



Course Name:	ED 589- <i>Teach Different with Essential Questions</i>
Course Credit:	3.0 graduate credits
Dates & Times:	<p>Students can sign up at any time. The course is self-paced and students can take up to 12 weeks to finish. All students must start within 60 days of enrollment.</p> <p>The student works within Google Classroom's learning management system to review course material, participate in discussions and receive instruction. The student also will make use of Zoom technologies for synchronous instruction.</p>
LMS LINK:	<p>Google Classroom https://classroom.google.com/ Zoom https://zoom.us/</p>

COURSE DESCRIPTION:

Students learn a dynamic process on how to design conversations and essential questions for both *virtual* and *face-to-face* learning settings. Though this course is most relevant for middle and high school teachers of social studies, teachers of any level within **any humanities-related** subject (English/literature, language arts, law) who have a desire to build conversations and integrate essential questions into their content area are invited to enroll.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Apply a 3-Step teaching methodology to prepare for classroom conversations.
2. Design conversations for students in both *e-learning* and *face-to-face* classroom settings.
3. Create essential questions aligned to curriculum themes.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Texts and other readings:

- **Fouts, Dan. *SocratesQuestions Blog. WordPress.***
Go West!... and bring your Big Questions with you
Some Big Questions are 2,500 years old... and counting
Is America the Land of Opportunity
How do you know the Abolitionists were brave?
How can you protect your freedoms without limiting someone else's?
Can intolerance be a virtue?
How do gender roles define people?
How does the government protect its people during war, yet still preserve civil liberties?
FDR's New Deal: A Big Question Comes to the Rescue
Can War be Glorious?
To intervene or not to intervene--that is the Big Question
Government and the Giving Tree--Part I: A Big Question is born
Government and the Giving Tree--Part II: A Big Question comes oage
- *Teach Different Society Conversations*
- *Podcast interview with Rebecca Mueller- Assistant Professor of Social Studies Education at University of South Carolina Upstate. (used with permission)*
- *Conversation Management Strategies and Support*
-Talk Moves (elementary and secondary) <https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves>
-Collaborative Conversations Modeling Appropriate Behaviors (elementary focused but can be adaptive to secondary)
<https://www.youtube.com/watch?v=86QZ8zHaGBo>

-*Speed Dating (ESL-focused lesson but applicable to any subject area and setting)*

<https://www.youtube.com/watch?v=NOLxa3p0XOY>

-*Holding Difficult Conversations (Secondary)*

<https://www.youtube.com/watch?v=OnH7DY3uMlk>

-*Structured Academic Controversy (Elementary and Secondary)*

<https://www.youtube.com/watch?v=RTxAlvuxVoE>

-*Classroom Contracting- Facing History and Ourselves*

<https://www.facinghistory.org/resource-library/teaching-strategies/contracting>

- Hess, Diana E., and Paula McAvoy. *The Political Classroom Evidence and Ethics in Democratic Education*. Routledge, 2015.
- *The C3 Framework*. National Council for the Social Studies (2013), Silver Spring, MD. <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>

COURSE REQUIREMENTS:

To receive a Passing grade, the participant must complete the following course requirements: There will be synchronous discussions using Zoom for the course orientation, milestone one and milestone two.

Each student is expected to

1. Learn a 3-Step process conversation technique and use it to connect conversations to curriculum. Student will participate in a Zoom meeting with instructor. (milestone one)

2. Follow the 3-Step process from beginning to end to create a draft of an original conversation and demonstrate how to implement that conversation in either a virtual or face-to-face classroom setting. Student will participate in a Zoom meeting with instructor and then submit the conversation for evaluation after adapting it based on feedback. (milestone two)
3. Design two more original conversations lessons which include explanations for how to implement these conversations in class. Each of these conversations will be submitted to instructor through Google Classroom. (milestone three and four)
4. Write a final reflective paper answering a few questions on the topic of teaching with conversations and essential questions.

GRADE DISTRIBUTION AND SCALE:

1. Students taking course for a A-F grade

Grade Distribution: Grades are weighted as follows

Zoom Discussions -Orientation -Milestone one -Milestone two	180 points	30%
Conversation lessons (3 total)	300 points	50%
Final reflection	120 points	20%

Grade Scale:

90-100%	A
80-89%	B
79% and below	F

2. Students taking the course Pass/Fail

Student must receive a minimum score of 80%.

GRADING RUBRIC:

Zoom Discussions: (30% of final grade)

Student is expected to participate in three 45-minute Zoom discussions. The first discussion is the course orientation. The next two discussions require that the student complete an activity before the discussion and then use it as a basis for sharing their thoughts.

1. Milestone One: 3-Step Process (Zoom Discussion)

Explore the 3-step process and essential question resources. Explore the Teach Different Society conversation library. Identify one conversation in the library and explain how you would implement that conversation in class. (150-word minimum)

2. Milestone Two: Conversation One DRAFT (Zoom Discussion)

Follow the 3-Step process from beginning to end to create a draft of an original conversation and demonstrate how to implement that conversation in class.

Course Orientation: Zoom Discussion

Attendance	Student attended orientation	Student failed to attend orientation
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Milestone One: 3-Step Process Zoom Discussion

	Exemplary work	Graduate level work	Minimal work	Unacceptable work
Explanation for how you would implement conversation in class (150-word minimum)	Student clearly and thoroughly explained how the conversation he/she selected would be implemented in class.	Student's explanation was somewhat clear and thorough.	Student's explanation was unclear and much had to be inferred.	Student offered no explanation.
Participation in Zoom discussion.	Student offered multiple relevant ideas in the discussion and presented his/her implementation idea (if time allowed)	Student offered one relevant idea in the discussion and presented his/her implementation idea (if time allowed)	There was little evidence of participation other than attending the discussion. Student never shared any ideas or asked any questions.	Student did not attend discussion.

Milestone Two: Conversation One DRAFT Zoom Discussion

	Exemplary work	Graduate level work	Minimal work	Unacceptable work
Rough draft of conversation including implementation plan.	Student's rough draft was complete and addressed all of the requirements of the conversation lesson including the implementation plan.	Student's rough draft was mostly complete.	Student had only part of his/her rough draft complete.	Student failed to complete rough draft.
Participation in Zoom discussion.	Student offered multiple relevant ideas in the discussion and presented his/her implementation idea (if time allowed)	Student offered one relevant idea in the discussion and presented his/her implementation idea (if time allowed)	There was little evidence of participation. Student never shared any ideas or asked any questions.	Student did not attend discussion.

Three Conversations (50% of final grade)

Your first conversation will be submitted—after revisions—within one week following the Zoom discussion in milestone two. Your next two conversation lessons will be created after that in milestone three and four, respectively. You will receive a grade out of 100 points for each of these conversations based on a holistic evaluation using the rubric below.

	Exemplary work	Graduate level work	Minimal work	Unacceptable work
Theme, quote and SEL connection	Student selects a theme, quote and provides a very compelling justification of how they both connect with the socio-emotional needs of students.	Student selects a theme, quote and provides a somewhat compelling justification of how they both connect with the socio-emotional needs of students.	Student selects a theme, quote and provides a basic and simple justification of how they both connect with the socio-emotional needs of students.	Student doesn't select a quote or theme and/or provides little to no justification as to how they connect with the socio-emotional needs of students
Claims and Counterclaims	Student description of claim and counterclaim is extremely clear.	Student description of claim and counterclaim is somewhat clear.	Student description of claim and counterclaim is basic and its meaning must be inferred.	Student description of claim and counterclaim is incomplete.
Essential Question	Student's question clearly and convincingly meets all of the criteria.	Student's question adequately meets some of the criteria.	Student's question meets one of the criteria	Student's question meets none of the criteria.
Essential Question Integration	Student explains clearly how the essential question is integrated within the context of the lesson.	Student explains in a somewhat clear fashion how the essential question is integrated within the lesson	Student offers a very basic explanation of how the essential question is integrated within the context of the lesson. The reader must infer much of the content.	Student provides no explanation of how the essential question is integrated in the context of the lesson.

Conversation integration and implementation	Student explains clearly how he/she will embed conversations in the context of the lesson.	Student explains somewhat clearly how he/she will embed conversations in the context of the lesson.	Student offers a very basic explanation of how he/she will embed conversations in the context of the lesson.	Student provides no explanation of how he/she will embed conversations in the context of the lesson.
Resources and citations	Student lists all resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for all resources.	Student lists most resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for most resources.	Student lists some resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for some resources.	Student does not list resources used in the context of the artifact and/or resources are not accessible to instructor. Student does not have proper citations for any resources.

Final Reflection (20% of grade)

The final reflection for the course is to answer two questions each containing at least 500 words. You will receive a grade out of 100 points for your reflection based on a holistic evaluation using the rubric below.

	Exemplary work	Graduate level work	Minimal work	Unacceptable work
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the course materials. Viewpoints and interpretations are minimally supported. Examples, when applicable, are not always provided.	Response demonstrates a lack of reflection on, or personalization of, the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is somewhat clear and organized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.
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CLASS SCHEDULE:

Below is a summary of the activities for each milestone along with the specific product students will create. Students are working at their own pace and have the flexibility of signing up for Zoom meetings at specified times during each week.

Milestone One	<p>Activities</p> <p>-- Explore the 3-step process and essential question resources. Explore the Teach Different Society conversation library. Identify one conversation in the library and explain how you would implement that conversation in class. (150-word minimum)</p> <p>Product</p> <ul style="list-style-type: none"> • Implementation plan for one conversation and active participation in Zoom Discussion
Milestone Two	<p>Activities</p> <p>- Follow the 3-Step process from beginning to end to create a DRAFT of an original conversation including an explanation of how to implement that conversation in class.</p> <p>Product</p> <ul style="list-style-type: none"> • Zoom Discussion and conversation DRAFT
Milestone Three	<p>Activities</p> <p>- Design another conversation lesson including an explanation of how to implement that conversation in class.</p> <p>Product</p> <ul style="list-style-type: none"> • Conversation two

Milestone Four	<p>Activities</p> <p>- Design another conversation lesson including an explanation of how to implement that conversation in class.</p> <p>Products</p> <ul style="list-style-type: none"> • Conversation three
Milestone Five	<p>Activities</p> <p>-Reflect upon the course experience to answer these two questions: 1. Thinking about the 3-Step process, what barriers and possibilities do you see in changing your routine to orchestrate memorable conversations in class and to design better essential questions? 2. How do you propose to overcome the barriers?</p> <p>Products</p> <ul style="list-style-type: none"> • Submit final reflection for grading