



ENERGIZING STUDENT READING SERIES

Make a Difference

EDUO 9049, 9050 1 Semester Credit/Unit Each

Instructor - Kathy Vining

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Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Description

Teachers are in a unique position to help students understand and develop concern for the vast inequities, misinformation, racism, misogyny, climate denial and general intolerance that plague our democracy. We know that reading relevant and well written books will help our students (and ourselves). By reading (or listening to) and annotating potential student selections, you can enthusiastically and knowledgeably guide your students into becoming educated citizens. For this course, you will read engaging books of your choice and prepare book talks, lessons, conversation starters or other activities of your choice.

Course Objectives

In this course, participants will have opportunity:

- To be immersed in the best literature available for children and teens involving issues of social justice or environmental justice.
- To learn facts about issues of racism, gender equality, LGBTQ rights, poverty and other problems of our society.
- To prepare classroom activities and materials that will help encourage reading and thinking.

Course Relation to CCS or other Professional Standards

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals
- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning.

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world.

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

How to Submit Coursework

Assignment Formatting:

All written assignments must be in standard 12 point font, single spaced with no more than 1" margins. Cite any resources not listed in the course.

How to Submit Coursework:

Your course requires one DropBox Submission of Evidence which may contain photos or other files and one Written Assignment entitled Takeaways.

Look through [How to Upload an Assignment](#) for help.

Name each file submitted with your last name and Course number (i.e. Brown9047). Make sure you place your full name and course number at the top of each document page. You will receive feedback from your instructor within 2-5 days.

Course Assignments

1. Check out the following resources; post your thoughts about them on the Resources Forum. For this assignment you will make at least one thoughtful and detailed post of your reactions to the readings and one post responding to comments made by another student.

[A Collection of Resources for Teaching Social Justice](#)
[Teaching Tolerance](#)

Read (or listen to) books from the following lists (or other quality Social or Climate Justice titles) (12 hours).

**Note that the number of books suggested is a guideline. You may adjust your goal as you see fit, making sure that you spend at least 12 hours reading and annotating books.

Primary-20-30 books;
Upper Elementary 10-20 books,
Middle School-5-10 books,
HS 3- 5 books.

[a. Summer Reading for Your Woke Kid](#)
[c. Environment: Climate Justice](#)
[d. Restorative Justice](#)
[f. Early Elementary Chapter Books](#)

2. Make at least 3 posts) with others on the Book Forum of your choice: Elementary or Middle/High School regarding the books and ideas for incorporating them into your curricula.

3. Prepare and submit a file of your evidence of reading each book and your informal plans for book talks, conversations with individual readers or creating lesson plans for whole class reading projects. The intention is that most of your time will be spent in useful activities that will help you inspire your students; you can submit pictures of notes, materials, etc to document your work. Submit in the Evidence DropBox.

The following articles may be helpful.

[BookTalking Tips](#)

4. Write a 1-2 page paper describing your Takeaways from this course. Include any suggestions for improvement that you may have. Submit in the Takeaways DropBox.

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful and in-depth Forum posts and plentiful and relevant evidence submitted.	Most responses show evidence of new knowledge evidenced by thoughtful Forum posts and relevant evidence submitted.	Responses show little to no evidence of new knowledge evidenced by brief or off topic Forum posts and minimal evidence submitted.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

[A Collection of Resources for Teaching Social Justice](#)

[Creating Classrooms for Social Justice](#)

[Teaching Tolerance](#)

[Environment: Climate Justice](#)

[Restorative Justice](#)