SENIOR SEMINAR: HIGHER EDUCATION AND DEMOCRACY
SYLLABUS & CLASS RULES
SUMMER 2016

Professor: Twinette L. Johnson
Office: Room 224 or 226 (you will find me in either one when I am on campus)
Phone: 618-536-4563  Email: tjohnson@siu.edu
Class Times: Online Course
Office Hours: Drop ins and Appointments

I have an open door policy and so even if you do not have an appointment, feel free to come in and discuss your questions with me. As this is an online course, you may contact me via phone or email. I am also available via Skype and FaceTime (although you should make an appointment if you wish to contact me via Skype (314-853-6464) or FaceTime (314-853-6464)).

ASSIGNED TEXTS:
Required:
Education Law Stories, eds. Michael Olivas and Ronna Greff Schneider
Scholarly Writing for Law Students: Seminar Papers, Law Review Notes, Elizabeth Fajans & Mary R. Falk

PROFESSIONAL GOALS:
This senior seminar course, Higher Education and Democracy, focuses on higher education by exploring various aids and impediments to accessing it. This is all done through the lens of democracy. To fully understand what drives access to higher education, it is important to understand its purpose – both historically and contemporarily. Visiting old and perhaps formulating new notions of democracy will assist in developing this understanding, recognizing policies that sustain higher education access and highlighting problems that impede it.

Thus, you can expect the following learning outcomes in this course:

- Analyze proposed Department of Education regulations
- Understand the history, various components and general structure of higher education in America
- Understand concepts of democracy
- Understand the connection among democracy, higher education and the Higher Education Act
- Develop a basic/general understanding of principles associated with the notice and comment process related to Department of Education regulation promulgation
- Provide well-researched written comments on Department of Education promulgated rules
- Craft arguments related to statutes, regulations and case law and present them in a well-researched written paper format (similar to a law journal article)
- Present research in a visual format
- Practice responsible social media use

PROFESSIONAL EXPECTATIONS:
You have chosen to take a senior seminar course via distance education and over the summer term which is a truncated term. You will thus be expected to complete your weekly and major assignments in a shorter time. However, the expected dedication you bring to your tasks and work product should remain consistent with what would be expected of you in a regular term in person course.

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1 This Syllabus and list of Class Rules may be revised as needed.
2 This Syllabus and list of Class Rules has an electronic companion posted on the course’s TWEN page. The electronic syllabus explains syllabus provisions and class rules.
As you know, your professional legal career began when you started law school. I want you to continue learning and practicing the professional behavior expected of you as attorneys in the legal profession. To that end, please read and familiarize yourself with the following specifics:

Electronic Platform: This course will use the Westlaw TWEN electronic platform. The name of the course is SS: Higher Education and Democracy. You can find the course at the following link: HIGHER EDUCATION & DEMOCRACY TWEN PAGE

Weekly Assignments, Preparation and Participation (all necessary materials uploaded to TWEN on Fridays):

Readings: You are responsible for all assigned reading and any additional reading.

Each week, your readings will posted to TWEN. The readings will not be posted ahead of time. Your readings will typically consist of chapters from the required texts and additional articles I post on TWEN. You may also be required to watch videos each week.

Quizzes: Each week, you will be required to take a quiz on the week’s readings. The quizzes will be uploaded to TWEN (under QUIZZES). You will have one hour to complete the quiz. You will be provided with Discussion Questions to guide you through your reading. The Quiz questions will come directly from the Discussion Questions.

Blog Posts: Each week, you will be required to write a 600 word post in response to two of the questions I pose. These questions and thus your responses should be based on the reading. You will also be required to write a 300 word response to one of your classmate’s responses to my questions. Thus, at a minimum, you will write 1500 words on the blog per week.

Social Media Posts: Each week, you will post a link to an online source you (should be related to your research or generally to the subject of this class) and a three sentence maximum description or opinion of the source content. You will use the GROUP ME platform to accomplish this.

Weekly Checklist: Each week, you will turn in your weekly checklist indicating that you have performed all the required tasks for the week.

Major Assignments:

Comment Papers: You will be required to complete two 2500 word minimum well-researched comment papers in response to a proposed Department of Education regulation. Refer to the RESEARCH TOPIC CHART to choose the proposed regulations you will write about. Consult the COMMENT folder on TWEN for instructions, guidelines and resources.

Research Topic/Plan: You will be required to complete a Research Topic/Plan. Refer to the RESEARCH TOPIC CHART to choose the topic you will write about. Consult the RESEARCH PAPER folder on TWEN for instructions, guidelines and resources.

Research Outline: You will be required to complete a Research Outline. Consult the RESEARCH PAPER folder on TWEN for instructions, guidelines and resources.

Final Research Paper: You will be required to complete a Final Research Paper. Consult the RESEARCH PAPER folder on TWEN for instructions, guidelines and resources.
Prezi Presentation: You will be required to complete a Prezi Presentation regarding your research. Consult the PREZI folder on TWEN for instructions, guidelines and resources.

Required Work:

The American Bar Association (ABA) directs the amount of hours students should spend in and outside of class regarding law school courses. In part, ABA rules approximate the following with regard to your work regarding law school courses:

A “credit hour” is an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.

ABA Rule 310

For purposes of this three credit (3) hour course which will be given over the course of seven (7) weeks via distance education, you should expect to spend at least 18.21 hours per week in viewing lectures, reading and preparing assignments, completing tasks and participating in our online blog.

General Grading Criteria:

Major Assignments:
* Final Research Paper (6500-8000 words) – 45%
* Research Plan/Topic & Research Outline – 10%
* Comment Papers (minimum 2500 words each) – 15%
* Prezi – 5%

Weekly Assignments:
* Quizzes – 15%
* Blog Posts (total 1500 word minimum each week) – 10%

Instructions, guidelines and other resources regarding the assignments are provided in separate documents on the course’s TWEN page.

Deadlines and Extensions:
All assignments are due on the dates indicated and should be turned in according to the instructions given. Extensions will only be granted before an assignment’s deadline and only in the case of an unforeseeable emergency. Late assignments will be assessed a penalty.

Returning Assignments:
Giving thorough and meaningful feedback takes a tremendous amount of time and effort. While I cannot be definite about each assignment’s return date, I will always return them in enough time for them to be useful to you on future assignments.

ONLINE DECORUM:

This course explores issues that may engender strong opinions on positions. You are encouraged to express those. However, you are also expected to conduct yourself in a professional manner at all times in connection with all activities associated with this course. This means you should be respectful of others at all times. It is permissible for you to disagree and I encourage you to express your opinions, but you are expected to
always do so in a respectful and courteous manner. Comments—written or oral—that are racist, sexist, abusive, profane, violent, obscene, libelous or threatening will not be tolerated and will be considered cause for you to receive a failing grade in the course.

COMMUNICATION:

TWEN Wiki:
If you have questions regarding the course or any assignment, please post them to the TWEN Wiki page. I will respond there. This will enable all members of the class to see the question and the answer. If you have a matter you would prefer not to ask via the Wiki, you may email me.

Email:
I may communicate with you through your “siu” email accounts. Therefore, you should check your siu mail regularly. If you use a different e-mail address, you should have your siu mail forwarded to that address. If, during the course of the semester, you think you have not received any message your classmates have received (through TWEN or siu mail), let me know immediately and I will work with you and IT to solve the problem.

Emergency Procedures
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
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ASSIGNMENTS
(all Assignments due each Friday by 11:59 pm)
SUMMER 2016

WEEK 1
JUNE 13TH – JUNE 20TH

Readings: Education Law Stories – Chps 1, 5 & 6; Scholarly Writing – Chps 1 & 2; Democratic Values (on TWEN under Readings (articles)); Syllabus and Course Rules
View: Electronic Syllabus Companion; Administrative Law Research/Notice and Comment Power Point; Group Me Video Instruction (all on TWEN)
Quiz #1: TWEN
Group Me Post: GROUP ME page
Blog Posts and Response: TWEN

DUE: Research Plan/Topic – See RESEARCH Folder on TWEN for template (instructions and guidelines will be there). Upload to TWEN Assignment Drop Box.

WEEK 2
JUNE 20TH – JUNE 27TH

Readings: Education Law Stories – Chps 2, 3 & 4; Scholarly Writing – Chp 3; Higher Education, Democracy and Citizenship – The Democratic Potential of the University (TWEN)
View: Why Education Matters (link on TWEN)
Quiz #2: TWEN
Group Me Post: GROUP ME page
Blog Posts and Response: TWEN

DUE: Research Outline – See RESEARCH Folder on TWEN for template (instructions and guidelines will be there) and sample. Upload to TWEN Assignment Drop Box.

WEEK 3
JUNE 27TH – JULY 1ST

Readings: Education Law Stories – Chp 7; Scholarly Writing – Chps 4-5; Cooling out Function in Higher Education (TWEN)
View: None
Quiz #3: TWEN
Group Me Post: GROUP ME page
Blog Posts and Response: TWEN

DUE: Comment Paper 1 – See COMMENT Folder on TWEN for template (instructions and guidelines will be there) and samples. Upload to TWEN Assignment Drop Box.

CONFERENCE 1: Face To Face Meeting – Sign up via TWEN (may meet in person, via Skype or FaceTime – no phone calls permitted) – 30 minutes

3 This Syllabus and list of Class Rules may be revised as needed.
WEEK 4
JULY 1ST – JULY 8TH

Readings: Predatory Ed: The Conflict Between Public Good and For-Profit Higher Education; 50,000 Voices Can’t Be Wrong, but Courts Might Be: How Chevron’s Existence Contributes to Retrenching the Higher Education Act; Regrowing Democracy – The Role of Higher Education (All on TWEN); Scholarly Writing – Chps 6-8
View: Prezi Video (TWEN); The Benefits of For-Profit Education; The Business of Higher Education (links on TWEN)
Quiz #4: TWEN
Group Me Post: GROUP ME page
Blog Posts and Response: TWEN

WEEK 5
JULY 8TH – JULY 15TH

Readings: Education Law Stories – Chps 8-10; Higher Education’s Public Mission: Prosperity, Democracy, Justice (TWEN)
View: The Higher Education Bubble (link on TWEN)
Quiz #5: TWEN
Group Me Post: GROUP ME page
Blog Posts and Response: TWEN

DUE: Comment Paper 2 – See COMMENT Folder on TWEN for template (instructions and guidelines will be there) and samples. Upload to TWEN Assignment Drop Box.

CONFERENCE 2: Face To Face Meeting (You are required to bring/send a draft of your final research paper to this meeting) – Sign up via TWEN (may meet in person, via Skype or FaceTime – no phone calls permitted) – 60 minutes

WEEKS 6 & 7
JULY 18TH – JULY 29TH

These weeks should be devoted to working on your final research paper. I am available for questions, meetings, draft review, etc.

DUE – Friday, July 29th by 11:59 pm: FINAL RESEARCH PAPER – Upload to TWEN Assignment Drop Box.