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### Paper 1: Purpose & Problem Statement

#### **Purpose of the Course:**

ENGL 1180 serves several purposes. It teaches students a three-step process for producing an idea that is worthwhile and complex. Those three steps integrate the “I say” with the “they say” to produce a “we say.” The three-step process is presented through a map metaphor that says we first map a topic, then find gaps in existing knowledge, and then produce a re-drawn map that integrates our own insights into what is already known. For each of these steps, ENGL 1180 provides a tool: TEQ Sheets for mapping; Purpose & Problem for identifying gaps in the map; the Prospectus for the re-drawn map. Finally, we learn to use the Prospectus as the summary for the paper we are now ready to write.

#### **Purpose of the Assignment:**

This assignment asks students to practice using the mapping model by applying it to Jean Anyon’s research about class and education. The assignment asks us to relate her work to our own experience so that we can add to the kinds of insights she has made about the larger question of class and education. The assignment is structured so that we begin with a “they say” (Anyon’s work), and then turns to an “I say” that uses our personal experience. The final part of the paper is a more general consideration of education and class; this is the “we say.”

## **Problem Statement:**

[perhaps start out with all the questions from your TEQ Sheet. Edit them.]

*Is there any evidence that teachers from lower class schools are more poorly paid? Why isn't complex, critical teaching available to all students? Why doesn't anyone investigate these differences? Do these educational differences create different types of power, authority, and control in our society? How substantial is the evidence for these allegations? Based on the age of Anyon's research, is it still relevant to today's situation? What happens to the upper class child who fails; what happens to the working class child who isn't suited for their education? Were Anyon's samples representative? Who benefits from this system? How long would it take to change this?*

Jean Anyon's work problematizes class in the United States. She forces us to recognize that the social structure is sustained by the different types of education offered the different classes. In the abstract, I understand that, but I ask *how* education does this. Is there really much evidence that supports her idea? Was her idea only legitimate 40 years ago? What has changed that might change the insights? This still leave open the question of who benefits from class and the new ways it is shaped in the U.S. Lots of associated questions occur to me: who benefits from this; how long do changes in the relationship between class and education take to emerge?