

# Aquinas College ♦ School of Education

*The Mission of the Aquinas College School of Education is to facilitate the Development of Competent, Compassionate, and Committed Educators of Integrity.*

## EN 599: Special Topics - Current Issues in Education Summer 2010 ♦ 3 Credit Hours

### INSTRUCTOR/CLASS INFORMATION

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Speakers:	Tim Bennett	Erin Melcher
	Nanette Clatterbuck	Kirsten Myers
	Dr. Susan English	Kindy Segovia
	Dr. Liane Holliday Willey	Bob Siegel
	Mike Huene	Jackie Sweeney
	Dr. Rochelle Manor	Dr. Elizabeth Whitten

Professor: Dr. Kelli Esteves  
Office: 226 Academic Building  
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\*The class will meet from 9:00 a.m. – 4:00 p.m. on July 19 - 21, 2010. Students also have the option of attending evening sessions. Students must sign up for a minimum of 6 workshops. All work is due **no later than August 6, 2010**. All assignments must be submitted to the professor by email attachment in MS Word or Pdf format.

**Location:** Wege Center, Aquinas College, 1607 Robinson Rd. SE, Grand Rapids, MI 49506

### COURSE DESCRIPTION

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The Summer Workshops at Aquinas will provide educators, administrators, and education students the opportunity to meet and learn from experts on current issues in education. The course focuses on application of the information covered in the workshops. Topics include: nonviolent crisis intervention; bullying; co-teaching; working with students who have Asperger Syndrome; technology; universal design for learning; literacy; building relationships in the classroom; and response to intervention.

### COURSE OBJECTIVES & OUTCOMES

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*Upon successful completion of this course, students will be able to:*

- Analyze, interpret, and articulate current issues in education and how such issues affect their instruction;
- Utilize multiple sources to research current issues in education;
- Develop a plan for implementing positive change in their schools or classrooms;

### MODES OF INSTRUCTION

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Large group direct instruction, discussion, assignments

### TEXTBOOK & INSTRUCTIONAL MATERIALS

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#### Required Reading – Choose 1

Holliday-Willey, L. (1999) *Pretending to be Normal: Living With Asperger's Syndrome*. London: Jessica Kingsley Publishing (Note to students: please send an email to [aspnews@yahoo.com](mailto:aspnews@yahoo.com) to obtain this book directly from the author.)

Maloy, R.W., Verock-O'Loughlin, Edwards, S.A. & Woolf, B.P. (2010). *Transforming Learning with New Technologies*. Upper Saddle River, NJ: Pearson Education, Inc.

Reynolds, C.R. & Fletcher-Janzen, E. (2009) *Neuropsychological Perspectives on Learning Disabilities in the Era of RTI: Recommendations for Diagnosis and Intervention*. Hoboken, NJ: Wiley

*The Jossey-Bass Reader on The Brain and Learning* (2008). San Francisco, CA: Jossey-Bass

Tunnell, M.O. & Jacobs, J.S. (2008) *Children's Literature, Briefly*. Upper Saddle River, NJ: Pearson Education, Inc.

Wessler, S.L. (2003). *The Respectful School*. Alexandria, VA: Association for Supervision and Curriculum Development

## **COURSE REQUIREMENTS**

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### **Core Requirements:**

#### **Attendance and Participation** *100 points*

Attend and participate in the equivalent of three full days of workshops on July 19, 20, and 21, 2010. Attendance is mandatory and points will only be awarded if the student attends the equivalent of three full days of workshops (i.e. a total of 6 three-hour workshops). Note: Students have the option of attending evening sessions as well.

#### **Response Journal** *30 points*

Complete a response journal at the end of each day, and turn it in before leaving the last workshop attended each day. A form will be provided on the first day. The response journal will be assessed for depth of thought on information presented and application of ideas.

#### **What were You Thinking? A Reflection on your Reading** *50 points*

Read one of the books from the Required Reading list. The purpose of the reflection is to communicate to the professor what you were thinking while reading. Do you agree or disagree with a particular statement? How might you apply the information in your professional career? Write a reflection for each chapter of the book. Reflections will be assessed for depth of thought on information presented and application of ideas.

### **CHOOSE TWO ADDITIONAL OPTIONS: 50 points each**

#### **Option #1: Literature Review and Summary**

Summarize 10 articles from current peer-reviewed journals. Articles should be selected from the following areas: nonviolent crisis intervention; bullying; co-teaching; Asperger Syndrome; technology; universal design for learning; children's literature; building relationships in the classroom; or response to intervention. A one-page, single-spaced handout will be created for each article and should include the following information:

**Reference** (author, year of publication, title, source -- APA style is required)

**Summary** (Restate what you interpret to be the salient points of the article)

**Critical Evaluation** (Do you agree with the author's central thesis? Are suggestions practical for schools?)

**Implementation** (How does the article relate to your current role in education?)

AND/OR

#### **Option #2: School Change Implementation Plan**

Now that you have learned new information from the workshops and readings, how will you implement what you have learned? Develop a comprehensive implementation plan (see topics below) that will bring positive change to your classroom, school, or district. How will you go about affecting positive change? Who will serve on your implementation team? How will you gather and disseminate information, assign roles, evaluate effectiveness, etc? What specific steps will you take to implement the plan? The implementation plan should be a minimum of 6 double-spaced pages.

#### *Possible Topics*

Creating a Positive School Climate (related workshops: Nonviolent Crisis Intervention; Relationships: The Key to Teaching!; Bullying; Asperger Syndrome: Trials, Tribulations and Triumphs)

Response to Intervention (related workshops: RTI Success: Proven Tools and Strategies for Schools and Classrooms; Implementing RTI in Your School; Exploring the Three Tiers of Intervention for Mathematic Instruction)

Universal Design for Learning (related workshops: Assistive Technology and Universal Design for Learning: Success for All Students; Supporting Literacy Development with Audiobooks, eBooks, Text Readers, and Web 2.0 Technology; RTI Success: Proven Tools and Strategies for Schools and Classrooms)

Collaboration and Teaming (related workshops: Collaborative Teaching; Relationships: The Key to Teaching!; Bullying; Asperger Syndrome: Trials, Tribulations and Triumphs)

Improving Literacy (related workshops: Supporting Literacy Development with Audiobooks, eBooks, Text Readers, and Web 2.0 Technology; Children's Literature)

AND/OR

**Option #3: What were you thinking? A Reflection on your Reading - Part II**

Read one additional book from the Required Reading list. (This is in addition to the core reading requirement). The purpose of the reflection is to communicate to the professor what you were thinking while reading. Do you agree or disagree with a particular statement? How might you apply the information in your professional career? Write a reflection for each chapter. Reflections will be assessed for depth of thought on information presented and application of ideas.

AND/OR

**Option #4: Create your Own Project**

Contract an original project idea. You need approval from the professor for this, so do not begin before you know if it is acceptable. Your idea must be put in writing before it will be considered.

**EVALUATION & GRADING**

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<b>Assignments</b>	<b>Total Points</b>
Attendance & Participation	100 pts
Response Journal	30 pts
What were you thinking?	50 pts
Option #__ (1-4)	50 pts
Option #__ (1-4)	50pts
<b>TOTAL</b>	<b>280 pts</b>

**General Assignment Criteria**

1. All assignments are to be completed alone unless otherwise indicated and approved.
2. All assignments are to be typed. Papers should be submitted via email attachment in MS Word or Pdf format.
3. All assignments should be proofread for spelling and grammatical errors.
4. In addition to the required components, the following factors will be considered when grading assignments: clarity, organization, and quality of written expression.

<b>Grade</b>	<b>Percentage</b>
A	93-100%
A-	90-92%
B+	87-89%
B	84-86%
B-	81-83%
C+	78-80%
C	75-77%
C-	72-74%
D+	69-71%
D	66-68%
D-	63-65%
E	Below 62%

**Academic Integrity**

Written or other work that a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. Further information on Academic Integrity can be found in the current Aquinas College catalog.