mercy Corps	Text: <i>Selections from Foucault; Handmaid's Tale</i> by Margaret Atwood
Major Thinker: Stuart Hall Media Representation	Major Thinker: Michel Foucault
Essay: Critical Analysis Essay College Essay (Personal Narrative) I-Search / Research Paper Poetry	Essay: The Surveillance Society I-Search / Research Paper, continued Timed Essay Poetry, Speculative Fiction

Quarter 3:	Quarter 4:
Lens: Reality and The Simulation of Reality	Lens: The View from the Frontier
Text: Plato's <i>Allegory of the Cave</i> Film: <i>Matrix / Inocente / Wasteland / Exit Through the Gift Shop</i>	Text: <i>The Legacy of Conquest: The Unbroken Past of the American West</i> by Patricia Nelson Limerick <i>Space Is the Place, Sun Ra / The Stranger, Camus & The Meursault Investigation, Daoud</i>
Major Thinker: Jean Baudrillard	Major Thinker: Patricia Limerick
Narrative: Technology/ Simulation Narrative Essay: Position Essay Research Paper, II Poetry	Essay: The View from the Frontier Response Essay: Power in My Hands Reflection Essay Poetry

Guiding Principle: Engagement

Attendance, Lateness, Devices

Perfect attendance is always the goal. We define perfect attendance as being on time and fully engaged during the entire class session. For example, having headphones on your ears during class does not communicate full engagement with your colleagues and teachers. In the event that you are late, please enter quietly, check the agenda, and acclimate yourself to the classroom. We will record the tardies.

There are 168 hours in each week; that's about 10,080 minutes. We are together for roughly 420 of those minutes; that's about 4% of the total amount of minutes per week. Trust us, we think technology and cell phones are great, but we will act as if they don't exist during the 7 hours that we spend together each week. You are focusing on YOU and YOUR CRITICAL INQUIRY during this time. It's only about 4% of your week. That call, text or notification? Save it for the other 96% of your life.

To put it plain, cell phones and other electronic devices negatively impact engagement in class and thus should be kept off and away. If are expecting crucial information during class time, let us know **BEFORE** class begins so we can create a non-disruptive plan for you to receive it.

Grading Policy

The grading scale for this class is based on the proficiency model. The grading breakdown and scale is:

4= Exceptional	3.5-4.0= A
3= Meets Standard	3.0-3.4= B
2= Not Yet Standard	2.0-2.9= C
1= Lacks Evidence of Understanding	* Minimum Passing Grade C

Late Work

Students are expected to complete work in a timely manner, in line with the exit criteria, and to turn that work in. Submitting work when it is due is the best way to get back timely feedback. **Assignments must be completed by quarter's end in order to receive credit.**

Differentiation

The differentiation strategies used in this course are based on the evidence received through multiple forms of pre, ongoing, and formative assessments such as:

- Flexible grouping
- Independent Projects/Research
- Student Centered Curriculum
- Peer Mentoring
- Learning Centers/Stations
- Tiered Assignments
- Open-ended Tasks
- Pre-instruction Assessment
- Questioning Techniques
- Product Grids
- Students as teachers/producers
- Student Self Assessment/Rubrics

Bathroom and Hall Passes

- If you must use the bathroom or travel through the halls you need a pass. Please make sure it is not during the first 10 minutes to last 10 minutes of class and not during a time when someone else is speaking.
- Please keep your bathroom time to under 5 minutes. There is only one hall pass, so be considerate of your classmates.

Homework

Students will not get busy work in class or to take home. Any work done at home will be a continuation of work begun in class. Students will have the tools that they need in order to be successful with any work done at home. Students are responsible for completing all assignments that are given to them in class.

Diversity Statement

"Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation." *Portland Public Schools Board of Education Policy 1.80.020-P*

Portland State University Studies Goals:

Each University Studies course works towards four key learning goals that constitute some of the necessary conditions for achievement as a citizen in a pluralistic democratic society and in a wide variety of professions, academic and otherwise. It is with this in mind that this course is interdisciplinary, meaning that we will work from a variety of disciplines to incorporate these goals. **The ePortfolio will be set up to provide evidence of engagement with the following goals:**

<p>Inquiry & Critical Thinking Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</p>	<p>Communication Students will enhance their capacity to communicate in various ways— writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</p>
<p>The Diversity of Human Experience Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</p>	<p>Ethics & Social Responsibility Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</p>

Name _____ Class _____ Date _____

Instructions: Read and Discuss the *Senior Inquiry Syllabus* with your parents or guardians. Keep the *syllabus* for your records but complete and return the signature sheet.

Student
Signature _____

Parent/Guardian
Signature _____

Parent/Guardian Contact Information:

Parent/ Guardian
Name(s): _____

Phone: _____

Email Address: _____

Best time to be reached: _____