**Course Description**
This course examines issues and trends that affect secondary education with an emphasis on pedagogy, assessment, and inclusion of diverse learners in American schools. Students will engage with research that explores current and emerging local or national educational issues. The goal of all experiences will be to expand student knowledge of education and educational practices in relationship to the constant challenges arising from a rapidly changing society.

At the end of this course, students should have identified the “strand” they hope to pursue in their MAT studies or have developed “self-selected” course of study in collaboration with an EED adviser.

**Relationship of this Course to the Program Knowledge Base**
On completion of the MAT in EED, graduates will be prepared to:

- Link language development and literacy acquisition to English teaching and curriculum development
- Implement new developments in teaching English to secondary students, including but not limited to learner-centered pedagogies, multimodal literacy and multimodal pedagogy, inquiry based curriculum
- Implement strategies for adapting English instruction to meet the needs of individual students including students with disabilities and culturally and linguistically diverse students.
- Conduct classroom-based research designed to improve such areas as course curriculum/content, pedagogical practices, student learning, and assessment, etc.
- Implement ELA content in more meaningful ways, especially in terms of students’ cognition and motivation, in terms or their own ability to differentiate classroom instruction, and through incorporating evidence-based and cutting edge pedagogies and technologies.

**Course Goals and Objectives (SLOs)**
1. Participants will be prepared to explain several of the central issues and major trends in education and their implications classroom practice by posing and answering questions related to these issue and trends.
2. Participants will demonstrate an understanding of the increasing diversity of student populations and the particular needs they present in terms of programs, pedagogy, and curriculum by proposing approaches for creating inclusive classrooms.
3. Participants will articulate effective strategies for motivating and managing students and their diverse needs by posing and answering questions about motivating students and implementing restorative practices.
4. Participants will identify various strategies to maximize the effective use of assessment tools and techniques in order to improve student achievement and pedagogical practice by developing a plan for assessing their own action based research.

5. Participants will demonstrate the ability to make educational decisions that are supported by data rather than only on personal opinions by proposing an action-based research project.

Required Texts:

- *Motivating Students to Learn* by Jere Brophy
- *The Little Book of Restorative Justice in Education (LB)* by Katherine Evans and Dorothy Vaandering
- *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning* by Douglas Reeves, ed.
- *Learner Centered Teaching: Five Key Changes to Practice* by Mary Ellen Weimer (2nd edition)

All texts are required to be purchased. In addition, all other resources will be made available in pdfs that you may download.

Assignments and Assessments

(i) **Discussion Board Posts (20% of your grade)**

Given that this is an online class, discussion board posts are critical to our interactions. You are required to post by the due date each time. You are required to respond to others’ posts (as noted in the calendar) by the due date each time. Posts are to be constructed as fully developed and well thought through paragraphs. Posts that are under developed (i.e. *I agree*) will not earn credit in this category. Responses should be between 200-300 words.

(ii) **Assignments (20% of your grade)**

Anything designated as an Assignment on the calendar should be submitted to the Assignment section of Canvas. Assignments should be thought of as assessments. This is your opportunity to show me that you are reading, thinking about, and using the information from the course. I will look for the elements from the readings in these assignments while grading. To that end, submitting work that you produced for another course or another context will not make the grade here and will be considered plagiarism (see the University Policies below). It’s not to say that you cannot lean on your previous experiences and knowledge of what works well, but you must be willing to revise that thinking and bring it up to par for this course.
(iii) Chapter Summaries (20% of your grade)

I have selected books that I believe are interesting and meaningful, but they are not always short. The chapters I have selected for reading are those I think most necessary for understanding the concepts. You might want to go back and read those I have excluded, but that is not requisite to our purposes. Also, I know that you are all teaching while taking this course. Given this combination, here is my plan.

Of course, I want us to read closely, carefully, dutifully, every chapter. In case something distracts you while you are reading though, I have built in support. One student will be assigned a particular chapter in each book we read (although, there are some chapters I want us all to read, and those are noted). That person is the Chapter Summarizer. For the chapter you select or are assigned, here is what the Chapter Summary must include:

- The overall/broad purpose of the chapter—in no more than 150 words.
- 8-10 key points—these can be quoted or paraphrased from the chapter
- Three lesson/teaching ideas for the classroom that emerge from this chapter
- Pages (between 3 and 5) from the chapter that you think everyone should read
- A minimum of three Discussion Questions - each of us will respond to at least ONE per chapter. Responses should be between 200-300 words. Ideally, you post discussions as you read; however, there will be a FINAL DUE DATE for each topic.

Because I believe teachers should model every assignment they require, I have modeled a Chapter Summary for Chapter One of our first text on Motivation. We will all read Chapter One, so you can see how the content of my Chapter Summary reflects the content of the chapter.

If there are points in a Chapter that I think deserve further attention or were not highlighted in the Chapter Summary and that might be good to consider in preparation for subsequent texts we are reading (in other words, I know what is coming and you don’t, so I can nudge you in the right way!), I’ll direct you that way. (FYI, note that we read all the intros to these texts first as a kind of preview.)

(iv) Action Research/Seminar Project (40% of your grade)

Action research is a reflective process that allows for inquiry and discussion as components of “research.” Conducted in a school setting, typically action research is a collaborative activity among colleagues searching for solutions to the real problems they see in their schools. Its aims can be various: improve instruction, increase student achievement or engagement, improve school climate, etc. Rather than getting bogged down with the theory (although not completely removed from it!), action research allows us to address those concerns closest to us—the kind where we might actually have some influence and make change.

For the Seminar Project, students will identify a personally significant classroom-based challenge. They will define the challenge, research that challenge (in terms of “context”
and including an annotated bibliography of 10 sources), synthesize the research, and propose a course of study and research that will prepare them to address that challenge. In other words, the aim of this Seminar Project is not a solution to the challenge; rather, each student will explain how his/her proposed plan of study at the post-graduate level will provide the skills to address this classroom challenge in an effective and evidence-based way and to assess the validity of these actions. The actual Action Plan is the final project for the MAT.

The project should be between 1750-2500 words (7-10 pages) and include the following:
- Title Page
- Abstract (100 words)
- Definition of the Problem—what is the gap in performance (social, academic, etc.) that you are seeing in your classroom or school that needs to be addressed.
- Explanation of “Context” – what is the history of this challenge. This history can be national or regional, social, economic, cultural.
- Review of Literature – what do experts say about this problem. What solutions have been tried; which have succeeded, and which have failed, etc.
- Proposed Course of Study and Rationale – how can you gain the knowledge you need to be able to address this challenge, what courses will your pursue, and why do you think they might help you in your “Action Research.”

NOTE: All assignments are to be posted to Canvas.

Grading:

90 – 100%  = A or A-
80 – 89%    = B-/B/B+
79% and below = Failing (in grad school, C is failing)

My Policies

Attendance:
As this is an online course, I do not necessarily take attendance. However, this is not a self-paced course in the sense that you can ignore the course for a week and then expect to double up the following week. Your participation in online discussion boards is critical to the course. We often learn as much from listening to the thoughts of others as we do from the reading. Canvas notes for me when you last interacted with the course and so I will use that as well as your continual participation to gauge attendance. If there are any concerns in this area, please contact me via email right away.

Due Dates:
The due dates are not flexible. This is a full three-credit course to be delivered in eight-weeks. Therefore, your timeliness is critical. I will not accept late work unless a previous and explicit arrangement has been made between the professor and the student.

Classroom Environment:
In the brave new world of microaggressions and bias policies, I have one overarching rule and that is to be kind. Implicit in kindness is tolerance, but kindness and tolerance are not synonymous with comfort. Learning is an uncomfortable business. If you are not kind, I will address this with you individually once. Continued issues will be dealt with on an individual basis in compliance with University policies. If you have concerns, please email me right away. If I cannot help you resolve any matter, I will send you up the “chain of command.”

Finally:
You must complete ALL assignments to pass the class.

PROGRAM AND UNIVERSITY POLICIES

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be asked to leave the classroom. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. Instructors will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise instructors of this preference early in the semester so that they may make appropriate changes to their records.

Plagiarism: The Department of English at UNC has adopted the following policy regarding plagiarism: Pretending that another's work is one's own is a serious scholarly offense known as plagiarism. For a thorough discussion of plagiarism, see the Dean of Students website: http://www.unco.edu/dos/academicIntegrity/students/definingPlagiarism.html Students who plagiarize will receive a final grade of F (failure) in the course. In addition, they will be reported to the Chair of the Department of English and the Dean of Students for possible further disciplinary action. Double or repeat submissions of one's own work is a form of plagiarism.

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact Disability Support Services privately to discuss her/his specific needs. Please be aware that before most accommodations can be allowed in class they must be approved through Disability Support Services. Students should contact the Disability Support Services office at 970-351-2289 to set up an appointment to discuss the process of requesting reasonable accommodations. Such accommodation requests should be made within the first week of the term.

Title IX From the UNC website: "Sexual misconduct (including sexual harassment and sexual assault) is not simply inappropriate behavior; it is against the law. Students who engage in sexual misconduct against other students violate Title IX of the 1972 Education Amendments, which protects against sex discrimination in the educational setting. The University of Northern Colorado prohibits and will not tolerate sexual misconduct or discrimination that violates federal or state law, or the University's antidiscrimination policy and grievance procedure." For more information, see the following: http://www.unco.edu/sexualmisconduct/