APPENDIX B--Course Assignments

INFORMATIVE SYNTHESIS #2

THE PURPOSE:
The goal of a synthesis is to communicate clearly and efficiently information you have learned from multiple sources to fully inform your readers about your topic.
The writing purpose of this essay is to inform your readers on the current state of higher education one country outside of the US.

THE AUDIENCE:
The intended audience is college-educated adults, who may not know about the issue or articles on which you are writing.

TOPICS TO DISCUSS:
You will need to address issues such as opportunities available to students, who goes to higher education, who pays for higher education, success rates (graduation, learning, employment) as well as issues of debate or controversy. While you are welcome to make connections to our higher education system here in the US, this is not a compare/contrast paper. Remember that your purpose is to inform and not to persuade.

SOURCES:
Remember that the first purpose of research is to actually learn about your topic--do not look at the research stage as "finding quotes to stick in" your essay. I have placed links to some credible sources on Blackboard under Resources; however, you will also need to do some research on your own. Ensure your sources are current and credible. You will need to **cite at least four sources**; however, you may find that you need to read more to get a good understanding of your topic. Read each of your sources critically, using annotation to help keep your notes organized.

THE WRITING PROCESS:
After completing your research, you will produce an **annotated bibliography**, which will include the Works Cited entry for each source as well as a few lines summarizing the work and how you might use it in your essay.
You will then complete **a plan**, write **a draft**, and complete **peer reviews**, before revising and editing your final draft.
The final essay will be about **1250-1500 words** and requires you to **synthesize at least four sources**. You must use correct MLA documentation—in text citations and a Works Cited page.

GRADE BREAKDOWN:

Research Practice	_____ 5 points
Annotated Bibliography	_____ 10 points
Plan	_____ 5 points
Rough Draft/Peer Review	_____ 5 points
Final Draft (1250-1500 words)	_____ 75 points

RESEARCH PRACTICE FOR INFORMATIVE SYNTHESIS #2

Which country did you decide to investigate?

Who goes to higher education in this country? Look at issues like age, gender, education background, family/financial history, etc.

Indicate from which sources you found this information.

Who pays for higher education in this country? How much does higher education cost individual students? Does the government contribute? What types of financial aid is available?

Indicate from which sources you found this information.

Are students, citizens, and employers satisfied with the education colleges and universities in this country are providing? What issues is the country dealing with in terms of making sure students are learning?

Indicate from which sources you found this information.

Write out the MLA Works Cited entries for each source you used to complete this sheet.

ESSAY EXAMPLE 1, INFORMATIVE SYNTHESIS (ACCEPTABLE):

Germany's Higher Education Dilemma

Since 2005, the tertiary education system of Germany has made massive changes that affect students of higher education. With the Federal Constitution Court resolution eliminating the government provision that college be provided tuition free, Germany's states now have the option to charge students attending in order to offset budgets that had been slashed (Labi, "Germany Provides Higher"). Germany is the first Western European Nation to start charging tuition since 1998, when Great Britain instituted tuition fees. This shows that both nations are moving to the same model of higher education that is currently used in the United States.

During the 18th Century, Fredrick the Great instituted the first public education system which instituted compulsory attendance. Kindergarten, grammar school, and vocational training were implemented, which many nations modeled in later years. During the 19th century, Germany provided the world with many great intentions and innovations ("A Matter of Degrees"). The first light bulb was developed by Heinrich Göbel, refrigeration was developed by Carl Von Linde, and the four-stroke engine developed by Nicklaus August Otto, were brought forth by German scientist educated under this system. In the early 20th century, much of Germany's innovations were under the military-industrial complex. The jet engine, which powered the first guided bombs and fighter aircraft, is a prime example (Schayan). At the end of World War II, Germany was occupied by the Big Four; Great Britain, France, and the United States occupying zones in the western half of the nation, and the Soviet Union alone occupying the eastern half. The war had left most of the country demolished, including institutes of higher learning. The Marshall Plan was used to rebuild the eastern half of the nation, which included replacement of the education system.

During the Allied Occupation in the west, there was a rise in the academic community that was more diverse than ever before. Germany's tertiary education system consisted of 372 higher-education institutes, many of which were founded in the 1960s and1970's, and anyone who wanted to attend was able. This was stimulated by the reunification of East and West in 1990, of which many Eastern Germans had never been able to attend above the secondary level. This has also led to a rise in private institutes that finance themselves, though currently only three percent of students attend a private university (Schayan).

Being part of the European Union (E.U.), tertiary education in Western Europe can be tied in with other nations on the continent. Small nations that border one another can become interdependent for resources, business, and employment. The E.U. recognizes this fact, as does the German nation and higher-education is geared towards the global economy. Data reported in 2009 encompassing the E.U. show Germany with the highest enrollment in higher-education. Of the nineteen million students reported by all thirty three E.U. nations, 2.5 million were in Germany ("Tertiary Education Statistics"). The statistics show that there are an equal number of males and females attending higher education, with a higher ratio of women attending courses such as social sciences, business, law, health and welfare, and humanities and the arts. Concurrently, there are higher numbers of male students attending curriculums of engineering, manufacturing, and construction. The median age of all students attending tertiary education was in the low to mid-twenties, with a goal of 40 percent of all thirty to thirty-four-year olds attaining tertiary education by the year 2020 ("Tertiary Education Statistics").

German students are generally placed along a career path before even reaching college age. Primary school begins as the age of six and lasts four years. Then a student will go on to secondary school, grammar school, and comprehensive or vocational school. This is the dual

school system. With compulsory education until the age of eighteen, two-thirds of students graduate vocational training into an occupation and then work as a skilled employee, with opportunities for further vocational training. This vocational training is done by universities of applied science. These institutes work closely with corporations in order to prepare a curriculum that teaches what employers need in employees. A few of these corporations include Siemens, Bosch, and BASF, all of which are globally recognized (Schayan).

Until the Federal Constitution Court ruled that the German government was not required to pay for higher education, there was no cost involved to the individual student. Even after this ruling and some state universities started charging tuition, education is still a large portion of the governmental spending at 9.8 percent. This amounts to 4.6 percent of the Germany's gross domestic product (Labi, "Germany, Education Statistics"). In comparison, the United States spends 5.7 percent of gross domestic product on education, with four times the population. The average tuition payment each semester for a German student now stands at an average of $500 Euros, or $644.00. This tuition is still much lower than the U.S., since the government still bears much of the cost of education, yet is still only half what a comparable university in the U.S. spends on each student ("Germany Provides Higher"). Another program that has been implemented since 2006 to assist universities in the offsetting of the cost of providing services to the student is known as the excellence initiative. This program aims to improve research performance and increase the globalization and international competitiveness of German universities. This program will provide $2.3 billion (U.S.D.) over five years to a handful of universities. This program is designed to fund universities that create graduate schools or Ph.D. programs, operate with partner universities or research institutes. A combination of both plus a

nomination can designate a university with an "innovation concept" label earning that university $25.2 million (U.S.D.) annually (Labi, "Germany Moves Closer").

Another move to improve the German education system is restructuring of the degrees. The traditional degree awarded was the five-year degree. These are being dropped in favor of the U.S. configuration of Baccalaureate and Master's degrees, and also the three-year/two-year degree structure that will align Germany with the rest of Europe ("A Matter of Degrees"). This restructuring is in accordance with the Bologna Process which, in 1999, was signed by 26 European nations with the goal of creating a single higher-education authority. It is hoped that this restructuring of the degree system will also improve the current graduation rates of students. Currently, the drop-out rate is a 50 percent, and in theory, shorter degree programs will allow more flexibility for the students by allowing them to change career paths during college and enter the workforce sooner ("A Matter of Degrees").

The ramifications of the changes made since 2005 have caused major turmoil in Germany's political arena. At the prompting of the center-left Social Democrats, some German states are scrapping the tuition fees being charged to students. A spokesman for the Social Democrats said: "Tuition fees keep young people from low-income families from studying and are socially disruptive"; this has political posturing has put university rectors fearing the possibility of losing funds that are devoted to an investment in teaching ("Topping").

The German Education system has implemented massive changes in a short period of time. These changes have been made in response to government expenditures being reduced, globalization of the workforce, and the needs of the student. The movement to the U.S. model of higher education has improved the financial aspects for universities, yet the social ramifications have not yet been fully established. Failure for Germany, as a nation, to adhere to these changes

leaves the distinct possibility of a collapse of its tertiary education system, or massive amounts of government funding infused into it for little return. These changes were made in order to bring German education into the global arena by incentivizing students to complete university education, move into the workforce sooner, and reduce the amount of government spending. The current tuition price is a small price to pay to complete these goals.

Works Cited

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ESSAY EXAMPLE 2, INFORMATIVE SYNTHESIS (UNACCEPTABLE)

The vast mayority of this essay has been plagiarized from Wikipedia, with some info plagiarized from ForeignCredits.com.
Please come talk to me immediately. This is disappointing as we have spent so much of the semester talking about source use.

Higher Education in China

this statistic needs a citation and a date

There are more than 2,000 universities and colleges, with more than six million enrollments in total in China. Like of the United States, China has set up a degree system, including Bachelors, Masters and Doctoral degrees that are open for foreign and non-foreign students. The country offers non-degree programs as well like Brown Mackie College here. Higher Education in China is continuously growing, changing and developing. Chinese higher education has continued to evolve for the better since the beginning of the nineteenth century. It is easy to compare higher education of the United States and China easily since we are in it. With consideration and depending the developed location, most forms have the same idea of higher education, but how and who impacts that is a totally different story.

?? bit redundant what do you mean? I don't know what you mean here

The Ministry of Education of the People's Republic of China has shown that the government authority on all matters pertaining to education and language, higher education in China has played a significant part in economic growth. Incomparable to the United States, if cuts in government spending are needed to be done, the education field is hardly ever looked at. The education

read this word

Wikipedia is not a credible source for academic essays, especially when it is not cited

Word Count: 1,114

system is actually boosting their economy.

can you explain this? what did they have before? will your readers know

Since China began to develop a Western-oriented university model at the end of nineteenth century, Chinese higher education has continued to evolve. Since the late 1980s until present day the economic progress of China has stimulated reforms in higher education that have ensued in improvements. In 2002, there were slightly over 2000 higher education institutions all over China. Close to 1400 were regular higher education institutions. A little more than 600 were higher education institutions for adults. Combined enrollment in 2002 was roughly around 11,256,800. Of this close to 40 percent were new recruits. Total graduate student enrolment was 501,000 (MoE Action Plan, 2005).

what's the difference?

In 2005, there were a little more than 4,000 Chinese institutions. The enrollment of students increased to 15 million, with rapid growth that is expected to be at its highest in 2008 (United Nations 2004). However, the higher education system does not meet the needs of 85 percent of the college-aged population. Since 1998, 10 universities have been targeted by the Chinese government to become "world-class" - including Peking and Tsinghua Universities. To achieve that goal, the government promised to increase the educational allocation in the national budget by 1 percent a year for each of the five years following 1998. In the meantime, China has received educational aid from UNESCO and many other

Since it's now 2012, was the expectation correct?

Why not? Can you explain? You need to show the statistics

international organizations and sources, including the World Bank, which recently loaned China $14.7 billion for educational development. (Melvin, 2006) Since 2007, China has become the sixth largest country in hosting international students. The top ten countries with students studying in China include: Korea, Japan, USA, Vietnam, Thailand, Russia, India, Indonesia, France and Pakistan. So it is apparent that higher education is remarkably important to the people of China. It is also easy to see that they have a few ways of getting funding for their education system so that it can be the best that it can possibly be. China's demand for postsecondary education is immense and the country currently cannot keep pace with this compelling need. This means U.S., European and Australian universities can play a significant role by partnering with Chinese universities, aggressively recruiting Chinese students for study in their host countries, increasing the number of students they send to study in China, and adding to their presence on the mainland, either as official foreign campuses or extensions. Australia, Hong Kong, and other Asian countries are already making strides into this market.

Partnering offers a mutual economic benefit, both if scholars choose to stay in the host country or return to the mainland. Most Chinese students who go abroad are among the best and brightest from their home country. Thus, if they

choose to stay, they propel the economy of their host country when they take on jobs and establish themselves. If they leave, they take the many contacts and connections they have established, alongside a generally positive perception of their host nation and hosts, with them. This allows for continued economic gain, as scholars can convince their home nations and firms to propel business in a certain direction.

are you speaking on behalf of the Chinese

Like in the United States, we have private and public universities. Private colleges are usually significantly more expensive than those that are public. The regulations to get in are higher and the qualities, in some cases, are is higher as well. In China, it is commonly considered that public universities especially those national ones are better than private universities, under great influence by the Soviet Union's higher education system. Universities in China generally select their students based on students' performances in the National Higher Education Entrance Examination the entrance scores required by public universities are typically much higher than those of private universities. However, it is noted that private universities in China have been developing only in recent decades, thus many people can easily regard private universities academically less competitive. Opportunities to students are essentially the same as the students that attend a majority of our colleges and universities because we are partners in education

with them. China's demand for postsecondary education is immense and the country currently cannot keep pace with this compelling need. This means U.S., European and Australian universities can play a significant role by partnering with Chinese universities, aggressively recruiting Chinese students for study in their host countries, increasing the number of students they send to study in China, and adding to their presence on the mainland, either as official foreign campuses or extensions. Australia, Hong Kong, and other Asian countries are already making strides into this market.

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Like the majority of families in the united states, people pay for most of their college education them selves. China is very similar to us in that part as well. Approximately 25 million students in China pay an average of $400 to $2,200 a year in tuition (Includes instruction, room/board, and meals) to attend public and private institutions. The rates at China's private institutions vary greatly and many times surpass the average of $2,200. For example, to attend the University of Nottingham in Ningbo students pay $9,000 a year; this may be contributed to the earned degree being from the University of Nottingham in the United Kingdom, a highly respected educational institution.

It is easy to see after doing research over the subject, higher education is very important to not only the people of China but the government as well. It boosts their economy and helps the people. Seeing that we are partners in education it also shows that we are very similar.