

Assignments

Assignments will have corresponding rubrics to serve as a general guideline for assignment expectations. However, understand that rubrics can limit your creativity, and I will push your work to show growth toward meeting course objectives.

Readings All assigned readings should be completed before class. This class is designed to thrive on class discussion, so please come to class prepared with questions and connections to readings. While short lectures will be useful at times to facilitate a larger group discussion, the bulk of class time will be spent valuing each other's contributions and understandings. Some of these readings are challenging. Struggle through them (I suggest reading each work at least twice.); write down questions, ponderings, and connections. Bring these questions and ideas to class, as they will help guide our discussion.

Blogs and discussions You will complete weekly online discussions that thoughtfully consider class work and mentoring experiences, connecting the more theoretical nature of our readings and ideas to practical applications.

Presentation of thinker I want you to have time to carefully read educational scholars' work but still experience the ideas of multiple thinkers, so we will learn collectively by dividing and conquering. Your group will have two assigned scholars during the semester, and you will be responsible for reading, understanding, and presenting their ideas to the class. From those presentations you will have the opportunity to choose the thinker to write about in your reflection paper or connect to in your digital story.

Digital storytelling We will learn and practice the art of digital storytelling both as a means to connect content to personal experiences and as a tool for future classroom use. We will use digital storytelling to consider and challenge the ideas of educational thinkers as we understand them in our own experiences. You will individually create a digital story that connects to a teacher standard, and as a group create two digital stories that directly relate to educational thinkers. Our work will be collected in our class portfolio at jaynamcqueen.com (password: roles).

Reflection Papers You will write reflections that connect teacher standards, personal experiences, and educational scholars. These reflections will comprise a body of work to show growth in the mechanics of writing as well as the development of your own philosophic understanding of education. These reflections will ultimately build toward your final paper.

Mentoring You will participate in a mentoring program that should greatly add to your thoughts on education as it is lived out daily in student lives. The counselor at Stripling Middle School will pair you with a 6th grade student who you will meet with weekly during our class period throughout the semester (see the syllabus for specific dates). You will be responsible for transportation there and back, so please let me know if you have trouble finding a ride. Keeping this commitment to your mentee will be extremely important, so if you

must miss one of those meetings, you will need to arrange to meet with your student during his or her lunch on a different day. Although this may cause a bit more effort getting to the school and back, the benefit to you and your mentee will be invaluable.

Final Paper Your final paper will be comprised of the three reflection papers that you have written throughout the semester as well as your own philosophy of education. Your paper should show improvement in your writing by attending to comments and suggestions made on reflection papers. Your philosophy of education should demonstrate a deep understanding of educational responsibilities and ethics.

Final Presentation During the assigned final exam time, you will present a summary of your final paper to the class. Your presentation should emphasize your own growth as a reflective practitioner.