



Book Club for Educators EDU 51800 KA

Ottawa University
Continuing Education
DATES: June 13 to July 25, 2024
ENDING DATE: July 25, 2024
Instructor: Tamara Sinkler
Graduate hours: 3
Location: on-line class
E-mail: tsinkler913@gmail.com
Phone: 913-226-0244

Materials: You Will Read 4 Books. You have choices on number 3 and 4.

- 1) *All My Rage* by Sabaa Tahir**
- 2) *Hello Beautiful* by Ann Neopolitano**
- 3) *Yellowface* by R.F. Kuang OR
The Heaven and Earth Grocery Store by James McBride**
- 4) *Check and Mate* by Ali Hazelwood OR *Nine Liars* by Maureen Johnson OR
Pride and Prejudice and Pittsburgh by Rachael Lippincott**

Course Description: This course is designed to discuss currently acclaimed books that teachers often don't have time to read during the school year. Two of them will fall under the genre of young adult fiction. This course will provide plenty of opportunity to become up to date on quality contemporary fiction and possibly create some ideas for your classroom.

Instructor Contact Information:

Instructor: Tamara Sinkler
Telephone: 913-226-0244
E-mail: Tsinkler913@gmail.com

Availability: Please feel free to contact me by phone or email. We can arrange for an extended phone conversation at a mutually convenient time if needed.

Course Objectives:

After completion participants will be able to . . .

- 1) Will learn specific ways to implement literature into their instruction regardless of content.
 - 2) Will develop ways to integrate literature more into their daily life.
 - 3) Will be introduced to many well reviewed and current contemporary fictional books.
 - 4) Will learn ways to motivate student reading.
 - 5) Will be introduced to what is trending in Young Adult Fiction. What is useful for the classroom and what students want to read will be discussed.
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Course Outline:

Discussions:

Each week there will be a topic for discussion regarding the issues we are discussing each week. Participants will be required to comment each week and respond to another participant.

Project of choice each week:

There are six activities listed below in the project choice boxes. The participant should complete two activities with all four books. They may choose any project that best fits the book they are reading. Projects can be repeated.

Week 1

**Introductions on discussion about instructor and you
decide which 4 books you are reading, locate them and begin reading.**

<https://www.indiebound.org/>

<https://www.goodreads.com/>

Book Activity and Discussion:

Take a look at my two favorite websites above and do some research. Create a list of ten books you would like to read after looking at these websites and their recommendations. They can be books you want to read for pleasure or books you are thinking about for your classroom. List the book and author and a one sentence synopsis for each book. We are doing this on a discussion, so you can see each other's lists.

Week 2

Discussion: You will do some more research this week. You can use the same websites or any website you think could be helpful. You are going to find five books that would be good to reference or use with your students in your classroom. This list can have books that

could be helpful with teaching, books for free reading for your students or anything else that could be helpful in your teaching. Share on the discussion for this week. You should have the title, author and purpose of the book for your classroom.

Continue to read your 4 choices.

Week 3

***All My Rage* by Sabaa Tahir**

Discussion: Why is this book so timely? Discuss the impact it could have on students because this is a young adult novel. What were some powerful qualities? Do you think it is painting an appropriate picture? Comment or discuss anything else you would like to discuss about the book. It would be great to really have a discussion here about the book.

Choose any two of six projects to connect with the book and complete both.

Week 4

***Hello Beautiful* by Ann Neopolitano**

Discussion: Do you think this book has strong female characters? Why is it so important to have books, stories and podcasts with strong women in them for your students today? Anything else can be discussed about the book here. It is a worthwhile book? Could this book be used in a high school classroom? Why or why not? Do you think it is quality realistic fiction? Is it realistic? What do you think the main purpose of this book is? Who would it appeal to?

Choose two of six projects to connect with the book and complete both.

Week 5

***Yellowface* by R.F. Kuang OR**

***The Heaven and Earth Grocery Store* by James McBride**

Discussion: What is the main purpose of the book you read? Do you think there is a lesson and it has an agenda involving topics in our world today? Why or why not? Did you like the book? Did you like how it ended? What should the reader take with them? What character intrigued or entertained you the most? Discuss anything else here you would like to discuss about the book you read.

Choose two of the six projects from below to connect with this book.

Week 6

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***Check and Mate* by Ali Hazelwood OR *Nine Liars* by Maureen Johnson OR**

***Pride and Prejudice and Pittsburgh* by Rachael Lippincott**

Discussion:

- A)** Why do students enjoy thrillers so much? How could you incorporate them into a classroom to make them useful? Do you think a unit with a thriller and problem-solving could be impactful? Why or why not? What genre do you tend to read the most? Why?
- B)** Share about the book you read for this week. Why did you choose the book you chose? Did you enjoy it? What is the takeaway? Would you recommend it to a student or an adult or maybe both? Why? What is the main theme? You can share anything else about the book you would like to.

Choose two of the six projects from below to connect with the book you read and complete.

Assessment of Learning

Discussion questions

6 total/ 30 points = 180 total

8 Project/Reaction papers

8 total/ 40 points = 320

All assignments = 500 pts.

Grading Scale

90%-100% = A

80% - 90% = B

70% - 80% = C

60%-70% = D

59% and below = F

Instructor Bio:

Tamara Sinkler has a Master's of Science in Education from The University of Kansas and a Master's of Science in Library Media from Pittsburgh University. Her background is teaching high school English and English and writing at a junior college. She has designed and developed continuing education courses for several universities involving special education, reading in the content area, young

adult and children's literature, measuring outcomes and STEM Literacy. She is an instructor online for Ottawa University. She also currently runs the Teacher Education Program at a high school in Shawnee Mission School District.

Competency Assessment:

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact me immediately. My email address and telephone number are listed on this syllabus. Please remember that instructors do not randomly assign grades. Students earn their grades and everyone has the same opportunity to earn a good grade.

Methods of Instruction:

This course will be conducted on-line and will utilize discussion boards, student postings, reading assignments and many research materials. Students will be expected to participate in all discussions, contribute to group activities and complete all assignments by the due date. **Each week you must submit (post) a response to the weekly discussion topic(s). Then, after reading the postings made by other students, you must reply to a minimum of two of your coursemates. Your responses must be substantive. Simply stating that you “agree or disagree” is not substantive. You need to add your explanation as to “why” you feel as you do.**

Important Policies:

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies folder in the Info & Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

Editorial Format for Written Papers:

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the **Resource Room** on the course menu in Blackboard.

Academic Integrity:

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council

approved on May 29, 2003, *“The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”*

Please refer to **Academic Honesty** in the **Info & Policies** section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

Academic dishonesty also includes turning in work submitted for a grade in another course. For example, it would be considered academic dishonesty to turn in a paper that you wrote for English 101 as if you had written it for Philosophy 202. In addition, turning in a paper that you constructed by simply cutting and pasting sections from a paper you wrote previously, is also considered academic dishonesty. Although the consequences of plagiarism and/or academic dishonesty may vary, depending on the nature of the violation, the Ottawa University Student Handbook states, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred” (p. 35).

Student Handbook:

Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Info & Policies in Blackboard for additional university policies.

Projects of Choice

Complete any two for each book you read.

Choose a current topic in the news today that connects with a topic in the book. Discuss what is happening currently and relate it to the book.	If you were having a dinner party, who would you invite? Give the names of 4 people from the book and explain your choices. Share five questions you would ask them and why.	Find four impactful quotes from the book. Share each quote, who said it and why you think it is important.

Choose a conflicting theme from the book. Write about it in a letter to the editor to your local paper with your opinion and position on the subject.	Discuss a character who has a profound effect in the book in some way and explain why in about a paragraph. What advice would you give this character in the book? Choose one character you think is important and could use some advice. Write a letter to them.	Justify why this book would be useful in the classroom. What could be challenged in this book to make it inappropriate for students? Discuss this and whether you think the issues could keep the book from really being used in the classroom.
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Discussion Thread Rubric:

Initial Posting Above standards

This excellent posting reflected that the student read and understood the assigned material, referring specifically to assigned reading or related research. The posting has a clear purpose: to inform, persuade, or raise an interesting question. It may also provoke conversation or offer an opposing view of the devil's advocate. When appropriate, the posting refers to outside sources in supporting its arguments. Post is made early in the assignment period, giving fellow group members plenty of time to reply.

Initial Posting Below Standards

This posting does not reflect that the student did or understood the reading. This posting could have been made without the student doing any reading or research at all. The posting has no apparent purpose other than meeting the assignment requirement. It does not move the conversation forward or offer a reasoned opposing opinion. The posting fails to make appropriate reference to outside materials in supporting any arguments.

Replies Above Standard(Each participant must reply to at least three threads each week)

Replies are substantive and reflect that the student read and thought about the assigned reading and additional sources posted by the person they are replying to. The reply moves the conversation forward or makes a reply to a question asked in response to their own posting. Replies are made over several days rather than crammed into due dates.

Replies Below Standard

Replies lack substance and do not reflect any reading or thought about the reading or additional sources. The reply does not move the conversation forward or answer a question presented. Postings are made late on the day the assignment is due so that it is difficult for others to respond.

Rubric for Projects , Activities and Research Topics:

1 point

3 points

5 points

Minimal

Proficient

Exemplary

<p>Accuracy of the content Demonstrates content (factual) knowledge and understanding of material and activities for the topic discussed.</p>	<p>Barely touches on the correct content.</p>	<p>Addresses some of the appropriate content of the the topic. The participant shows understanding of the presented ideas. Several key concepts or main ideas are identified and addressed.</p>	<p>Addresses the appropriate content. Shows exemplary understanding of the presented ideas. All key concepts or main ideas are identified and addressed. The topics and intent is clear.</p>
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<p>Knowledge of content</p> <p>Is able to integrate specific knowledge in the activities and final project created.</p>	<p>Minimal</p> <p>Although making an attempt, the participant: (1) poorly synthesizes material, (2) makes inappropriate connections to other topics, (3) does not correctly apply knowledge.</p>	<p>Proficient</p> <p>When appropriate, the participant can: (1) synthesize material, (2) make appropriate connections to other topics, (3) correctly apply knowledge</p>	<p>Exemplary</p> <p>When appropriate, the participant can easily and concisely: (1) synthesize material, (2) make brilliant/unusual connections to other topics, (3) correctly apply knowledge.</p>
<p>Communication</p> <p>Communicates objectives and requirements.</p>	<p>Minimal</p> <p>Ideas wondering and repetitive. Poor or weak ability to express thoughts. Objectives and requirements unclear.</p>	<p>Proficient</p> <p>The assignment is mostly concise and focused. Examples provide some detail. Material is fairly well organized. Objectives and requirements are fairly easy to understand.</p>	<p>Exemplary</p> <p>The assignment is concise and focused. Examples are detailed. Material is well organized. Objectives and requirements very clear.</p>

Blackboard Technical Support

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.

Mission Statement

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

Best wishes for successful completion of your online course with Ottawa University!

