



Course Name: *Teach Different with Essential Questions*
Instructor of Record: Dan Fouts
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Course Credit: 3.0 graduate credits

Dates & Times: This course is self-paced and students can take up to 12 weeks to finish. All students must start within 60 days of enrollment.

LMS LINK:
Google Classroom <https://classroom.google.com/>

COURSE DESCRIPTION:

Students learn a dynamic 3-Step process on how to design essential questions to support teaching with primary sources. Though this course is most relevant for middle and high school humanities teachers, teachers of **any** subject who have a desire to 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. Analyze philosophical themes aligned to the primary sources he/she teaches
2. Create essential questions to use with primary sources.
3. Provide feedback and recommendations on other teachers' essential questions
4. Receive feedback and recommendations from other teachers to improve their own essential questions

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts:

- 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>
- Fouts, Dan. *SocratesQuestions* Blog. WordPress.
Go West!... and bring your Big Questions with you. <https://wp.me/p922Dj-Bm>
Some Big Questions are 2,500 years old... and counting <https://wp.me/s922Dj-cookie>
Is America the Land of Opportunity <https://wp.me/p922Dj-2A>
How do you know the Abolitionists were brave? <https://wp.me/p922Dj-3Z>
How can you protect your freedoms without limiting someone else's? <https://wp.me/p922Dj-3z>
Can intolerance be a virtue? <https://wp.me/p922Dj-4P>
How do gender roles define people? <https://wp.me/p922Dj-hF>
How does the government protect its people during war, yet still preserve civil liberties? <https://wp.me/p922Dj-nw>
FDR's New Deal: A Big Question Comes to the Rescue <https://tinyurl.com/y9uvtsgk>
Can War be Glorious? <https://wp.me/p922Dj-rp>
To intervene or not to intervene--that is the Big Question <https://wp.me/p922Dj-y4>
Government and the Giving Tree--Part I: A Big Question is born <https://wp.me/p922Dj-CE>
Government and the Giving Tree--Part II: A Big Question comes of age <https://wp.me/p922Dj-EI>

COURSE REQUIREMENTS:

To receive a Passing grade, the participant must complete the following course requirements:

Discussion Posts: Each student is expected to

1. Write comments about posts on the SocratesQuestions blog AND respond to two people's comments about the blog posts
2. Post their first two artifacts in Google Classroom and write comments introducing it to others and provide feedback on two other student artifacts. In this feedback, they may:
 - Ask a question.
 - Share an insight
 - Offer an opinion.
 - Make a suggestion.
 - Note a similarity or difference to your posting.
 - 200 word minimum
3. Design three original artifacts including a classroom implementation strategy for each. Each of these artifacts will be posted and submitted on Google Classroom.
4. Write a final reflective paper answering a few questions on the topic of teaching with essential questions.

GRADE DISTRIBUTION AND SCALE:

1. Students taking course for a A-F grade

Grade Distribution:

Discussion Boards (3 total) 10 points each	30 points	30%
Artifacts (3 total) 20 points each	60 points	60%
Final reflection	10 points	10%
Total	100 points	100%

Grade Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D

2. Students taking the course Pass/Fail must receive a minimum score of 80%.

DISCUSSION POSTS (30% of final grade)

Student is expected to participate in the discussion board.

1. Week One: Write a comment about one of the blog posts AND respond to two people's comments about the blog posts.
2. Weeks Three and Four: Write a comment introducing one of your artifacts to others AND respond to two people's comments about their artifacts.

To write a comment about one of the blog posts (Week One),

- Share at least one idea from the blog posts that you find interesting or worthy of exploration. This could be a specific lesson, a resource within a lesson or a general idea connected to professional development in some way.
- Explain how the idea is relevant to you as a professional or to your classroom.
- 200 word minimum

To write a comment introducing one of your artifacts to others (Weeks Three and Four),

- Explain how you came to think this way/why you created this artifact (e.g. based on your experiences, articles you have read, exemplars you have seen etc.)
- Invite feedback from other teachers by asking a question related to your artifact.
- 200 word minimum

In your responses to others' comments, you may:

- Provide feedback.
- Ask a question.
- Share an insight

- Offer an opinion.
- Make a suggestion.
- Note a similarity or difference to your posting.
- 200 word minimum

Rubric – Discussion Posts

	Exemplary work (90% - 100%)	Graduate level work (80%-89%)	Minimal work (70%-79%)	Unacceptable work (0%-69%)
Your post:	Demonstrates critical thinking to analyze and relate key points.	Relates to the assigned discussion topic with some critical thinking.	Summarizes or restates discussion topic components with minimal evidence of critical thinking skills.	Does not relate to the assigned discussion topic.
Your response to another posting:	Provides specific, constructive, and supportive feedback to extend colleagues' thinking. Encourages continued and deeper discussion. Offers additional resources or experiences	Provides constructive and supportive feedback to colleagues. Demonstrates satisfactory evidence of personal learning as a result of interaction with colleagues.	Provides general feedback with little or no connection to course material. Demonstrates minimal evidence of learning as a result of interaction with colleagues.	Provides agreement without substance or connection to required readings or course materials. Demonstrate no evidence of personal learning as a result of interaction with colleagues.
Expression	Provides clear and concise opinions and ideas.	Provides clear opinions and ideas.	Expression is unclear or interrupted by errors.	Unacceptable written expression.

ARTIFACTS (60% of final grade)

The artifacts make up the heart of the course. Each artifact will contain the following components:

Artifact Headline: Craft a creative, catchy phrase to introduce your artifact. Make it short.

Theme and rationale: Identify a theme within a primary source you want to teach and provide a rationale as to why the theme is important to you and your students in the context of your classroom.

Philosopher quote: Identify a provocative philosopher quote aligned to the theme you identified. Describe the claim the philosopher is making and come up with a counter-claim against what the philosopher is saying.

Essential question: Design your essential question and discuss how it meets the criteria outlined in the course.

EQ integration with primary source: Paint a picture of how you will use your essential question to teach your primary source.

- Number or bullet out your procedures. Skip Lines.
- Embed links to your resources. (If you link to other Google docs, make sure you give public viewing privileges.)
- Underline and bold “Essential Question” to help draw attention to how you are using it in the context of the lesson.

Resource Citations: List out citations for your resources (use for images, websites, videos, documents/handouts) Use bullets. Skip lines between type of resource.

Rubric – Artifacts

	Exemplary work (90% - 100%)	Graduate level work (80%-89%)	Minimal work (70%-79%)	Unacceptable work (0%-69%)
Theme and Rationale	Provides a clear and concise rationale as to why the theme is important to the instructor and the students in the context of the classroom.	Provides a clear rationale as to why the theme is important to the instructor and the students in the context of the classroom.	Provides a somewhat clear rationale as to why the theme is important to the instructor and the students in the context of the classroom.	Does not provides a clear rationale as to why the theme is important to the instructor and the students in the context of the classroom.

Philosopher Quote	Student provided a very in-depth, clear claim and counter-claim from the philosopher quote which showed multiple perspectives of understanding.	Student provided a clear claim and counter-claim from the philosopher quote which showed multiple perspectives of understanding.	Student's description of the claim and counter claim was clear at times and unclear at others. Instructor had to infer the multiple perspectives of understanding.	Student's description of the claim and counter claim was unclear. Student did not show the multiple perspectives of understanding.
Essential question	Student designed an essential question clearly following all of the recommendations set forth in the course.	Student designed an essential question which followed most of the recommendations set forth in the course.	Student's question met only a few of the recommendations set forth in the course.	Student did not design an essential question
Essential Question Integration with primary source	Student lays out very clear detail describing how the essential question will be used with the primary course.	Student lays out somewhat clear detail describing how the essential question will be used with the primary source.	Student provides some detail describing how the essential question will be used with the primary source.	Student provides little detail on how the essential question will be used with the primary source.
Resources and citations	Lists all resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for all resources.	Lists most resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for most resources.	Lists some resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for some resources.	Does not list resources used in the context of the artifact and/or resources are not accessible to instructor. Does not have proper citations for any resources.

FINAL REFLECTION (10% of grade)