



- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

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 books are currently being used as texts for the ArmchairEd course:

Duckworth, A. *Grit in the Classroom: Developing a Growth Mindset*. (2019). *Grit*. London: Vermilion.

Wilson, D., & Conyers, M. (2020). *Developing growth mindsets: Principles and practices for maximizing students' potential*. ASCD: New York, NY.

The combination of sustained hard work and resiliency, grit is the difference between those who give up and those who don't. *Grit in the Classroom* assists educators in creating a learning environment that fosters grit development for all students, regardless of ability. In an era of talent development and the pursuit of excellence, learners must be equipped with the perseverance that is essential to reaching high levels of success. This course provides a rationale for cultivating grit in the classroom with the goal of propelling this topic into discussions of building passion and talent in today's students.

By explicitly teaching learners about brain plasticity and malleable intelligence (the idea that they can become functionally smarter through effort) and by modeling and teaching specific learning strategies, teachers can help students experience higher levels of success as they develop a *growth* mindset.

Credit Options:

The course will be offered for five credits, based on the length and substance of the books. The five-credit course will include 50 multiple-choice questions and five 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: 30% of overall grade

Essays: 70% of overall grade

Two essays required for GRIT

Option 1: Reread the paragraph on p. 107 that begins “Encouragement during the early years . . .” and the paragraph that follows. What can you do to make learning pleasant and rewarding? Describe at least two strategies you can put in place to do that. Use those strategies in your classroom. In your essay, talk about the experiences your students enjoyed.

Option 2: Can you imagine talking to one of your students about deliberate practice? Under what circumstances would it seem useful to a student? Is there someone in your class right now that could use coaching in that skill? If so, consider initiating the discussion and see what happens. Talk about the student, what you did and what the student did as a result.

Option 3: Consider using Bill Damon’s recommendation as a writing prompt for your students. You’ll find it on p. 167 of the text in the first full paragraph on that page. After you’ve read the essays, select one or two to discuss in an essay, selecting students who show the “beauty of other-centered purpose.”

Option 4: Record yourself teaching a challenging subject for a week. Listen to yourself as you look at the chart on p. 182 of the text and put tally marks next to language you hear that occurs on that page. In your essay, talk about what you learned about your personal beliefs and how your words may be reinforcing those beliefs in yourself and others. Remember: “It’s easy to make the mistake of changing what we say *without* changing our body language, facial expressions, and behavior.” (p. 184)

Option 5: 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

Essay scoring rubric:

Two essays required for GRIT, 2-3 pages each

Two essays required for Developing Growth Mindsets, 2-3 pages each

Each essay 10% 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

One essay required for GRIT and Developing Growth Mindsets

Combined essay option: You’ve read Angela Duckworth’s book GRIT and Wilson and Conyers’s Developing Growth Mindsets. Are you convinced that grit and growth mindsets are something you should be developing in your students? If so, use your final essay to describe the things you plan to do in your



classroom to help students understand that they can change their brains by the way they approach school work, and that persistence and passion will lead to success. If you haven't been convinced that you should be developing these qualities, use your essay to explain why.

Essay Scoring Rubric:

Three to five pages, 35% 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

Two essays required for Developing Growth Mindsets

Option 1: Reread the section of Chapter 2 that applies to you: Elementary: p 46-51; Upper grades: p. 51-58. Develop a lesson to teach your students about the physical aspects of the brain and impress upon them their power to enlarge their ability to learn. Summarize your essay with a description of student interest in the lesson you delivered.

Option 2: To motivate students using student choice, choose a content unit that you have taught before. Redesign the unit to offer choices to students in learning the unit objectives. Include the redesigned unit as part of your essay, discuss the choices you included for you students and why and summarize the essay with a discussion of your students' learning.

Option 3: Develop a unit to teach your students about a growth hero. (The Appendix lists appropriate books, p. 139 to 143 or use a favorite of your own.) Summarize your essay with a description of the interest and participation of your students.

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

Essay scoring rubric:

Two essays required for GRIT 2-3 pages each

Two essays required for Developing Growing Mindsets, 2-3 pages each

Each essay 10% 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

One essay required for **Developing Growth Mindsets** and **GRIT**

Combined essay option: You've read Angela Duckworth's book Grit and Wilson and Conyers's Developing Growth Mindsets. Are you convinced that grit and growth mindsets are something you should be developing in your students? If so, use your final essay to describe the things you plan to do in your classroom to help students understand that they can change their brains by the way they approach school work, and that persistence and passion will lead to success. If you haven't been convinced that you should be developing these qualities in your students, explain why.

Essay Scoring Rubric:

Three to five pages, 35% 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

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **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.**