

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOKS: (textbooks are available at Amazon.com)

Required Text for Clock, CEU and Credit: (*Assignment #4*)

Brookfield, S.D. & Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Second Edition. San Francisco, CA: Jossey Bass, Inc. ISBN: 1555427456

Additional Required Text for Credit: (*Assignment #7*)

Ben-Porath, S (2006). *Citizenship Under Fire: Democratic Education in Times of Conflict*. Princeton, NJ: Princeton University Press

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.

- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.
- Participants are expected to respond to instructor feedback and incorporate the instructor's suggestions into their coursework. Instructor will provide feedback on postings weekly and participants should revisit their previous week's postings to view instructor feedback and respond.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

- Briefly introduce yourself and share your interest in the workshop topic.
- Read the article *Controversies about Controversial Issues in Democratic Education* by Diana Hess available in the online course assignment.
- From the reading, please respond to the following questions and post your responses online.
 - What is your understanding of the four approaches to controversial issues in the curriculum? Please provide a brief summary of your thoughts and experiences in each with each of these approaches
 and
 - What does the article provide as rationale for discussing controversial issues in public schools?

Assignment #2:

- Participants will engage in on-line research on the laws in their state related to how a teacher is to conduct classroom discussions involving controversial issues. Examples of controversial issues are: creation vs. creationism in the science classroom, sex education/HIV education. In the online assignment response box, teachers will post access instructions to the sites they researched on existing laws.
- Using one of the laws that you find related to this subject, create a written scenario showing an example of when a teacher is operating within the spirit of the law; and using the same subject/content area, create a scenario of what it would look like for a teacher to stray outside of the intent of the law.

Assignment #3:

- Read the article: "*How do teachers' political views influence teaching about controversial issues?*" by Diana Hess available in the online course assignment.

B. Participants write a short paper (approximately 2,000 words). Your paper should include responses to the questions “Do you believe that your own political views influence what and how you teach?” Also address the question “Is it ever appropriate for a teacher to disclose their own political views and beliefs to students?”

Assignment #4:

A. Read the text: “ *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*”

B. Based upon your reading compare the use of discussion in your own classroom or school to what is described in the text, and indicate (in the case of your own classroom) changes you are prepared to make. Post your response online.

Assignment #5:

A. Choose two (2) of the websites listed in the Bibliography.

B. Provide a written overview of the content of the sites and explain how the content can be utilized by a teacher to more effectively facilitate discussions about controversial issues.

Assignment #6:

Participants will create a final course project. The requirements for the final project are much more open-ended to ensure that it meets some authentic controversial public issues teaching and/or research need that you have. It could involve the creation of part of a controversial issues curriculum, a literature review that focuses on what is currently known about some aspect of controversial issues teaching and learning or a professional development plan to improve your ability (and possibly, other teachers’ too) to incorporate controversial issues into schools. We mention these only as examples to give you a sense of the general scope of the project.

A one-page proposal for your project must be posted to the online response box for this assignment.

While the length of the project will vary, generally the final project document will range from 5-10 pages. The final project document can be emailed to the instructor as a WORD attachment. The ability to upload the final project document to the online course website is also available.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment #7:

(400 and 500 Level):

For 400 Level – Complete Part A only

For 500 Level – Complete part A and Part B

Part A (400 and 500 level):

A. Read '*Citizenship Under Fire: Democratic Education in Times of Conflict*'

B. Using the text as a framework, write a 2-3 page paper, responding to **ONE (1)** of the following, being sure to reflect understanding and awareness of the readings and postings you have participated in, or a combination of these options:

•Describe what made this course of special interest to you.

OR

•Indicate challenges you have faced currently or in your past teaching career which had to do with controversial issues.

OR

•Identify and discuss 2-3 key insights or benefits you have gained from either readings, comments from or discussion with other participants in the course.

OR

•Write about ideas you have or plans you have (or are making) as a result of taking this course which you hope will bring you closer to being able to effectively facilitate classroom discussions or assignments involving controversial issues.

Part B (500 Level Registrants ONLY):

Describe a situation from your own school or district in which a member of the teaching staff conducted a project or school activity involving a sensitive issue for which they were criticized either by a parent, their administration or other sources. Describe in 1-2 pages what this person could have done differently to have avoided the situation becoming a problem. Post your response online.

C. INTEGRATION PAPER

Assignment #8:

(400 and 500 Level)

Integration Paper

Complete the requirements for university quarter credits by submitting a final Integration Paper.

A heading is required. Please use the following format. (A format template is provided in the online response environment).

Your Name:

Date:

Course Name:

Course Number:

of Credits:

Level (400 or 500)

Advisor:

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Susie Richards, M.Ed., certified instructor and former classroom teacher, has been working in the adventure education and service-learning field for the past 16 years. She is the state training cadre co-coordinator for Service Learning Washington, a program of the Office of Superintendent of Public Instruction, Learn and Serve Office. Susie also is a fellow in the Washington State Consortium for Contextual Teaching and Learning, and co-director of “S.E.A. – Service, Education and Adventure” a non-profit marine education organization. Through the design and implementation of numerous community-based programs for school districts and universities, she has developed an extensive network of community resources and collaborative partnerships.

FINDING COMMON GROUND WITH CONTENTIOUS ISSUES BIBLIOGRAPHY

Required Text for CEU's or Clock Hours (Assignment #4)

Brookfield, S.D. & Preskill, S. (2005). Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms. Second Edition. San Francisco, CA: Jossey Bass, Inc. ISBN: 1555427456

Additional Required Text for Credit (Assignment #7)

Ben-Porath, S.(2006). Citizenship Under Fire: Democratic Education in Times of Conflict. Princeton, NJ: Princeton University Press.

Articles for the Course include: (provided in the online environment)

How do teachers' political views influence teaching about controversial issues? (Democracy Education): An article from: Social Education by Diana E. Hess
(Assignment #3)

Controversies about Controversial Issues in Democratic Education by Diana Hess (Assignment #1)

Websites to Access: (Assignment #5)

Citizenship Foundation:

<http://www.citizenshipfoundation.org.uk/main/page.php?79>

Colorado Education Agency:

http://www.colorado.edu/geography/virtdept/library/activeped/html/section2_7.html

Education for Social Responsibility:

<http://www.esrnational.org/otc/>

First Amendment Center

<http://www.firstamendmentcenter.org/>

Oxfam:

<http://www.oxfam.org.uk/education/teachersupport/cpd/controversial>

State of Minnesota Environmental Education

<http://www.pca.state.mn.us/oea/ee/controversial.cfm>

Street Law:

<http://www.streetlaw.org/controversy2.html>

Teaching Effectiveness Programs:

<http://tep.uoregon.edu/resources/diversity/methods/methodscontroversialissues.html>

Teaching and Learning At Flinders:

<http://www.flinders.edu.au/teach/t4l/inclusive/controversial.php>

Teacher Net:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/preventing/controversialissues/>