

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Teachers' Book Study Club

EDUO 9021- 9025 One Semester Credit/Unit Each

Instructor – Eric Thompson

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Course Syllabus

Course Overview

Reading books and discussing them is important for students and teachers. While discussing the content of a book, we will often get much more from the book than if you just read it on your own. Often reading a book as a school team can also be a useful way to implement a new strategy or get the entire team on the same page (pun intended). The booklist of approved books provides a wide array of book beneficial to classroom, school, district and community enhancement. This course encourages educators to create time to explore the content of a book with each other in order to gain the benefits that can happen when there is dialog between professionals around a focused topic.

This course can be taken multiple times for different books. Additional sections of this course will be numbered as follows. 1st section EDUO9021, 2nd section EDUO9022, 3rd section EDUO9023, etc.

Course Objectives:

In this course participants will have opportunity:

1. To read important books that impact current issues of education
2. To think about and analyze ideas in the books
3. To research and comment on the author's life experiences as they relate to the book's theme.
4. To deepen your understanding of the concepts in the books by creating inquiry questions
5. To create posts about the book as it relates to your educational experience in an online group of other readers or to discuss and collaborate ideas presented in the reading with colleagues in a face-to-face setting
6. To write a response to the experience of reading, synthesizing and posting that presents arguments regarding the possibility and advisability of implementing the author's ideas

Steps to Completion

1. Form a "book club", a group of educators interested in have a book study.
2. Select a book that is either on the approved book list (found on the course website), or contacting the instructor for approval prior to registering.
3. Determine the method of meeting (in person or online discussion), frequency (how often you will meet) and duration of meetings with your book club. If you would like assistance with this, the instructor will be glad to give input on this.
4. Read the book, participate in the discussions, and complete the assignments below.

5. Attending all the meetings of a book club is extremely important. If a meeting of the group is missed, the attendance needs to be made up in some manner. There are two main ways to make up for this.
 - If you know in advance of needing to miss the meeting, is to have a written summary of the main points or any points that concern you from the required reading for that meeting and have someone else present that to the group, so your voice is heard at the meeting.
 - Submit the summary or points of concern to the instructor for this course so that your participation for that meeting is counted.

Assignments: All written work should be in Word or PDF format and emailed to the instructor.

- SUMMARY OF MEETINGS -

- Submit one document for each meeting that summarizes what was discussed at that meeting. I found that having a summary of the meeting helps tremendously at the end when you need to write up your overall reflection. If you each would like to write your own summary, that would be just fine. If you would like to just have one person be responsible at a meeting (a "note-taker" so to speak) that would be fine as well. I find it helpful to try and put into writing what was covered as it helps reinforce the material when you review what has been discussed when you reflect on it for the reflection paper below.

- The summary of the meeting should be submitted to me no later than one week after the meeting. This lets me participate from afar, and lets me give input if I notice anything that might help in your conversations about the book. This summary can be completed in the most effective format for you (so bullet points are fine). This is not meant to be an extensive paper, but just an overview of who was in attendance, what was covered, main points that were discussed, issues that were addressed, etc.

- FINAL REFLECTION -

- This assignment is due from each of you after the book and discussions are complete. You have a month after the last meeting to get this completed. This final reflection should detail your experience with the book study group and summarizing the group reactions to the ideas in the book. Again, having all the individual summaries of each meeting is a great way to reflect and should help tremendously in writing this. Any action plans for going forward (if any) should also be included in this final reflection. The length of this final reflection should be a minimum of 1-2 pages and emailed to the instructor.

- CULMINATING ASSIGNMENT -

- The last thing that is required after completion of the book and the discussions is a paper that is 2-3 pages minimum which addresses the following, depending on the book selected:

Classroom Enhancement book questions

1. Compare and contrast the approaches to learning suggested in this book with methods or techniques that you have been using.
2. Describe how you would incorporate this material into your classroom.
3. What will you need in order to fully utilize the ideas from the book that you want to bring into your teaching? Do you anticipate any obstacles?

School, District, Community Enhancement book questions

1. Research and comment on the author's life experiences as they relate to the book's subject and approach.
2. Create three inquiry questions that would help a reader deepen understanding of the book.
3. Write a review (one page minimum) of the book that includes both information and opinion

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All meetings of the group are attended and fully participated in by actively discussing. The material for that session is read prior to attending. If a meeting needs to be missed, the material is made up.	All meetings of the group are attended but not fully participated in. The material for that session is read prior to attending. If a meeting needs to be missed, the material is made up.	One or more meetings of the group are missed without being made up or not having read the material prior to a meeting.
Summary of Meetings show who is in attendance, the chapter(s) that were covered, and give information about what was discussed and/or issues that were addressed.	Summary of Meetings are missing one components of who was in attendance or the chapter(s) that were covered, or very minimal information about what was discussed and/or issues that were addressed.	Summary of Meetings were not submitted, or were missing more than one of the required pieces of information, or did not give the information that was discussed.
Final Reflection provides details about the experience participating in the group, provides summary to the groups reaction to the ideas in the book, and provides action plans going forward if applicable.	Final Reflection is missing one of the components listed	Final Reflection is missing more than one of the components listed.
Culminating Assignment is 2-3 pages in length and fully addresses the questions provided.	Culminating Assignment is 2-3 pages in length and attempts to address the questions provided. Some aspects of the questions provided need more support or detail.	Culminating Assignment is less than 2 pages or does not address some aspect of the questions provided.
Written work is free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Written work is organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Written work is organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled.