

## SYLLABUS FOR US CURRENT EVENTS

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INTRODUCTION: Welcome to US Current Events. In this class, you are going to explore something that is happening in the news today that you are passionate about. You are going to explore it with some depth and understanding. You will learn how to research a topic on a profound level and synthesize your research into

A series of reading and research goals through daily work sheets.

A Presentation which can be a PREZI or a POWERPOINT, a PORTFOLIO or a POSTER.

A series of 1 - 2 page essays which, when put together, will become a 7 - 15 page academic research paper.

You will also participate in weekly discussions revolving around issues important in the United States right now.

### CLASSROOM EXPECTATIONS:

Students need to be present and present. By this I mean, students need to be in class, on time and ready to learn. Students also need to be actively engaged in the topic and be producing work through the course of the lesson.

Students also need to follow the three rules of RESPECT:

Respect for the Room: Please clean up after yourselves. Please keep your area neat. Please make sure that other things in the room do not get broken or damaged.

Respect for your classmates: Please allow your classmates the right to learn. If you are having a bad day, I understand that. However, your classmates are also in the room to learn and by disrupting the learning environment and/or by infringing on others' right to learn, you are making it hard for all involved to engage in the learning process. Furthermore, respect the opinions of your classmates even if they are completely opposed to your own. You have a right to disagree but not a right to disrespect other opinions.

Respect for yourself. You are all good people and smart people. You all need to do your best on everything asked of you. Treat yourself with respect and dignity by making the sincerest effort to do all the work demanded of you.

## CLASS OUTLINE:

Activity Log -- Due at the end of week one :

Students can identify three things about the world that they feel are unfair. Students can also elaborate on why they think these three things are unfair.

Finally, students can generate, for each of these three things at least 5 questions that they have about these acts of injustice. Students can write proposal for project.

Due at the end of week two :

Research OSLIS website and identify 4 articles that are relevant for your projects. Write a brief summary about each of the articles and go into detail about the project. You must have a project decided upon by the beginning of week two. Do some background reading on your project and answer a set of guiding questions on your topic. Develop a visual representation that describes the what it is you are working on. For example, if you are working on police brutality, research and design a visual that speaks to what the problem actually is. At this point, do not address how you are going to solve the problem or what should be done to solve the problem.

If you do not have a topic in place, you will work together with me on the following topic:

***"Students spend too much time taking OAKS tests and these tests rather than help students learn, make it more difficult to learn."***

Week Three: Overview of your topic and begin writing the first essay. Also, students will learn how to use quotes in an essay and how to write cited sources. Students will make sure that they have a means to organize all of their work -- be it electronically or in a notebook or on a poster.

Week Four: Develop your second essay: A description of your topic and some historical background about your topic. This essay must be 1 - 2 pages in length and must be well written and well researched. You will use google docs, a prezzi or another medium in order to organize your readings.

Week Five: Students will identify two outcomes which they wish to see happen regarding their project. They will choose one of the two outcomes and research this outcome in detail reading for a numerous set array of sources. They will add this research into their PREZI or their POWERPOINT.

Week Six: Students will develop their second 1 - 2 page essay and have it written by the end of this week.

Week Seven: Counter - claim. Students will research a counter-argument as it relates to their topic and be able to identify this counter - claim into their portfolio.

Week Eight: Students will write their counter-claim essay and be able to draft an essay based on the counter-claim. In this essay, somewhere, you should refute the counter-claim.

Week Nine: Students will explore how to attack the counter-claim. Again, this will be written into their PREZI or POWERPOINT and presented at the end of week nine.

Week Ten: Students will write their second argument in support of their claim. Again, students will need to cite evidence in order to move forward.

Week Eleven: Students will identify and put into their portfolio a reflection, identifying their ideal outcome should what they explored come to fruition. Students will now, formally present their entire project to the class in a formal setting. Teacher will either invite specific students to present their findings at Exhibition or invite students to have their presentations filmed so that these could be presented at Exhibition.

Week Twelve: Students write their final reflection of what would, in the ideal situation, happen, if what they argue about comes to fruition. Students will also synthesize all their sources into a bibliography.