



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

Course Goals and Objectives:

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

1. Write sixteen poetry forms
2. Read sixteen poetry forms
3. Teach sixteen poetry forms

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

Conversations with a Poet: Inviting Poetry into K-12 Classrooms

Franco (2005) Richard C. Owen

This course is divided into two sections. Section I discusses writing and the teaching of poetry, giving inside information not typically in educational courses and texts. The rationale for teaching poetry and for teaching different poetry forms is included. Section II targets sixteen specific and different poetry forms, giving form, samples, and bibliographical citations as models. Types of poetry in this course include the following: acrostic, ballad, blues, Cinquain, Haiku, limerick, riddle, sonnet, and many others.

Credit Options:

The course will be offered for 30 clock hours, based on the length and substance of the book. **The course will include 30 multiple-choice questions and three essays.**

Grading Rubric:

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

Three Essays Required:

Essay 1:

Write a reflection of your own experiences with poetry, either in your personal life as a student of poetry, as a consumer of poetry, and/or in your professional life as a teacher of poetry. Has reading this book changed your thinking about poetry? Talk about why or why not.

Essay 2:



Choose one of the poetry forms included in the text to teach to your own class. Tell why you chose the form you did, and include a plan for teaching the form similar to those in the text on pages 48 and 49. Tell something of your experiences teaching the form and, if possible, include an example of the form written by one of your students.

Essay 3:

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 educational 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@armchairedclockhours.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:

- Three essays required

- Two essays, 2-3 pages

- One essay, 3-5 pages

- 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.