



ArmchairEd Course Syllabus
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Overview:

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student's current educational position

The following published book is currently being used as a text for the ArmchairEd course:

Teaching Climate Change and the Environmental Crisis

Bigelow, B., & Swinehart, T. (2015). *A People's Curriculum for the Earth*. Portland, OR: Rethinking Schools.

This course provides a critical resource for today's students about humanity's responsibility for the Earth. To confront the climate crisis, we need to think differently, build differently, and teach differently. This course provides classroom-friendly readings on climate change, energy, water, food, and pollution, as well as people who are working to make things better. At a time when it's become increasingly obvious that life on Earth is at-risk, this course provides a valuable resource to help students see what's wrong and imagine viable solutions. Rather than dwell in powerlessness, this course enables students and educators to respond proactively.

Credit Options:

The course will be offered for three credits, based on the length and substance of the book. The three-credit course will include 30 multiple-choice questions and two required essays.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion.

Letter Grade: 90%: A grade
80% B grade
70% C grade

Multiple Choice Test: 20% of overall grade

Essays: 80% of overall grade



Two Essays Required

Option 1: Look at the picture on p. 34 of the text and read the paragraph below it. What do you think? Can you envision the students in your class involved in some one of those ways? Can you make it happen? In your essay, talk about what you would do, could do . . . or should do. Describe the action you take, for the good of your students and your community.

Option 2: Look again at p. 43 in the text and reread the principles for cultivating a love of place in young children. Do it yourself! Take your class on a walk of the land around your school. Learn the names of animals you see and identify the plants along the walk. Encourage your students to touch, to listen, to smell . . . include sensuality and new perspectives. Learn and tell the stories (maybe just of your walk.) Do this a few times, in different seasons, or different times of the day. In your essay, talk about your walk(s) and describe your students' feelings about the place where their school is situated.

Option 3: Select one of the activities described in the text to do with your class. In your essay, identify which of the activities you chose and why. Did you need to make any adaptations to use it with age of child you teach? If, so describe whatever changes you make. Report on the lesson when you complete it. Were you surprised at your students' reactions to what they learned?

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

You may combine any of these or develop your own. You may e-mail info@armchaired.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

Two essays required

Each essay 40% of overall grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**
- **You must download the coursework before starting this course.**
- **Submit all coursework together.**