

*High Impact Practices*

with

Open Access

Technology in Education Conference.

California State University,

Dominguez Hills

*Dean Ramser*

*Lecturer, CSUDH*

# "High Impact Practices with Open Access" at CSUDH's Technology in Education Conference

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

2018

**CSUDH**  
2018  
**TECHNOLOGY IN EDUCATION CONFERENCE**  
#tec18

**TECHNOLOGY IN EDUCATION CONFERENCE**

Promoting Best Practices with Technology in Education

**Dean Ramser**  
CSU, Dominguez Hills  
**PRESENTER**

October 16, 2018  
LOKER STUDENT UNION



**Presentation**  
**Room: 326-327**  
Open Educational Resources:  
Integrating Multiple Sources in  
Blackboard; High Impact  
Practices with Open Access

**Jennifer Miller**  
Assistant Professor (Teaching), USC Sol  
Price School of Public Policy

**Dean Ramser**  
Lecturer, CSUDH



## High Impact Practices with Open Access

DEAN RAMSER

Dean Ramser, Ed.D., uses technology and Open Education Resource Commons (OER) material to develop 21st century students' "conscientizacao" (Paolo Freire's critical consciousness). As a lecturer at California State University, Los Angeles, he hopes to shed light on how colleges and universities can support students' knowledge and writing skill needed to contribute to democracy by supporting demonstrative learning outside the classroom.



1:05-1:40	<b>Supporting Student Success with Open Educational Resources in the CSU</b> <b>Leslie Kennedy</b> Director, Affordable Learning Solutions (ALS), Chancellor's Office <b>Reza Boroon</b> Manager, Academic Technology, CSUDH <b>Noami May</b> ALS Coordinator, CSUDH <b>Monica Munoz</b> Instructional Designer, CSU East Bay <b>Kathryn E. Theiss</b> Assistant Professor, Biology, CSUDH	<b>Virtual Simulation as a Classroom Tool: Bridging the Gap from Classroom to Career</b> <b>Sally Spencer</b> Professor of Special Education, CSU Northridge	<b>Open Educational Resources: Integrating Multiple Sources in Blackboard; High Impact Practices with Open Access</b> <b>Jennifer Miller</b> Assistant Professor (Teaching), USC Sol Price School of Public Policy <b>Dean Ramser</b> Lecturer, CSUDH
1:45-2:20	<b>Lightning Round</b> <b>OER and ALS for BIZ Courses; OERs for Math Sciences Instruction; Using WeBWorK to Support Student Success in Calculus</b> <b>Thomas Norman</b> Associate Professor, CSUDH <b>George Jennings</b> Professor of Mathematics, CSUDH <b>Sharon Lanaghan</b> Lecturer, CSUDH	<b>Positive Disruption in Teaching: Modular Online Teaching: Easy To Use, Easy To Administer</b> <b>Mike Grimsham</b> Executive Director, The Entrepreneurial Institute, CSUDH <b>James Scarborough</b> Adjunct Professor, CSUDH <b>Michael Fraga (Panel Participant)</b> Adjunct Professor, Chicano Studies, CSUDH <b>Steve Williams (Panel Participant)</b> Coordinator, Internet Applications	<b>Blackboard Learn Ultra Overview</b> <b>Edgar Gonzalez</b> Client Success Advocate, Blackboard  <b>Netflix Worked For Movies, How Does It Work For Affordable Course Materials?</b> <b>Rabyn Cristofani</b> Business Development Director, Cengage Learning <b>Nadine Dunning</b> Regional Key Account Manager for the West, Cengage Learning
2:20-2:35	<b>BREAK &amp; VENDOR MEET</b>		
2:40-3:15	<b>Effective Interaction in Online Courses: Connecting Students with Peers, Instructors, and Content to Support Learning</b> <b>Melissa A. Wong</b> Adjunct Lecturer, School of Information Sciences, University of Illinois at Urbana-Champaign	<b>Make Your ORCID's Bloom on Campus</b> <b>Gail P. Clement</b> Head of Research Services, California Institute of Technology <b>Caroline Coward</b> Library Group Supervisor, NASA/Jet Propulsion Laboratory	<b>Enabling Students to Build Must-have Digital Campus Experiences</b> <b>Ana Sanchez</b> Community Engagement Specialist, Higher Education <b>Mada Labs</b>
3:20-3:30	<b>CLOSING REMARKS</b> Reza Boroon, Manager, Academic Technology		



# Previous Methods of Journal Writing of HIP/SLICE “Fix-It” Community Issues:







# HIP/SLICE “Fix-It” Journal to Research Essay Writing Activity

- **HIP/SLICE “Fix-It” journal** – Based on Anna Deveare Smith’s *Twilight: Los Angeles, 1992* play, students incorporate mixed modalities of the Watts Rebellion, the LA Riots, and BlackLivesMatter (BLM), along with their Service Learning Internship Community Engagement (SLICE) journal of their observation and/or participation of a specific community issue for their final research essay.

- **OPEN ACCESS RESOURCES:**

- <http://blacklivesmatter.tumblr.com/>
- *Eyes on the Prize*.- [https://www.facinghistory.org/sites/default/files/publications/Eyes\\_on\\_the\\_Prize.pdf](https://www.facinghistory.org/sites/default/files/publications/Eyes_on_the_Prize.pdf)
- [https://www.youtube.com/watch?v=r2\\_VX2nymRs](https://www.youtube.com/watch?v=r2_VX2nymRs)
- **Milestones** - Find out more about the Milestones featured in *Eyes on the Prize*.
- [The Supreme Court Declares Bus Segregation Unconstitutional \(1956\)](#)
- [The 1960 Presidential ElectionThe Desegregation of Interstate Travel \(1960\)](#)
- [The Supreme Court Orders Ole Miss to Integrate \(1962\)The March on Washington \(1963\)](#)
- [The Civil Rights Act of 1964](#)
- [The 1964 Presidential ElectionLyndon Johnson's "We Shall Overcome" speech](#)
- [The Voting Rights Act of 1965](#)
- [The Kerner Commission Report \(1968\)](#)
- [The 1968 Presidential Election](#)
- [The Attica Prison Riot \(1971\)](#)
- [The National Black Political Convention \(1972\)](#)
- [The Federal Court Order to Integrate Boston Schools](#)
- [The Bakke Case and the Status of Affirmative Action in 1978](#)

# HIP/SLICE “Fix-It” Journal to Research Essay Writing Activity

- **OPEN ACCESS RESOURCES:**

- *Wattstax (1973)* - a documentary film by Mel Stuart that focused on the 1972 Wattstax music festival and the African American community of Watts in Los Angeles, California. The film was nominated for a Golden Globe award for Best Documentary Film in 1974.
- <https://www.youtube.com/watch?v=dwuAwSbxbNk>
- ISAAC HAYES - Shaft@WATTSTAX [feat. Richard Pryor] 1973
- [https://www.youtube.com/watch?t=11&v=6Gghsy\\_YKk8](https://www.youtube.com/watch?t=11&v=6Gghsy_YKk8)
- <https://www.youtube.com/watch?v=pdbMScGI9Fc>
- Walter Mosley: Watts Riots 'Paved The Way For A Lot Of Change'
- <http://www.wbur.org/npr/432084376/walter-mosley-watts-riots-paved-the-way-for-a-lot-of-change>
- <http://www.wnyc.org/story/walter-mosley-watts-riots-paved-the-way-for-a-lot-of-change/>
- <http://blacklivesmatter.tumblr.com/>
- [https://www.academia.edu/12277372/ BlackLivesMatter Syllabus](https://www.academia.edu/12277372/BlackLivesMatterSyllabus)
- <http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement/>
- [http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/? r=0](http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?r=0)
- <http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one>
- <http://www.thisamericanlife.org/radio-archives/episode/548/cops-see-it-differently-part-two>



Dean Ramser

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Freshman Comp Accelerated ENG110-15\_2188\_40926 Discussion Board

[Home](#)
[Organizations](#)
[Portfolios](#)
[Mylib](#)
[Library](#)
[Seat](#)
[System Check](#)
[Help](#)

**Freshman Comp Accelerated (ENG110-15\_2188\_40926)**

- Announcements
- Contact Us
- Content
- Discussions
- Groups
- Tools
- HIPPOQUE "THAT" Weekly Journal Entries

### Discussion Board

*Discussions are a good way to encourage students to think critically about your coursework and interact with each other's ideas. You can create discussions around individual course lessons or for your course in general. [More help.](#)*


Create Forum


Forum	Description	Total Posts	Unread Posts	Replies to Me	Total Participants
<div>+ New</div> <div>FORUM</div> <div>Week One</div>	<p><b>Must Click OVER Discussion Forum posting -- Unit 1 - Redefining What It Means To Write (1.1.1-1.1.2)</b></p> <p>Poet Five Questions about Unit 1 (1.1.1-1.1.2) and Answer Two Questions posted by classmates</p> <p><b>1.1: Writing as Conversation</b></p> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p>• <b>1.1.1: Writing as a Conversation between Reader and Writer</b></p> <p>→ Writing Community Mutual Charters' Understanding how Conversations Change Over Time Page</p> <p>Read this article and watch the linked videos to learn how conversations develop over time and how writers enter into a conversation often making claims in their writing. As you begin to write, keep in mind the questions that appear at the end of this resource to help you consider how you may add new insights to a conversation through your writing. How can considering the conversation about your topic help during the research process of your writing?</p> </div>	29	<span style="color: red;">1</span>	<span style="color: red;">1</span>	14


deanramser


Composition and Grammar


[About](#)
[Bedford Reader Summary](#)
q


 **HP SJCE REPORT examples**  
HP SJCE REPORT examples



 **Guide to Twilight Los Angeles 1992**


 **SJCEH Event Review**


 **Thesis Statements**

 **CHARACTERS Twilight Los Angeles 1992**

 **Twilight**  
Enabled Statistics Tracking

 **SJCEH ENG Essay 2 Fall 2018 "Letters to 1992" **

 **Twilight Oct 9 PPT**

 **TH Oct 11 PPT Group work on Twilight Los Angeles 1992**

168  
SHARES

9  
COMMENTS

Explore more from this episode >

# Twilight: Los Angeles

## Full Episode

Premiere date: June 29, 2012 | 12646

On the 25th anniversary of the LA riots, *Great Performances* presents Anna Deavere Smith's *Twilight: Los Angeles*, available to stream online. This riveting theatrical account of the 1992 riots from multiple points of view continues to reverberate powerfully within the context of today's current events. It originally aired on PBS in 2001.

Read more about Anna Deavere Smith, the making of *Twilight: Los Angeles* and the rebroadcast in 2012.

More from Twilight: Los Angeles (1)

About the Production00:05

Full Episodes | See All >

GRAMMY Salute to Music Legends1:03:04

Vienna Philharmonic Summer0:00:04

Philharmonie Unleash

© November 8, 2017    Uncategorized    Edit

HS Journal 4.

WEEK 4 HIP\_SLICE JOURNAL

HIP SLICE Fix-It field notes MLA format ethnography

RS HIP SLICE REPORT EXAMPLE 2

GV hip-~~size~~-presentation-2018SP HIP SLICE FIX IT **letter-presentation**

YP sample essay 3

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6 1B HIP SLICE Fix-It field

ethnography (option- upl

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SLICE Fix-It field notes MLA format ethnog

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- a file upload

FOI	Available

Everyone	*
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A screenshot of the Commons mobile app's navigation menu. The menu is a vertical list on a dark background. It includes the following items from top to bottom: 'Calendar' with a calendar icon; 'Inbox' with a document icon and a red badge showing the number '8'; 'Commons' with a circular arrow icon; and 'Help' with a question mark icon. At the very bottom of the screen, there is a back arrow icon.

[ENGL-1B-01306](#) > [Assignments](#) > HIP/SLICE Fix-It field notes MLA format ethnography WK Two

Fall 2018

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## HIP/SLICE Fix-It field notes MLA format ethnography WK Two

Published

Edit

HIP/SLICE Fix-It field notes MLA format ethnography WK Two

Points1

Submittinga file upload

Due	For	Available from	Until
Sep 16	Everyone	-	-

+ Rubric

Related Items

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14 out of 14 Submissions Graded



A free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.



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Welcome to Writing Commons:

UnCommon News

- a free, popular, global, peer-reviewed, open-education resource for college students (see About)
- adopted by university writing programs, such as USF, Duke University, Georgia Institute of Technology, and The Ohio State University
- licensed by a CC BY-NC-ND 3.0 or CC BY-NC-SA 3.0 (excluding Common Co

- Writing Commons March
- Due Date for Submission International Conference

### Fall 2015 English First Day Handout

**Instructor:** Dean Ramser

**Office and Hours:** LaCorte Hall Third Floor B330

**Hours:** Tuesday-Thursday 6-7am, 12noon-2pm

**Phone and E-mail:** dgramser@csudh.edu

**TEXTBOOKS:** *Twilight: Los Angeles, 1992*

- Ask Big Questions: <http://askbigquestions.org/>
- From LA 1992 to Ferguson 2014: <http://thinkprogress.org/justice/2014/09/11/hasnt-in-policing-the-police/>
- LA Riots Retrospective 1: <http://www.latimes.com/changed-1992-riots-20150429-htmlstory.html>
- LA Riots Retrospective 2: [http://www.latimes.com/Racism\\_&\\_Colorblindness](http://www.latimes.com/Racism_&_Colorblindness)
- "Colorblindness": <https://www.theguardian.com/race-us/2015/04/29/colorblindness-racism-not-helping>
- Reaction to Ferguson Decision: <http://www.nytimes.com/2015/04/29/us/politics/announcement-a-racial-divide-emerges-over-use-of-force.html>
- Social Burdens of Hip-Hop: <http://www.theatlantic.com/entertainment/archive/401279/>
- Teaching Twilight: LA 1: <http://howlround.com/teaching-twilight-la-1>
- Teaching Twilight: LA 2: <http://haryardmagazine.com/teaching-twilight-la-2>
- Teaching Twilight: <http://ocw.ucdavis.edu/courses/teaching-twilight>
- Teaching Twilight: <http://teachertrenches.blogspot.twilight.html>
- Teaching Twilight: <http://lsnetwork.facinghistory.org/about-the-1992-la-riots/>
- Teaching Twilight: <http://www.chicagoreader.com/teaching-twilight-los-angeles/Content?oid=16346834>
- TED Talk: Anna Deavere Smith: [http://www.ted.com/talks/anna\\_deavere\\_smith](http://www.ted.com/talks/anna_deavere_smith)
- Trailer for Twilight: LA, 1992: <https://vimeo.com/100000000>
- Video of Twilight: LA, 1992: <http://www.pbs.org/video/pbs-twilight-los-angeles-1992-episode3972/>
- <http://twilightdosangeles1992.blogspot.com/p/essay.html?m=1>
- <https://csudh.kanopy.com/>

## The Word on College Reading and Writing

Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

An interactive, multimedia text that introduces students to reading and writing at the college level.

Creative Commons Attribution NonCommercial

## The Word on College Reading and Writing

Monique Babin, Carol Burnell, Susan Pesznecker, Nicole Rosevear, Jaime Wood

## English Composition I

### TABLE OF CONTENTS

#### Course Contents

- About This Course
- Course Contents at a Glance
- Learning Outcomes

#### Introduction to Writing Process

- Outcome: Topic Selection
- Starting a Paper
- Choosing and Developing Topics
- Back to the Future of Topics
- Developing Your Topic
- Self Check: Topic Selection

#### Writing Process: Prewriting

- Outcome: Prewriting
- Prewriting Strategies for Diverse Learners
- Prewriting
- Rhetorical Context
- Working Thesis Statements
- Self Check: Prewriting

#### Writing Process: Finding Evidence

- Outcome: Finding Evidence
- Using Personal Examples

#### Self Check: Source Analysis

- Research Process: Writing Ethically
- Outcome: Writing Ethically
- Academic Integrity
- Defining Plagiarism
- Avoiding Plagiarism
- Using Sources in Your Writing
- Self Check: Writing Ethically

#### Research Process: MLA Documentation

- Introduction to MLA Documentation
- Outcome: MLA Documentation
- MLA Document Formatting
- MLA Works Cited
- Creating MLA Citations
- MLA In-Text Citations
- Self Check: MLA Documentation
- Conclusion to Research Process

## OER services

### II: Rhetorical used

### TABLE OF CONTENTS

- Managing Your Research Project
- Steps in Developing a Research Proposal

#### rewriting

- Prewriting Strategies
- Assessment 3 Research Topic Ideas

#### Thesis Statements

- Formulating a Thesis
- 5 Ways of Looking at a Thesis
- Process: Writing a Thesis Statement
- Assessment: Topic and Working Thesis
- Assessment: Reading Notebook Entry #2

#### Evaluating Sources

- Basic Questions for Rhetorical Analysis
- Bogertan Argument
- Toulmin's Argument Model
- The Seven Steps of the Research Process
- Understanding Bias
- Conclusion for Reading Notebook #2

#### Assessment: Reading Notebook Entry #2

#### Annotated Bibliographies

- Assessment: Annotated Bibliography
- Video: Annotated Bibliographies An Illustrated Guide
- Discussion: Annotated Bibliography Practice

#### Structure & Outlining

- Classical Essay Structure
- Discussion: Argument/Counterargument
- Writing for Success: Outlining
- Introductions
- Conclusions
- Discussion: Post-Draft Outline
- Assessment: Reading Notebook Entry #5
- Determining Audience

# current OER options

English Composition I-LUMEN-

<https://courses.lumenlearning.com/engcomp1-wmopen/>

English Composition II: LUMEN- <https://courses.lumenlearning.com/suny-englishcomp2kscopexmaster/>

Writing Commons- <https://writingcommons.org/>

English and Communication- SUNY-

<https://textbooks.opensuny.org/english-and-communication/>

ENGL001: ENGLISH COMPOSITION I-SAYLOR-

<https://learn.saylor.org/course/view.php?id=43>

ENGL002: ENGLISH COMPOSITION II-SAYLOR-

<https://learn.saylor.org/course/view.php?id=44&sectionid=5053>

### Style Guides

- Guide to Writing
- Style for Students



# CSUDH- SLICE's S4 weblink for weekly submissions

Step 1

Outlook Web App

New mail

Include messages from:

- Entire mailbox
- Current folder (Inbox)
- Current folder and subfolders

Show these messages:

- All
- Older than a week
- Older than a month
- Older than a year

Search: S4 CHaz

INBOX CONVERSATIONS BY DATE

All Unread To me Flagged

LAST WEEK

✓ CalState S4 Request to Review Timelog from Chaz Thu 10/11

CalState S4 Request to Review Timelog from Chaz 10/2/2018

LAST MONTH

CalState S4 Request to Review Timelog from Chaz 9/12/2018

CalState S4 Request to Review Timelog from Chaz 9/12/2018

Get more results

Dean Ramser

Inbox 2771

Drafts

Sent Items

Deleted Items 49

Junk E-Mail [1]

Notes

Request to Review Timelog from Chaz Kawamura

CalState S4 <support@mail134-7.atl141.mandrillapp.com> on behalf of CalState S4

Thu 10/11/2018 6:29 PM

Inbox

To: Dean Ramser;

■ To help protect your privacy, some content in this message has been

■ To always show content from this sender, click here.

Hello Dean Ramser,

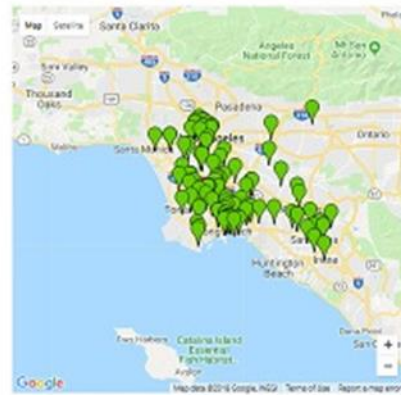
You have time entries to approve for Chaz Kawamura.

[Click here to approve now](#)

Additional message from sender:

This is

Welcome Toros!



Welcome to CalState S4

Welcome to CSU Dominguez Hills Center for Service Learning, Internship, and Civic Engagement. The Cal State S4 Program is here to help students and faculty connect to various community organizations for internships, service learning, and volunteer opportunities.

We will be happy to address any questions/concerns you may have. Please contact SLICE at (310) 243-2438 or email us at [Slice@csudh.edu](mailto:Slice@csudh.edu)

If a copy of the site agreement is needed by any student or faculty please come to SCC 300 M-F 8am-4pm.

The markers on the map highlight some of our community partnerships, and places where students have served!

Select your campus

You will be redirected to your campus' login page.

CSU Dominguez Hills

Log in

— or —

Select your program

CSUEA Internship Program

Are you a Community Partner?

Log in here

Step 2

SAMPLE

New Announcement Available in course Freshman Comp Accelerated: SLICE survey

notifications@csudh.edu

Thu 9/30/2018 8:42 AM

Inbox

There have been some slight hiccups in the first few days of S4.

<https://app.calstates4.com/csudh/dashboard>

I have designated Service Learning/Community-Based Research as the site you will use for your class in S4. Your student will look for the opportunity which coincides with your class number and name.

After they choose the opportunity then the pre-survey should pop up. Then their placement will be complete.

This is an automatically generated notification from Blackboard. You can change your notification settings at any time by going to Settings, [Edit Notification Settings](#). Please do not reply.

Hello Dean! What would you like to do?

Welcome to CalState54

Welcome to CSU Dominguez Hills Center for Service Learning, Internship, and Civic Engagement. The Cal State 54 Program is here to help students and faculty connect to various community organizations for internships, service learning, and volunteer opportunities.

Special Note: All agencies require an application process. This may include pre-employment screening, background checks, and interviews. Please reach out to the agencies main contact in order to get a better sense of the agency's needs, and the length of the process. In the past the application process has included:

- Resume
- Cover letter
- Job applications
- Test

1. Cognitive test
2. Personality test
3. Medical examinations
4. Background checks

- Interview
- Job Offer
- New hire paperwork

\*The process is dependent on the agency

We will be happy to address any questions/concerns you may have. Please contact SLICE at (310) 243-2438 or email us at slice@csudh.edu

If a copy of the site agreement is needed by any student or faculty please come to SOC 388 M-F 8am-4pm and ask for Maria Getzson.

[Manage your courses](#)

Step 3

Manage current courses

Fall 2018				
Course Name	Program	Enrollment	Faculty actions	
Fall 2018 ENG 110 (30): Freshman Comp Accelerated	Service Learning	20	<a href="#">Select sites</a>	<a href="#">Copy sites</a> <a href="#">View course</a>
Fall 2018 ENG 110 (62): Freshman Comp Accelerated	Service Learning	19	<a href="#">Select sites</a>	<a href="#">Copy sites</a> <a href="#">View course</a>
Fall 2018 ENG 110 (15): Freshman Comp Accelerated	Service Learning	19	<a href="#">Select sites</a>	<a href="#">Copy sites</a> <a href="#">View course</a>

Step 4

ENG 110 (15): Freshman Comp Accelerated

[Select/Delete program sites](#)

[Copy program sites from a course](#)

View [Student Forms](#) [Student Report](#) [Timelogs](#)

Enrolled Students

Operations

[Place student\(s\)](#)

<input type="checkbox"/>	First Name	Last name	Last login	Forms Completed	Signatures Completed	Placements	Place
<input type="checkbox"/>	Nickie	Avelar		No	N/A	No current placements.	<a href="#">Place</a>
<input type="checkbox"/>	Sofia	Cardenas	10/11/2018 - 5:06pm	Yes	N/A	<a href="#">Service Learning/Community-Based Research</a>	<a href="#">Place</a>
<input type="checkbox"/>	Alejandro	Cavazos	09/19/2018 - 10:20am	No	N/A	No current placements.	<a href="#">Place</a>
<input type="checkbox"/>	Laura	Cisneros	09/05/2018 - 11:03am	No	N/A	No current placements.	<a href="#">Place</a>
<input type="checkbox"/>	Cynthia	Escalante	10/13/2018 - 3:50pm	Yes	N/A	<a href="#">Service Learning/Community-Based Research</a>	<a href="#">Place</a>
<input type="checkbox"/>	Myke	Ethale	10/08/2018 - 10:01am	Yes	N/A	<a href="#">Service Learning/Community-Based Research</a>	<a href="#">Place</a>

Program Sites

[Service Learning/Community-Based Research](#)

Faculty

Ramser, Dean

Program:

Service Learning

Term:

Fall 2018

Max placements per student:

1

Syllabus:

[Ramser ENG 110-08; -15; -62 Syllabi Fall 2018.docx](#)

Step 5

Step 6

Chaz Kawamura

Username: ckawamura1@csudh.edu

User email: ckawamura1@utorail-csudh.edu

Student/Employee

csudh\_210054457

Program:

Service Learning

Chaz's Courses

Fall 2018

Course	Program	Faculty
ENG 110 (15): Freshman Comp Accelerated	Service Learning	Ramser, Dean

History

Member for  
2 months 1 day

Chaz's Placements

Fall 2018

	Program	Course	Site	Site staff	Opportunity	Estimated Hours	Reported Hours
Placement #67114	Service Learning	ENG 110 (15): Freshman Comp Accelerated	Service Learning/Community-Based Research	none	ENG 110: Freshman Comp Accelerated	15	8

Total estimated hours: 15 | Total reported hours: 8

Chaz's Submissions

Form	Submitted	
Pre-Service Survey	09/04/2018 - 11:48am	<a href="#">View Your Submission</a>





# Timelog #67114

For – Placement #67114

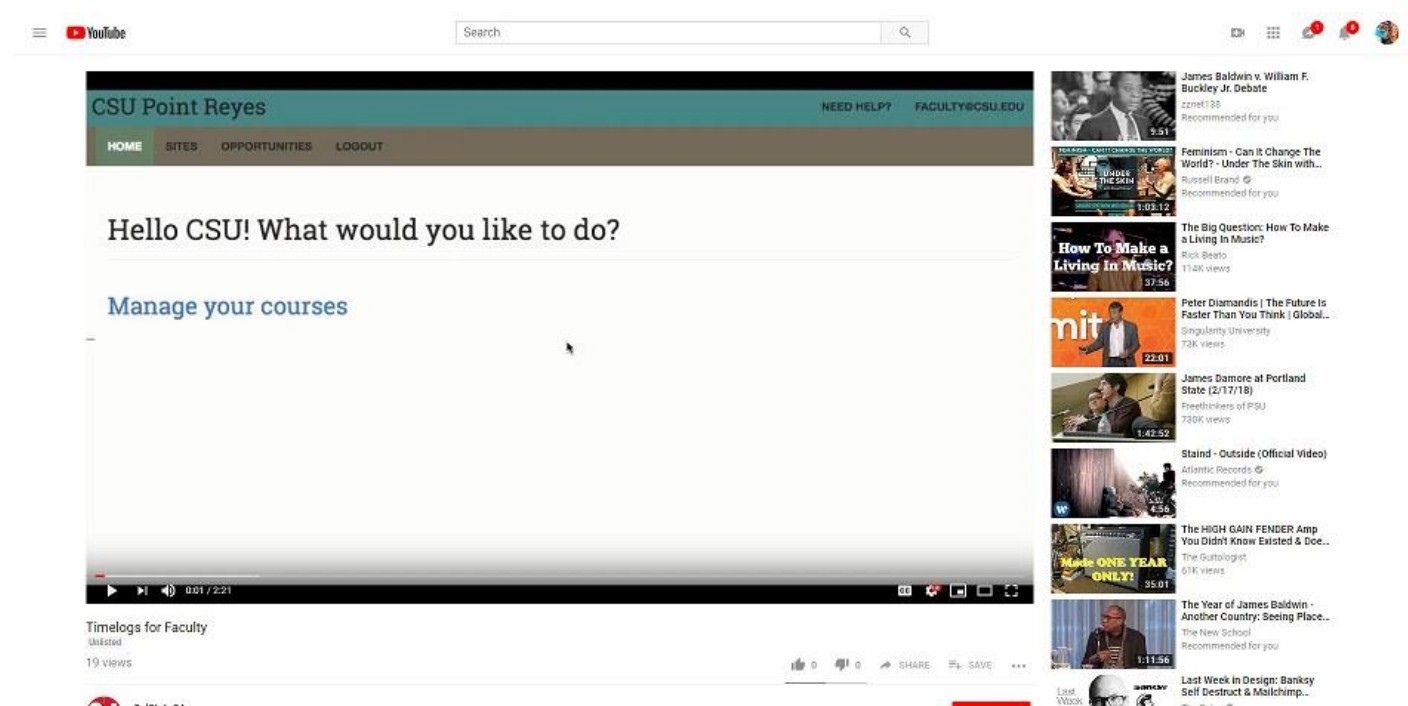
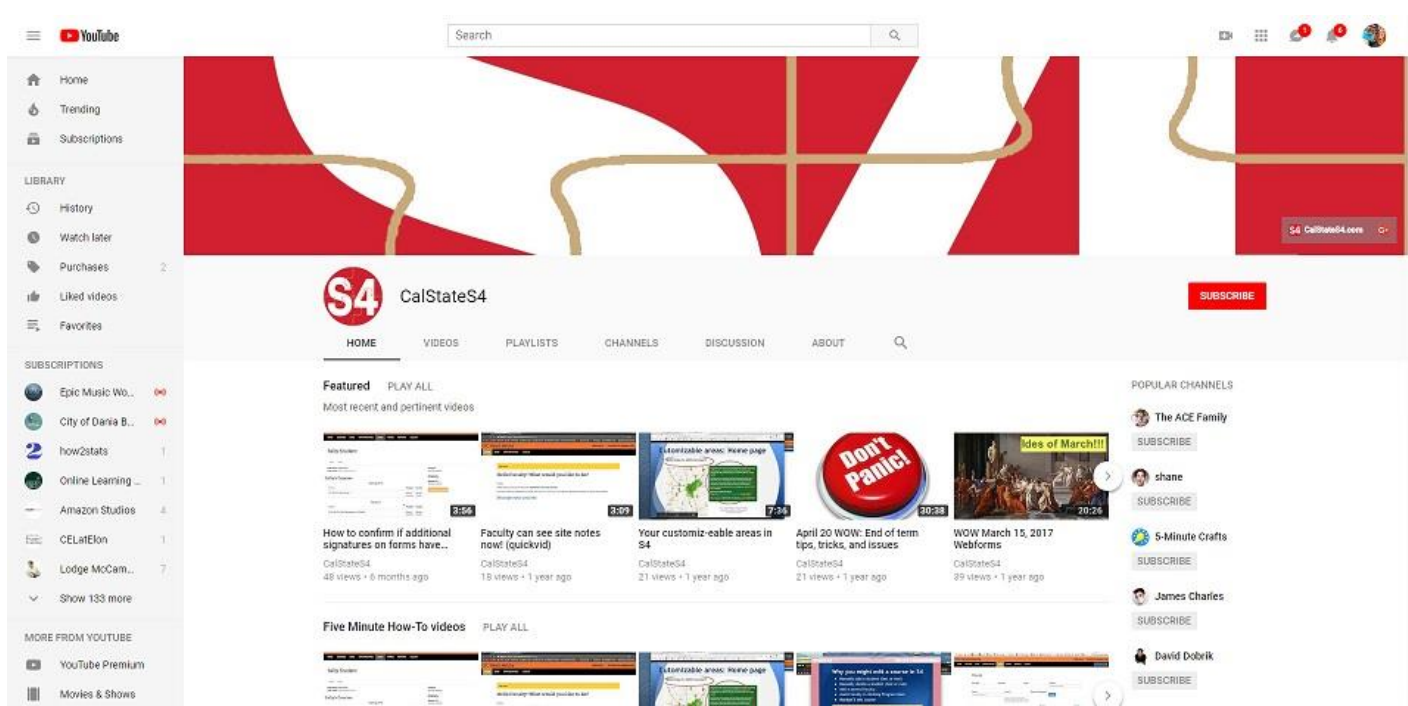
Student: Chaz Kawamura  
Program: Service Learning  
Course: ENG 110 (10) Freshman Comp Accelerated  
Placement Site: Service Learning/Community-Based Research

Date/Time	Hours	What did you do during these hours?	Status	Status Note
09/05/2018 - 5:00pm to 6:00pm	1.00	It was day two of the first week. I was observing the homelessness at a Park in near where I live in California. I was observing how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!
09/10/2018 - 4:30pm to 5:30pm	1.00	I thought it was going to be just like days 1 and 3. Then, all of a sudden, the same "new guy" comes from day 2 harassing some of the regulars that were originally there before. This time he is just yelling. He is not really saying much except he is just yelling.	Approved	Excellent!

# Student sample

Date/Time	Hours	What did you do during these hours?	Status	Status Note
09/05/2018 - 5:00pm to 6:00pm	1.00	It was day two of the first week. I was observing the homelessness at a Park in near where I live in California. I was observing how many homeless there were. I was also observing what was going on due to an altercation between one homeless guy and another homeless guy. It was a new guy that was off of the 6-7 people I saw earlier. This ties with the course as I was trying to see the purpose of why there was an altercation between these two. I then noticed that it was due to a loss of living space around a bench at the park.	Approved	Excellent!
09/10/2018 - 4:30pm to 5:30pm	1.00	I thought it was going to be just like days 1 and 3. Then, all of a sudden, the same "new guy" comes from day 2 harassing some of the regulars that were originally there before. This time he is just yelling. He is not really saying much except he is just yelling.	Approved	Excellent!
09/17/2018 - 4:10pm to 5:10pm	1.00	This is about the homeless problem here in America, specifically California. This was the 3rd week of observations for me. Homelessness is one of the biggest problems here in America/California. Most of the homeless are due to unemployment or simply living in poverty. There are thousands of people here in America that are homeless. There are 6-7 homeless people that live near my house. This is an observation of them for the 3rd week, 1st day. On this day, all I noticed was the fact that they constantly talk to one another. Some of them doze off into space where some are doing something productive like trying to move their things or something of that sort. One of the homeless had bright neon shoes which I thought was a little odd. It was just odd in a sense that they looked brand new. The other homeless thought he stole the shoes. To conclude, this day was very interesting in many ways although very uneventful. I got to see a rather different comedic side to the group of the homeless.	Approved	too brief
09/19/2018 - 4:30pm to 5:30pm	1.00	To begin, I started this to observe the everyday life of the homeless and to figure out what we can do as citizens of America to help this problem. We are actually reaching to millions of people across the United States that are homeless. This was the third week of this observation. It was the second observation day for this week for about an hour. This day was also not really as eventful. I began to witness a pattern from the days before. Although all of those homeless talks together there are actually two separate groups that constantly talk with one another. One group was talking about how there was a constant breeze going through the park. The other was talking about living space and how hard it was living in the park and that they should move to another park. To conclude, today was also very uneventful as the day before, however, I noticed that there are two separate groups of the homeless people at the park. Hopefully, in the coming weeks, I can see more about what is going on at the park from the homeless people. Hopefully, I notice more patterns as I continue my observations.	Approved	too brief
09/25/2018 - 4:10pm to 5:10pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park in near where I live. This journal is based upon the first week regarding the homeless that are there. After the four weeks of observations, I then start to observe several other things, as well as the fifth week goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. It was two days of observation ranging from around 4 to 6 p.m. in the evening. OBSERVATIONAL DATA AND ANALYSIS Day 10 - 1 October 2018 (4:35 p.m.-5:35 p.m.) Today was just another day at the park. The two groups were still hanging out. Living space was talked about as I overheard one of them, Gary, his name was. It seemed as though he was the "leader" of one of the groups. Day 11 - 2 October 2018 (4:45 p.m.-5:45 p.m.) On this day, it seemed like a ghost town. Everyone was gone from the bench. Only 2 of the 7 stayed behind at the bench. Both of them were just overlooking the sun slowly going down in the distance. They both looked as though they were tired. I did not know why. CONCLUSION To conclude, for this fifth week of observing the homeless at the park, I observed for 2 days how they acted and what they did. For the previous weeks before, it was very different observations that I have made. It was very interesting and odd to see such little people on day 11. I just wanted to know why. Therefore, I got to analyze and see what has happened in the coming days/weeks.	Approved	Excellent!!!!
10/02/2018 - 4:40pm to 5:40pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? An Ethnography of Subculture PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park in near where I live. This journal is based upon the first week regarding the homeless that are there. After the four weeks of observations, I then start to observe several other things, as well as the fifth week goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless. It was two days of observation ranging from around 4 to 6 p.m. in the evening. OBSERVATIONAL DATA AND ANALYSIS Day 10 - 1 October 2018 (4:35 p.m.-5:35 p.m.) Today was just another day at the park. The two groups were still hanging out. Living space was talked about as I overheard one of them, Gary, his name was. It seemed as though he was the "leader" of one of the groups. Day 11 - 2 October 2018 (4:45 p.m.-5:45 p.m.) On this day, it seemed like a ghost town. Everyone was gone from the bench. Only 2 of the 7 stayed behind at the bench. Both of them were just overlooking the sun slowly going down in the distance. They both looked as though they were tired. I did not know why. CONCLUSION To conclude, for this fifth week of observing the homeless at the park, I observed for 2 days how they acted and what they did. For the previous weeks before, it was very different observations that I have made. It was very interesting and odd to see such little people on day 11. I just wanted to know why. Therefore, I got to analyze and see what has happened in the coming days/weeks.	Approved	Excellent!!
10/10/2018 - 4:30pm to 5:30pm	1.00	Chaz Kawamura Professor Ramer ENGL 110 6 September 2018 Who's Homeless? An Ethnography of Subculture PREFACE This is a Ethnography journal created towards homelessness. The reason for the decision to based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness. BACKGROUND INFORMATION Homelessness is a major occurrence in today's society. This shows that homelessness is especially become a big problem here, in California. This problem of homelessness is all across California but this particular experience was at a park in near where I live. This journal is based upon the sixth week of observations. After the five weeks of observations, I then start to observe several other things, as well as the sixth week, goes on. Now I am trying to begin to see if the pattern is still going from the groups of the homeless in this. I will also introduce how intersectionality to the observation made. According to the article, "Race and discrimination are integral to addressing homelessness, in part due to a history of the historical segregation of cities and public housing" (Jensen-Reckman 2). This shows that there are many things going against black homelessness in which it makes it even harder if they are disabled as well. I will include on how race and disability do affect the way homeless are treated and how they act as well. OBSERVATIONAL DATA AND ANALYSIS Day 12 - 9 October 2018 (4:45 p.m.-5:45 p.m.) Today I observed how the disabled black homeless man acted at the park. What I observed was very eye-opening. A white woman would go up to him and tell him that he should not be there at the park. While the white homeless man next to him is told nothing. The white man is allowed to lay there on the grass without being bothered. Day 13 - 10 October 2018 (4:50 p.m.-5:50 p.m.) On this day, I observed the same two homeless men that were in their 50s. One was a white man and the other was a disabled black man. I observed how even though they were of different race, they actually still helped each other. They were simply	Approved	Excellent!!!





**STEPS TO USE CSU S4**

# Online Media- Twilight; Ted Talks; YouTube



168 SHARES | 9 COMMENTS

Explore more from this episode ▾

Twilight: Los Angeles  
Full Episode  
Premiere date: June 29, 2012 | 1:26:46

On the 25th anniversary of the LA riots, *Great Performances* presents Anna Deavere Smith's *Twilight: Los Angeles*, available to stream online. This riveting theatrical account of the 1992 riots from multiple points of view continues to reverberate powerfully within the context of today's current events. It originally aired on PBS in 2001.

Read more about Anna Deavere Smith, the making of *Twilight: Los Angeles* and the rebroadcast in 2012.



More from Twilight: Los Angeles (1)



About the Production 0:00:38

Full Episodes | See All »



GRAMMY Salute to Music Legends 1:50:39



Vienna Philharmonic Summer 0:58:06



Chirlean Vniras

Los Angeles 1992 Riots documentary

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SUBSCRIPTIONS

City of Dania B...


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Online Learning


Amazon Studios

CELatElon


Lodge McCam...




LA Stories: The 1992 Riots That Shook the City  
WOWPresents • 59K views • 1 year ago  
Enjoy the video? Subscribe here! http://bit.ly/1SkXDCV After the LA riots, World of Wonder gave cameras to ten Los Angeli...



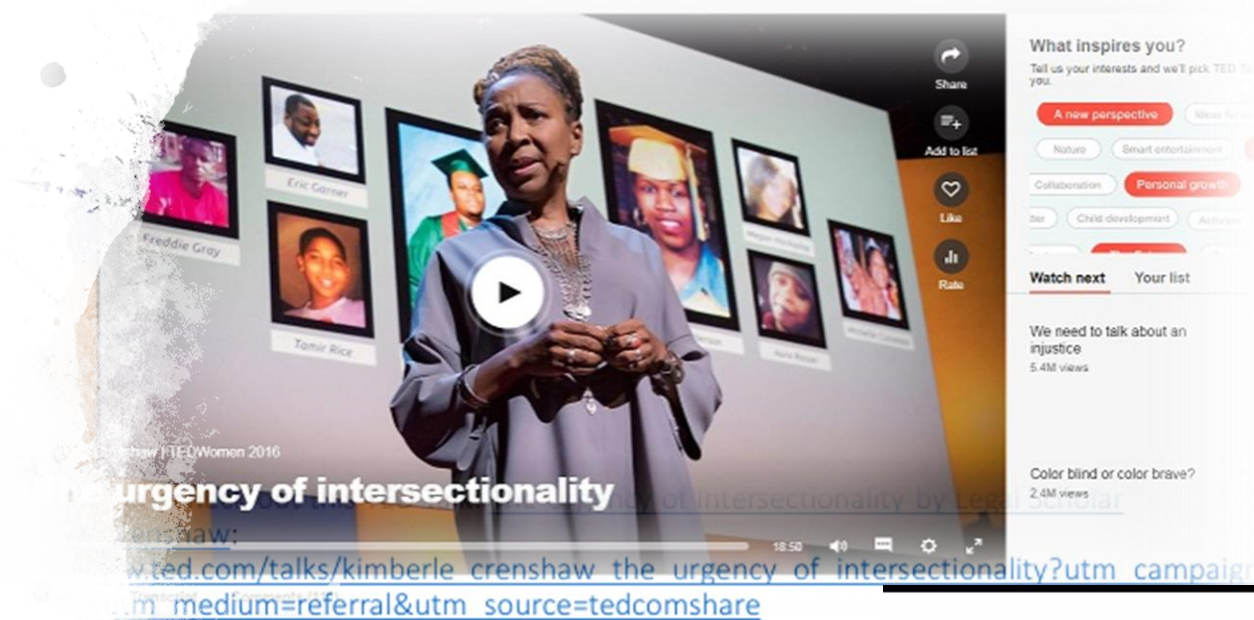
L.A. Riots - 1992  
ZeroEightyFour • 1.1M views • 6 years ago  
If you wish to understand the present, study the past ...



Uprising Hip Hop And The LA Riots - Movie  
CREAM dream • 35K views • 1 year ago  
20 years after riots ripped through Los Angeles, "Uprising" documents how hip hop forecasted — and some say ignited — the worst ...



LA Riots raw footage  
Alex Eckelberry • 58K views • 1 year ago  
The time when LA went to hell and became a war zone: My raw unedited footage of a few days of the LA Riots in April 1992.



The urgency of intersectionality

Kimberle Crenshaw TEDWomen 2016

ted.com/talks/kimberle-crenshaw-the-urgency-of-intersectionality?utm\_campaign=ted-talks&utm\_medium=referral&utm\_source=tcdcomshare

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What inspires you?

Tell us your interests and we'll pick TED Talks for you.

A new perspective

Nature Smart entertainment

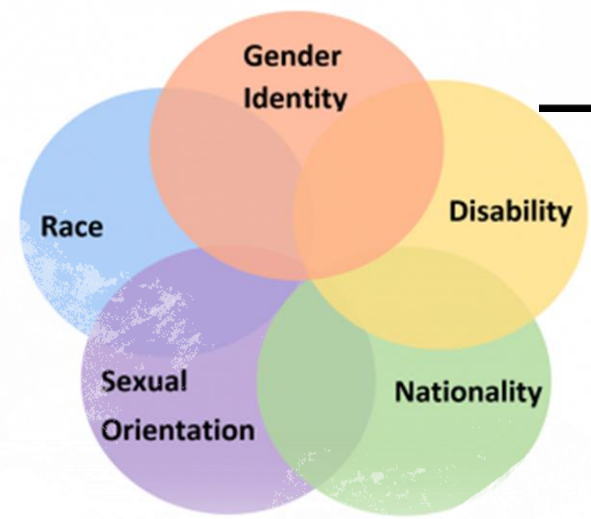
Collaboration Personal growth

See Child development Activism

Watch next Your list

We need to talk about an injustice  
5.4M views

Color blind or color brave?  
2.4M views



# Online Media- <https://csudh.kanopy.com/>

- FREE film streaming for students and professors at California State University Dominguez Hills
- [KANOPY: https://csudh.kanopy.com/](https://csudh.kanopy.com/)



- -----
- Or Media Education Foundation (<https://shop.mediaed.org/the-great-white-hoax-p706.aspx>)
- e.g., The Great White Hoax: Donald Trump & the Politics of Race and Class in America, Price: \$350.00



SurveyMonkey- pre-HIP/SLICE “Fix-It” survey: “Always; Usually; Sometimes; Rarely; Never”

- Rate your willingness to consider new or other strategies of reading and writing?
- Rate your level of interest and engagement in the overall process of learning new reading and writing strategies?
- Rate your ability to generate, investigate, and represent ideas. (For example, do you require specific directions to begin an assignment, or are you able to start the project without additional explanations?)
- Rate your writing and reading strategies or ideas across the curriculum or other courses or content areas? (For example, in a history or political science class?)
- Rate your level of curiosity or interest to know more about the world? (For example, are you now aware of issues in other parts of the world that you previously did not think about?)
- Rate your ownership of your actions in relation to global issues, such as diversity, social justice, collaboration, or equity? (For example, in your neighborhood are there action committees organized in response to a recent event or problem? Or, in your classes are there action committees organized to respond to a particular issue?)
- Rate your ability to adapt to situations, expectations, or demands for reading and writing? (For example, an assignment that is more demanding than anticipated? Or a Pop Quiz? Or an unexpected presentation or group project?)
- Rate your interest and attention to short term projects? (For example, a weekly assignment?)
- Rate on a scale of 1-5 your interest and attention to long term projects? (For example, a final semester paper or project?)



**FALL 2018**  
**HIP/SLICE**  
**“FIX-IT”**  
**JOURNAL**  
**TO**  
**RESEARCH**  
**ESSAY**  
**PROJECT**  
**STUDY**

CSUDH IRB  
Human Subjects Committee  
Approved 8/21/18  
Void After 1/1/19

## PRE-SURVEY

English Students - Before we begin the  
HIP/Slice project we want your opinion

Please complete the HIP/SLICE survey at:

<https://www.surveymonkey.com/r/3Y66HKB>

## WEEKLY OBSERVATION REPORTS

English Students - This link:

<https://www.surveymonkey.com/r/YWLX3RN>  
is for your weekly journal observations and/or  
interviews.

Use your Confidential Code Number

## ESSAY #4

English Students - Use this link:

<https://www.surveymonkey.com/r/YW5PJM3>  
to upload your HIP/Slice "Fix-It" Call to  
Action Essay #4

Use your Confidential Code Number

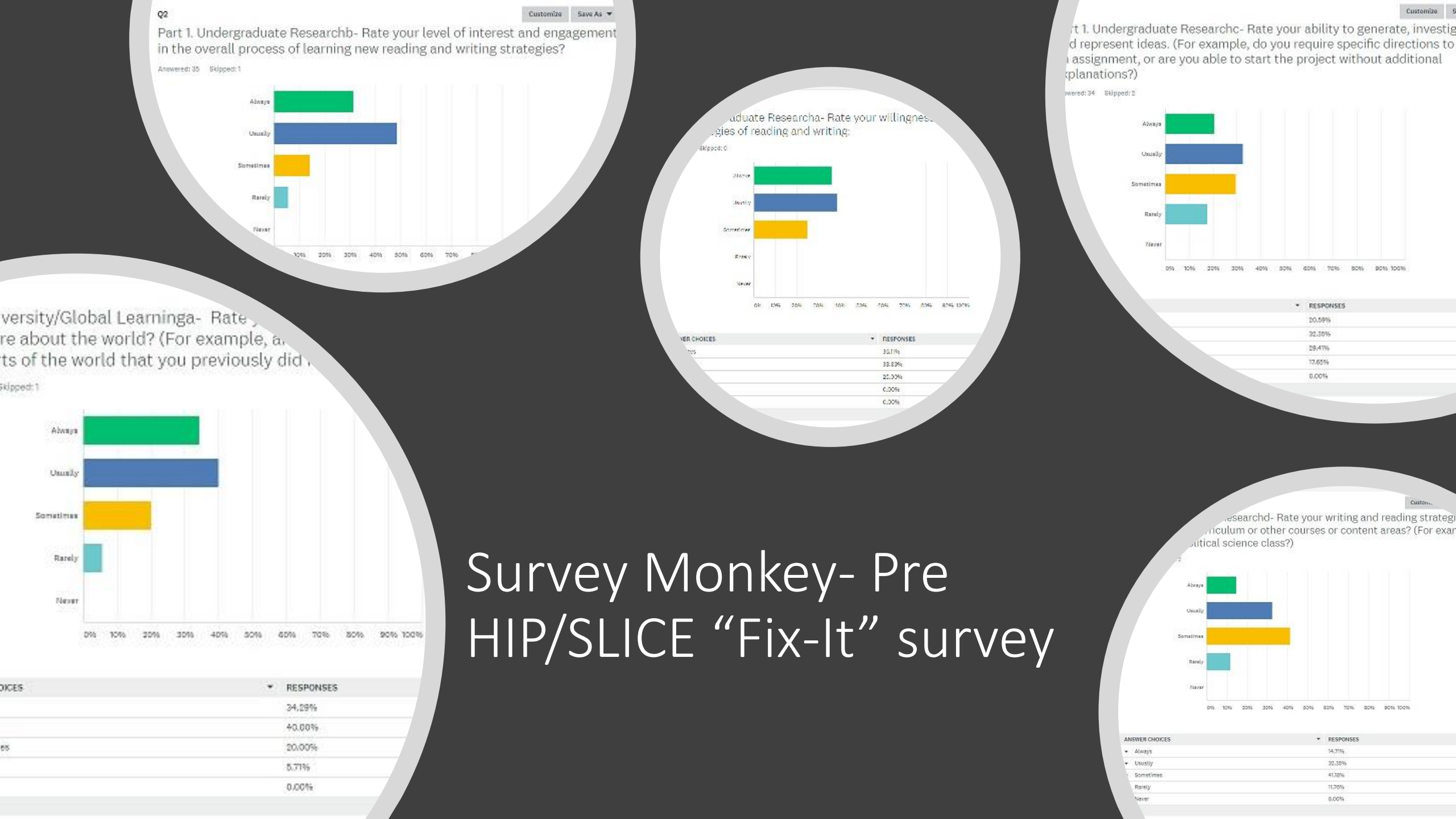
## POST-SURVEY

English Students - We want your opinion about  
your HIP/Slice "Fix-It" Journal to Research  
Essay experience.

Please complete the following HIP/SLICE "Fix-It" Journal Survey at:

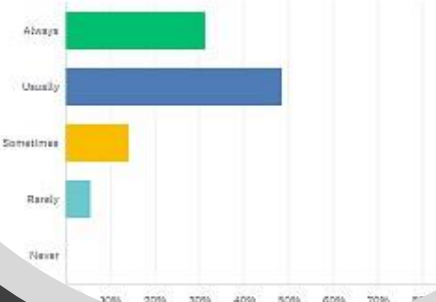
<https://www.surveymonkey.com/r/RWNWTRZ>

Dean Ramser, Ed.D. [dramser@csudh.edu](mailto:dramser@csudh.edu)



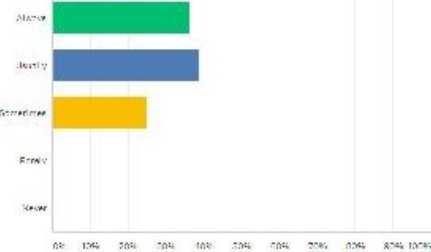
Q2  
Part 1. Undergraduate Researchb- Rate your level of interest and engagement in the overall process of learning new reading and writing strategies?

Answered: 35 Skipped: 1



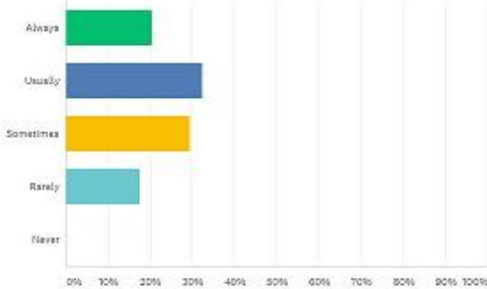
Part 1. Undergraduate Researcha- Rate your willingness to learn new reading and writing strategies of reading and writing:

Skipped: 0



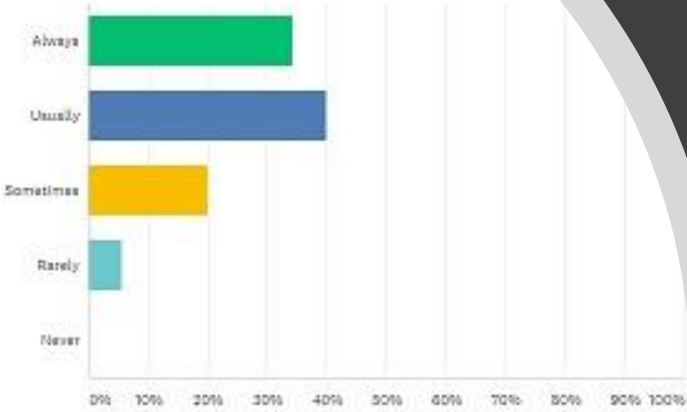
Part 1. Undergraduate Researchc- Rate your ability to generate, investigate and represent ideas. (For example, do you require specific directions to start the project, or are you able to start the project without additional explanations?)

Answered: 34 Skipped: 2



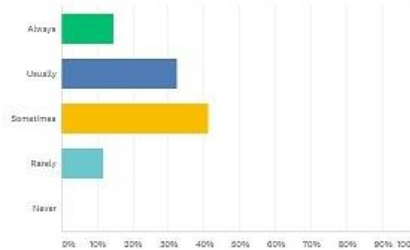
Part 1. Undergraduate Researchd- Rate your ability to generate, investigate and represent ideas about the world? (For example, are you able to start the project without additional explanations?)

Skipped: 1



# Survey Monkey- Pre HIP/SLICE “Fix-It” survey

Part 1. Undergraduate Researchd- Rate your writing and reading strategies in your curriculum or other courses or content areas? (For example, are you able to start the project without additional explanations?)

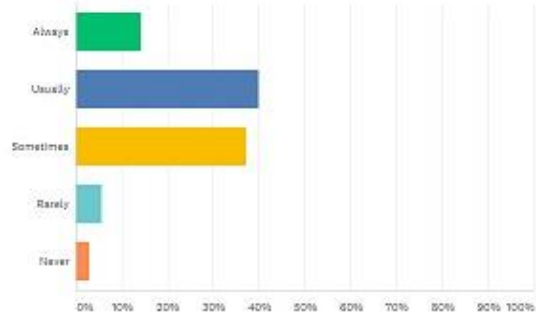


Q7

Customize Save As

Part 3. Service Learning, Community-Based Learninga- Rate your ability to adapt to situations, expectations, or demands for reading and writing? (For example, an assignment that is more demanding than anticipated? Or a Pop Quiz? Or an unexpected presentation or group project?)

Answered: 35 Skipped: 1



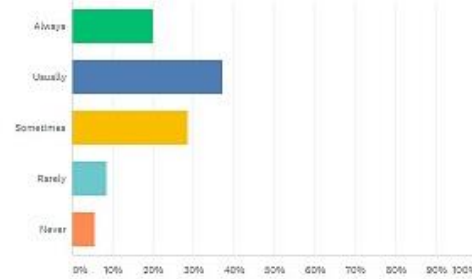
ANSWER CHOICES	RESPONSES
Always	14.29%
Usually	40.00%

Q9

Customize Save As

c- Rate on a scale of 1-5 your interest and attention to long term projects? (For example, a final semester paper or project?)

Answered: 35 Skipped: 1



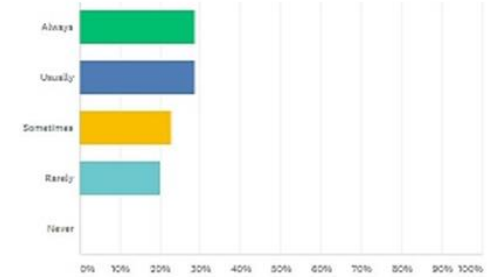
ANSWER CHOICES	RESPONSES
Always	20.00%
Usually	37.14%
Sometimes	28.57%
Rarely	8.57%
Never	5.71%
TOTAL	35

Q6

Customize Save As

Part 2. Diversity/Global Learningb- Rate your ownership of your actions in relation to global issues, such as diversity, social justice, collaboration, or equity? (For example, in your neighborhood are there action committees organized in response to a recent event or problem? Or, in your classes are there action committees organized to respond to a particular issue?)

Answered: 35 Skipped: 1



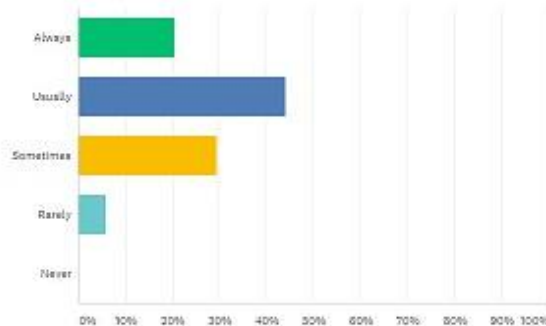
ANSWER CHOICES	RESPONSES
Always	28.57%
Usually	28.57%
Sometimes	22.86%

Q8

Customize Save As

Part 3. Service Learning, Community-Based Learningb- Rate your interest and attention to short term projects? (For example, a weekly assignment?)

Answered: 34 Skipped: 2



ANSWER CHOICES	RESPONSES
Always	20.59%
Usually	44.12%
Sometimes	35.29%

# Survey Monkey- Pre HIP/SLICE "Fix-It" survey



# % online education

- Fast Facts FAST FACTS - Distance learning
- Fall 2015, **5,954,121 students enrolled in distance education courses** at degree-granting postsecondary institutions:

Percent of students	Percent of students
At least one, but not all, of student's courses are distance education courses	Exclusively distance education course(s)
29.8	15.4

- SOURCE: U.S. Department of Education, National Center for Education Statistics. (2018). Digest of Education Statistics, 2016 (NCES 2017-094), Table 311.15. <https://nces.ed.gov/fastfacts/display.asp?id=80>

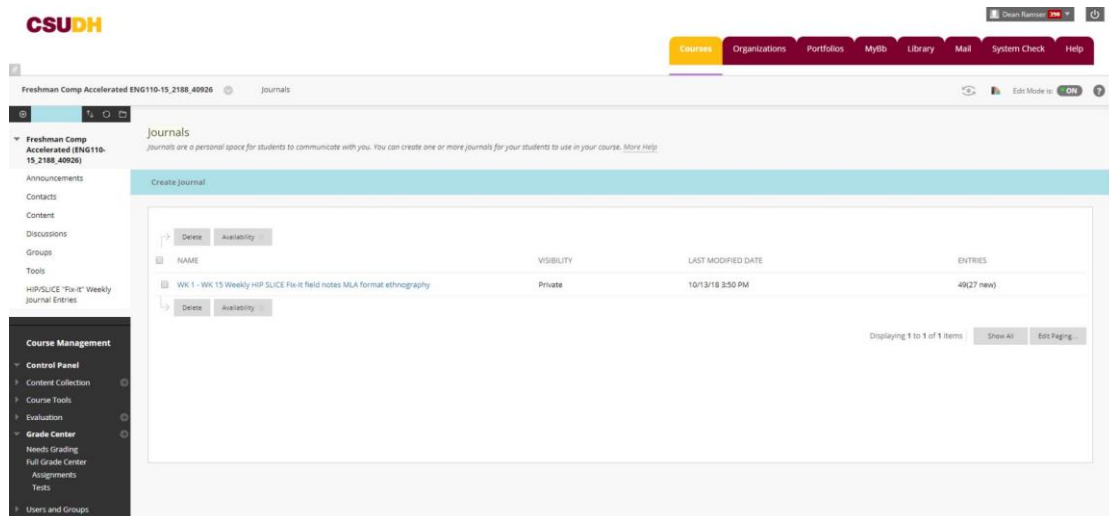
# % civic/community engagement

- U.S. Department of Education 2012 report -- created by the Civic Learning and Democratic Engagement National Task Force, the Global Perspective Institute and the Association of American Colleges and Universities – urged colleges to make civic learning and democratic engagement “an animating national priority” in order to help the country emerge from what it called a “civic recession.”  
<https://www2.ed.gov/rschstat/research/pubs/college-learning-democracys-future/crucible-moment.pdf>
- American Freshman Survey revealed that 9% have a “very good chance” of participating in student protests – an increase of 2.9%; the highest level of civic engagement in the study’s 50-year history. <https://www.insidehighered.com/news/2016/02/11/survey-finds-nearly-1-10-freshmen-plan-participating-campus-protests>
- 40% of students surveyed said that becoming a community leader is a “very important” or “essential” life objective for them; 60% of incoming freshmen rated improving their understanding of other countries and cultures as just as important
- Colleges placing increasing importance on programs promoting civic engagement
  - Jake New, May 10, 2016, <https://www.insidehighered.com>

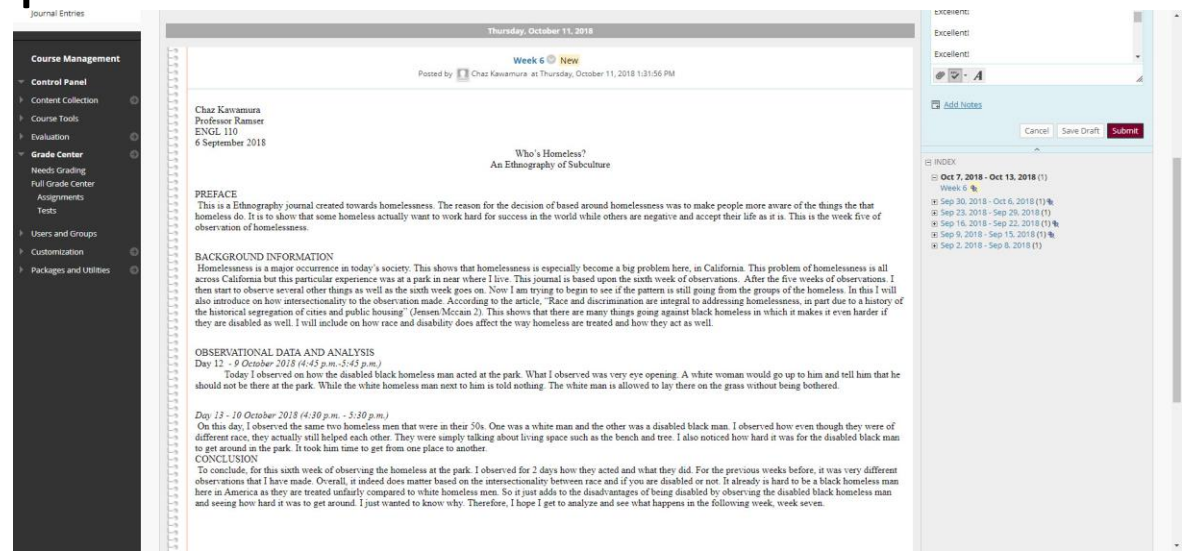


# Current Methods (Blackboard) Discussion Board where students submit weekly HIP/SLICE “Fix-It” Community Issue Ethnographic Reports

- When students share their 15 week-long HIP/SLICE “Fix-It” journal to research essay writing activity results (weekly ethnographic reports, end-of-semester presentation, and their final essay, all of us are privileged to learn something new about our community and our civic relationship with each other.
- See sample work from current and previous students on the tables.



The screenshot shows the Blackboard interface for a course titled "Freshman Comp Accelerated ENG110-15, 2188, 40926". The left sidebar contains navigation links for "Course Management", "Control Panel", "Content Collection", "Course Tools", "Evaluation", "Grade Center", "Needs Grading", "Full Grade Center", "Assignments", "Tests", and "Users and Groups". The main content area is titled "journals" and includes a "Create Journal" button and a table of existing journals. The table has columns for "NAME", "VISIBILITY", "LAST MODIFIED DATE", and "ENTRIES". One journal is listed: "WK 1 - WK 15 Weekly HIP SLICE Fix-it field notes MLA format ethnography", which is set to "Private" visibility and was last modified on "10/13/18 3:50 PM" with "49(27 new)" entries.



The screenshot shows a student's journal entry titled "Who's Homeless? An Ethnography of Subculture" by Chaz Kawamura, Professor Ramsar, ENG110, dated 6 September 2018. The entry is dated "Thursday, October 11, 2018" and is labeled "Week 6 New". The text of the journal entry includes a preface, background information, observational data and analysis, and a conclusion. The preface states: "This is a Ethnography journal created towards homelessness. The reason for the decision of based around homelessness was to make people more aware of the things the that homeless do. It is to show that some homeless actually want to work hard for success in the world while others are negative and accept their life as it is. This is the week five of observation of homelessness." The background information section discusses homelessness in California and the intersectionality of race and disability. The observational data and analysis section describes observations of homeless people in a park. The conclusion section summarizes the findings and the author's hope to analyze and see what happens in the following week, week seven.

# Conclusion

By using technology and **Open Education Resource Commons** (OER) material to **develop 21st century students' "conscientizacao"** (Paolo Freire's critical consciousness), my hope is to shed light on how our colleges and universities can support our students' knowledge and writing skill needed to contribute to our democracy by supporting demonstrative learning outside the classroom

The **HIP/Slice "Fix-It"** journal-to-research-essay activity utilizes High Impact Practices (HIP) and Service Learning Internship Community Engagement (SLICE) as effective teaching methodologies to inform and create critical online feedback on assignments and discussions of social justice issues which my diverse student population chose to address.

George Kuh's High Impact Practice theory in my writing activities and Albert Bandura's **"Social-Cognitive Theory"** and Writing Across Curriculum (WAC), along with OER help students recognize the text's rhetorical situation of **"audience, purpose, context, stance, media, and design,"** and implement rhetorical analysis in their written responses.