



**UNIVERSITY OF
NORTHWESTERN**
ST. PAUL

OFFICE OF ADULT
& GRADUATE STUDIES

EDU5211

Content in the Field

SPRING 2021

SYLLABUS

Version: OL v3.1:01/21

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EDU5211 Content in the Field

University of Northwestern – St. Paul

COURSE DESCRIPTION

This course examines historical perspectives, current effective practices, and future trends in education. Following an overview of frameworks that have been used to inform teaching and learning practices, students will consider issues related to, and the impact of, these perspectives, practices, and trends. Students will then engage in focused study of the historical perspectives, current effective practices, and future trends in education specifically related to their identified area of specialization.

Credits: 3

Prerequisites: EDU5200

INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Analyze historical perspectives in education by comparing and contrasting policy, social context, and practice over time using peer reviewed research documents and other course materials.
- CO-2. Examine theories and models of effective practice in the area of specialization for evidence of change and continuity over time.
- CO-3. Justify five key current effective practices in the area of specialization, defending them in light of theory and research.
- CO-4. Critically evaluate three current issues and trends in a selected area of specialization (curriculum and instruction, educational technology, culturally responsive teaching, or early learning) and apply that knowledge appropriately by making recommendations for effective practice, including strategies, in the field.
- CO-5. Discover how historical practice and current social contexts inform, position, and direct teaching in the area of specialization.

MATERIALS

Required Textbooks and Materials

Please obtain the specific course texts identified below for your MAED chosen area of specialization. You are responsible for material on the course site assigned within your area of specialization only, unless an activity is marked "All specializations." Additional course materials are identified for use by students in all areas of specialization as identified on the course Moodle site.

Curriculum and Instruction

- Schiro, M. (2013). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, Calif: SAGE Publications.

- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
 - Recommended but not required:
 - Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement, 2nd Edition*. Alexandria, VA: ASCD.
 - Gunter, M. A., Estes, T. H., & Mintz, S. L. (2007). *Instruction: A models approach*. Boston, Mass: Pearson, A and B.

Learning and Leading in your Field

- Culturally Responsive Teaching
 - Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College.
 - Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African American children*. San Francisco, Calif: Jossey-Bass Publishers.
 - Recommended but not required:
 - Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
 - Hollie, S. (2012). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Huntington Beach, CA: Shell Education.
 - Steele, C. (2010). *Whistling Vivaldi*. NY: W. W. Norton & Company.
- Educational Technology
 - Reigeluth, C. M. & Carr-Chellman, A. A. (Eds.). (2009). *Instructional-design theories and models, Volume III*. NY: Routledge Taylor and Francis Publishers.
 - Spector, J. M. (2015). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives, 2nd Edition*. New York: Routledge.
 - Recommended but not required:
 - Roblyer, M. D., & Doering, A. H. (2013). *Integrating educational technology into teaching*. Boston: Pearson/Allyn and Bacon Publishers.
 - Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with digital media*. NY: Teachers College, Columbia University.s
- Early Learning
 - Most assigned resources are acquired via the library. No additional purchased resources are required.
 - Recommended but not required:
 - Saracho, O. (Ed.). (2014). *Contemporary perspectives on research in theory of mind in early childhood education*. Charlotte, NC: Information Age Publishing. (Full text available at Academic eBook Collection.)

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Weight
Orientation Activities & Introduction Video	1
Key Terms Glossary	2
Dialogue Forums (6)	13
Conference Drafts (5)	13
Weekly Synthesis Assignments (6 x 5%)	30
Instruction Comparison Graphic	5
Taba/Gagné Curriculum Model	5
Effective Practices Interview Report	7
Annotated Bibliography of Research in the Field (2 Parts)	7
Recommendations for Effective Strategies in the Field Paper	10
Recommendations for Effective Strategies in the Field Presentation	<u>7</u>
Total	100

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement Statement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing and Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu • 651-628-3316 • N4012 (Revised 06/20)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

Submission Standards

All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research

Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

Dialogic Learning and the Weekly Dialogue Forums

The Master of Arts in Education online program makes use of a dialogic approach to learning, an approach in which dialoguing meaningfully about concepts and ideas is seen as crucial to extending and deepening understanding and learning. Questions and prompts to stir dialogue are presented in Activity 1 and Activity 2 for each week. On your part, extending these prompts and your instructor's feedback through reflection, ideation, question generation, and exploration is a key component to learning in a dialogical environment.

ASSIGNMENTS

See the course site for complete details on the assignments.

Weekly Dialogue Forum

Weekly discussions offer important opportunities to learn through dialogue within a community of learners who are all thinking about the same topics from unique perspectives. These discussions are meant to promote and enhance the quality of your Synthesis Assignments.

Choose one of the questions in the discussion prompt and initiate a dialogue with your colleagues on the topic. These initial posts are due by 11:59 p.m. on Day 4 each week.

- The dialogue opener and questions you generate in this post could relate to concepts you find enlightening, challenging, or surprising. Provide two paragraphs of text in which you articulate your current understanding or position on the topic as supported by course materials.

By the end of Day 7 each week, read multiple initial posts by your colleagues and engage at least one in a meaningful response that seeks to promote mutual increased understanding.

- Meaningful responses should include a minimum of two thoughtful, relevant, and well-supported paragraphs.

Your full participation in each discussion (both initial posts and responses) is assessed based on the following criteria:

- *Evidence of critical thinking (10 pts)*
- *Sophisticated engagement with Activities, course materials, and original research (10 pts)*

You are encouraged to still use appropriate academic language and support for your positions in your posts rather than casual language not supported with examples from the course materials or which insufficiently demonstrates a logical flow of ideas, pure reflection, or unexamined opinion.

Conference Drafts

Conference drafts of your progress on a given week's synthesis paper are due by mid-week (Day 4) in order to initiate feedback and dialogue between you and your instructor and to demonstrate your progress in critically engaging the week's concepts and activities.

Each week's conference draft is not expected to be a complete and polished synthesis of all your week's research. Nevertheless, submitting as complete of a conference draft as possible is to your advantage, since your instructor can then provide more robust feedback on a more developed demonstration of your process of thinking, writing, and progressing toward achieving the course objectives.

Ultimately, each finished Synthesis Assignment is required to address all questions and prompts (from Activity 1, Activity 2, and the Synthesis Assignment directions) and demonstrate application of instructor feedback.

While the draft should aim to ultimately fulfill the specific criteria in the Synthesis Assignment rubric, the draft itself will be assessed on the following criteria:

- *Evidence of critical thinking (10 pts)*
- *Sophisticated engagement with Activities, course materials, and original research (10 pts)*

You are encouraged to still use appropriate academic language and support for your positions in your posts rather than casual language not supported with examples from the course materials or which insufficiently demonstrates a logical flow of ideas, pure reflection, or unexamined opinion.

Let the Activity 1 and 2 question prompts guide your reading

Read the question prompts for each Activities 1 and 2 prior to beginning the reading assignments. The prompts will support you as you read and consider ideas presented. Please note, however, that the prompts are guides to your reading and critical thinking.

In other words, you may not find an answer to a prompt on a on a specific page; answers may be found across pages of the text. As you continue to read and study, you may find additional information to extend your thinking around the prompts, even as you move from one activity to another and as you move from one week to the next. As you engage in close reading, you will examine texts for facts and details and then interpret these observations to draw conclusions and interpretations as to what these texts mean.

Synthesis Assignments

By 11:59 p.m. CT on Sunday each week, submit a synthesis paper which builds on and finalizes your conference draft discussions from the week. Except on the week's noted otherwise, these papers should be 6- to 8-pages long. Use considerations and feedback from the week's Dialogue forum as well as further understanding gained from further considering and researching the prompts in Activities 1, 2, and the reflection questions in the Synthesis Assignment submission area to add depth to your conference drafts when preparing each week's finished synthesis assignment.

In addition to responding to prompts and questions, include a reflection that pertains to any personal thoughts you have in relation to other course materials and themes.

For specific grading expectations see the Rubric Directory on the course site.

Week 3 Synthesis Assignment Special Notes

- Extra notes about this week's Synthesis Assignment
 - It is shorter than the Synthesis Assignment for Week 1 (3–4 pages rather than 6–8)
 - It must include info from at least one source separate from those on the assigned reading list
 - The draft should include a draft list of **Effective Practices Questions List** for use during your interview.

Week 4 Synthesis Assignment Special Notes

- The Conference Draft is **optional** in Week 4.
- This week's Synthesis Assignment must include a section exploring your reflections on the process of digging into research in your specialty field. Focus on identifying gaps in your understanding, skills, and attitudes. For example, what understanding, proficiency, or perspective would you need to have to make professional judgments or recommendations about effective educational strategies?

Week 5 Synthesis Assignment: Literature Review Briefing

- This week's assignment is unique from other synthesis assignments by presenting you with a practical scenario that aims to build from your research during Weeks 4 and 5 and that builds toward your cumulative Week 6 paper and presentation.
- *The Scenario:* Your supervisor will be presenting at a national professional conference about issues in the area of your selected specialization. You are responsible to brief your supervisor and prepare his or her outline and slides that will be delivered at the conference. While you will not present the material, you must collect research and outline the key concepts of the presentation in a manner that is sufficient to both grant your supervisor confidence in your organization's grasp of the field, and also to adequately contextualize and address the topics to be presented.
 - Keep in mind that you are encouraged to use the work of the outline and slides for this assignment as a starting point for further developing your full presentation for the Recommendations for Effective Strategies in the Field Presentation due at the end of Week 6.
- This week's Synthesis Assignment must include the following components with robust citation and support
 - Formal abstract (200 words or fewer)
 - Slidedeck (for example, PowerPoint or Keynote)
 - Outline embedded as slide notes with the presentation slides

Key Terms Glossary

From your Week 1 reading assignments, identify fifteen key terms/phrases and their definitions for use in reading, speaking, and writing in the area of specialization. The terms should represent key academic vocabulary words and or phrases that are used by those who research, write, and speak in your area of specialization. They are most likely repeated often in the texts you are reading. This academic language

should represent key ideas or principles in your field of study. It is vocabulary that you will also be using as you research, write, and speak in the field.

Create a chart to display these fifteen terms/phrases and their definitions. Throughout the rest of the course, you may consider adding to your glossary for personal benefit in support of future courses and your capstone.

Send your completed list to your course instructor and also to your identified mentor. Ask your mentor for feedback on the list. For example, does the list represent important academic vocabulary related to the field? What key academic vocabulary might be missing from the list?

Instruction Comparison Graphic

The purpose of the instruction comparison graphic assignment is to assist you in articulating knowledge of theories and models of effective practice in the area of specialization showing change and continuity over time. Do this by creating a visual/graphic display that specifically compares and contrasts direct instruction and concept-based instruction in a semantic map or other visual.

Successful completion of this assignment will evidence content knowledge of direct instruction and concept-based instruction as it relates to your specialty area. In addition to content knowledge of these instructional models, knowledge of how this information applies to your specialty area, organization of this information in your visual, and creative display is also important. In other words, consider how you will visually represent important information in a way that is detailed, clear, and interesting for others who will read and view your graphic.

Taba/Gagné Curriculum Model

Curriculum models are useful organizing tools for planning and application of content in all specialty areas, including curriculum and instruction, educational technology, culturally responsive teaching, and early learning.

To demonstrate knowledge and application of two specific and seminal models—Taba and Gagne—use the Taba/Gagne Curriculum Model Template on the course site to create a curriculum model or lesson plan for a topic in your area of specialization that applies both Taba's eight steps of curriculum development and Gagne's principles for instruction.

Completion of this assignment will be preceded by first gaining a macro view informed by reading and reflection about organization of curricula. Second, you will consider how this information can be applied directly to the organization of curriculum in your specialty area at a micro level. Thirdly, you will create a curriculum model or curriculum graphic that represents plans for instruction in your area of specialty. The prepared plans, based on Taba and Gagne principles, should focus on delivery of instruction for one session with students/clients in your field.

This assignment will be graded based on the following criteria:

- Evidence of detailed and carefully sequenced instructional plan
- Accurate identification and application of multiple Taba/Gagne principles
- Thorough and sophisticated rationale for principle application

Effective Practices Interview Report (Due Week 4)

To acquaint you with content, strategies, and issues in the field of your area of program specialization, for this assignment you will conduct a formal interview with a professional in the related specialization. The assignment includes two parts: an Interview Question List and a written Report. For specific grading expectations see the Rubric Directory on the course site.

Interview Questions List (include draft in Week 3 Conference Draft)

In Week 3, submit to your instructor a first draft of your **Effective Practices Questions List** for use in your interview. Prepare a list of ten to fifteen questions for use in your interview. The questions are to be used to gather information about effective practices/strategies that are used by professionals in your area of specialization. A revised list incorporating feedback from the instructor or classmates must be included in your final **Effective Practices Interview Report** along with robust citation and research support for your questions, along with rationale for any changes from your first draft questions.

The questions you prepare should come out of the reading and research you have been doing in order to build content knowledge in your area of specialty. Because the questions you ask will be ones that are based on your reading and research, you will be speaking from an informed perspective while at the same time you will be gaining information that will extend your knowledge and allow you to make connections to current practices in your field of specialty.

Written Report

After submitting and revising the Effective Practices Question List, conduct a formal interview with a professional in your area of program specializations. Work well in advance to identify and seek permission from a professional in your geographic area, arrange a time for a face-to-face interview, and complete the interview using the revised questions you prepared. If a face-to-face interview is not feasible, contact your instructor who may allow a phone interview instead.

Following your interview, report findings of the research/data collection process in a 4- to 5-page report, using the rubric provided as a guide. The research/data collection process includes reading, research, preparing interview questions, conducting the formal interview, and reflecting on information gained as it relates to you and work in your area of specialty.

Annotated Bibliography of Research in the Field (2 Parts)

This assignment is divided into two parts. Part 1 is completed Week 4 while Part 2 is completed Week 5.

To critically evaluate current issues and trends in your area of specialization (curriculum and instruction, educational technology, culturally responsive teaching, or early learning) and apply that knowledge appropriately by making recommendations for effective practice, including strategies, in the field, you will identify relevant research and also identify media reports related to the issues that may inform direction of policy and practice related to current issues and trends in the area of specialization. The results of your research will be demonstrated in an annotated bibliography.

Part 1 (Due Week 4) Include 5 total entries, balanced between research items and media reports

Part 2 (Due Week 5) Add 5 new entries to your existing entries (for a total of 10). Focus more on research than media reports at this point.

Take note that your research work invested toward creating your annotated bibliography is also linked to the Week 4 and 5 Synthesis Assignments as described in the Synthesis Assignment Special Notes earlier in this syllabus.

Recommendations for Effective Strategies in the Field Presentation and Paper

The final project for this course invites you to connect and apply what you have learned about content in your field. Design appropriate and effective instructional strategies to address the needs of students/clients in your area of specialization. These strategies will be informed by current research and related to one or more specific issues in your specialty area.

Consider how students/children/clients may benefit from your growing expertise in the area of specialization and changes that may be made to current practices to promote their growth. In a 5-page paper and 10-minute professional presentation, communicate findings and defend recommendations for application of effective strategies to promote student learning.

Revise/refine your Literature Review Briefing assignment materials (from Week 5 Synthesis Assignment) for use in making a formal presentation via Voice Thread similar to one you might showcase at a professional conference.

Upload your presentation or the link to your presentation to the Presentation Showcase Forum on the course site under Week 6. Keep in mind that your audience will include educators from more than just your specialty area. As a result, be sure to use and define key academic terminology.

In addition to posting your own presentation, view the presentation of at least one other student in the course and, in the tone of a responding constructively and respectfully to a colleague speaking at a professional conference, provide feedback and response in the form of text comments on multiple components of their professional presentation.

The Works Cited page for this paper must include all works integrated into the paper/presentation including both assigned readings throughout the course and additional items from individual research.

For specific grading expectations see the Rubric Directory on the course site.

COURSE SCHEDULE

Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: To what extent have political and social contexts informed content and pedagogy over time?

Due Day 4

- Complete **Orientation Activities**
- Complete **Activity 1** and **Activity 2** in sequence (You are responsible for only the materials in your area of specialization and any activities marked “All specializations”).
- Submit **Conference Draft**

Due Day 7

- Post response(s) to the week’s Dialogue forum
- Submit **Week 1 Synthesis Assignment**
- Submit **Key Terms Glossary**
 - Also send the Glossary to your mentor for review.
- Begin coordinating a time for an interview with a professional in your area of specialty.
 - In Week 3 you will compose interview questions that are heavily informed by your studies up to that point.
 - In Week 4 you will submit a report about your use of those questions to conduct the interview.
 - If you will need further timing flexibility for submitting your interview report, connect with your instructor.
- Begin compiling sources for your Annotated Bibliography (due initially Week 4)

Week 2: What theories and models inform content and effective practice in my area of specialization?

Due Day 4

- Complete **Activity 1** and **Activity 2** in sequence
- Submit **Conference Draft**
 - This week's draft only needs to cover progress toward your Synthesis Assignment, not the other two assignments.

Due Day 7

- Post response(s) to the week’s Dialogue forum
- Submit **Week 2 Synthesis Assignment**
 - This week's Synthesis Assignment is shorter than Week 1 (3–4 pages).
- Submit **Instruction Comparison Graphic** (be sure to review the relevant readings from Activity 2.1)
- Submit **Taba/Gagné Curriculum Model**

Week 3: In what ways do theory and evidence-based practice inform and shape content and strategies in the field?

Due Day 4

- Complete **Activity 1** and **Activity 2** in sequence
- Submit **Conference Draft**
 - Include your **Draft Effective Practices Questions List** for use in your interview

Due Day 7

- Post response(s) to the week's Dialogue forum
- Submit **Week 3 Synthesis Assignment**
 - Extra notes about this week's Synthesis Assignment
 - It is shorter than the Synthesis Assignment for Week 1 (3–4 pages)
 - It must include info from at least one source separate from those on the assigned reading list
- Complete **Mid-Course Student Questionnaire**

Week 4: What is the value in interpreting change and continuity in content and practice?

Due Day 4

- Complete **Activity 1** and **Activity 2** in sequence
- (Optional) Submit **Conference Draft**
- Conduct your interview in preparation for the **Effective Practices Interview Report** which is due Day 7.

Due Day 7

- Post response(s) to the week's Dialogue forum
- Submit **Effective Practices Interview Report**
 - Include your revised and finalized **Effective Practices Questions List**. Include robust citation and research support for your questions along with rationale for any changes from your first draft questions.
- Submit **Week 4 Synthesis Assignment**
 - This week's Synthesis Assignment must include a section exploring your reflections on the process of digging into research in your specialty field. Focus on identifying gaps in your understanding, skills, and attitudes. For example, what understanding, proficiency, or perspective would you need to have to make professional judgements or recommendations about effective educational strategies?
- Submit **Annotated Bibliography of Research in the Field (Part 1)**
 - Include 5 total entries, balanced between research items and media reports

Week 5: What current issues and trends are informing content and strategies in the field?

Due Day 4

- Complete **Activity 1** and **Activity 2** in sequence
- Submit **Conference Draft**

- Note that this week's Synthesis Assignment is a unique format from other week's synthesis assignments (see details below or in the description of Synthesis Assignments above).

Due Day 7

- Post response(s) to the week's Dialogue forum
- Submit **Week 5 Synthesis Assignment: Literature Review Briefing**
 - This week's assignment is unique from other synthesis assignments by presenting a practical scenario that aims to build toward your cumulative Week 6 paper and presentation.
 - *Scenario:* Your supervisor will be presenting at a national professional conference about issues in the area of your selected specialization. You are responsible to brief your supervisor and prepare his or her outline and slides that will be delivered at the conference. While you will not present the material, you must collect research and outline the key concepts of the presentation in a manner that is sufficient to both grant your supervisor confidence in your organization's grasp of the field, and also to adequately contextualize and address the topics to be presented.
 - This week's Synthesis Assignment must include the following components with robust citation and support
 - Formal abstract (200 words or fewer)
 - Slidedeck (for example, PowerPoint or Keynote)
 - Outline embedded as slide notes with the presentation slides
- Submit **Annotated Bibliography of Research in the Field (Part 2)**
 - Add 5 new entries to your existing entries (for a total of 10). Focus more on research than media reports at this point.

Week 6: How can theory and effective practice be applied to work in my field? What is the evidence of my growth in understanding content of my field?

Due Day 4

- Complete **Activity 1** and **Activity 2** in sequence
- Submit **Conference Draft**
 - This week's draft should cover Week 6 Synthesis Assignment only, not the Recommendations Paper or Presentation

Due Day 7

- Post response(s) to the week's Dialogue forum
- Submit **Week 6 Synthesis Assignment**
 - This week's Synthesis Assignment is shorter (3–4 pages).
- Submit final **Recommendations for Effective Strategies in the Field Paper**
 - The Works Cited page for this paper must include all works integrated into the paper/presentation including both assigned readings throughout the course and additional items from individual research.
- Post a link in the Presentation Showcase Forum to your audio-visual **Recommendations for Effective Strategies in the Field Presentation**
 - Make sure your presentation is set to allow anyone to view it with the link.