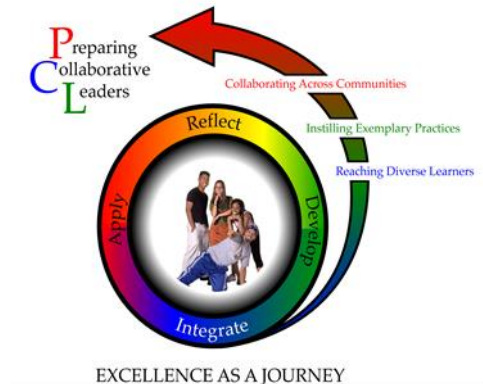


**University of Wisconsin-Eau Claire
College of Education and Human Sciences
Department of Education Studies**

Course: *Grading Smarter Not Harder* Book Study
Course #: ES 695.671
Book Title: *Grading Smarter Not Harder* by Myron Dueck
Credit(s): 1
Day/Time: July 17-August 20, 2017
Location: Online/CESA 10
Instructor: Cory Galston
Office Phone: 715-720-2036
Email: cgalston@cesa10.org



About UW-Eau Claire Education Studies

Collaborative leadership that applies, integrates, discovers and reflects upon professional knowledge and practice is at the core of our conceptual framework for teacher education programs at UW-Eau Claire. One working description of this core theme identifies the following attributes and definitions as central to what collaborative leadership entails.

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Description

This book study based on Myron Dueck's book *Grading Smarter Not Harder* will guide educators through the reflective process of understanding if the grades they assign truly reflect the extent of their students' learning. We will focus on looking at how we can motivate students through involving them in the assessment process, not punishing them for factors outside of their control.

We will discuss how we can make our unit plans and goals crystal-clear to our students, which allows for fair and effective grading. Dueck's book will guide participants through this process by providing forms, templates, and real-life examples to develop your own plan to develop a grading system that allows students to demonstrate their true understanding and learning.

Participants in this professional book study will read and discuss this framework, and how it can impact student learning. Through collaboratively sharing teachers will build knowledge and then be able to implement the structures Dueck outlines.

Student Learning Objectives

- Participants will understand grading measures that show what students know, not punish them for factors outside of their control.
- Participants will examine the fairness and effectiveness of grading homework assignments.
- Participants will begin to develop their own thinking around designing instruction that has outcomes that are crystal-clear to students, and allows for retesting for students to meet the standards.
- Participants in this book study will have the opportunity to analyze, discuss, and share perspectives on the text in order to build a stronger knowledge base of grading and assessment practices.

Course Outline

Week	Dates	Topics	Reading
1	July 17-July 23	Grading	Introduction Chapter 1
2	July 24-July 30	Homework	Chapter 2
3	July 31-August 6	Unit Plans	Chapter 3
4	August 7-August 13	Retesting	Chapter 4
5	August 14-August 20	Creativity	Chapter 5 Conclusion

Textbook(s)

Grading Smarter Not Harder by Myron Dueck

Additional Resources

Myron's Website <https://myrondueck.wordpress.com/>

Twitter @myrondueck

Assignments and Submission Instructions

All assignments will be explained more thoroughly through the Moodle Site that will be used for

the course.

Attendance Policy

Students will be expected to participate weekly online discussions revolving around the required reading. Students will lose the weekly points for not participating in the weekly discussion.

Grading

1 hour of work= 5 points

Weekly discussion participation: 5 points x 5

Chapter reading and reflections: 10 points x 5

One-example of classroom implementation for next school year: 25 points

Total: 100 total points and 20 total hours

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-78
C	73-76
C-	70-72
D +	65-69

Grading Policy

Late assignments or non-participation in bi-weekly conversations without written consent will result in a 5 point deduction.

Accommodation

ES 495/695 is an inclusive course. Anyone who has a disability and/or requires accommodation to fulfill the course requirements should contact the instructor prior to the course. The instructor will work with you to develop a plan.

Non-native English Speaker Accommodation

If you are a non-native English speaker, please contact the instructor of record. We will provide access to all learners in our book studies, but need to know how our students learn best. Audio books, online translators and other option can be discussed to make the content accessible.

Academic Misconduct

The instructor considers academic misconduct a serious issue and follows the guidelines and procedures outlined on the UW-Eau Claire Dean of Students web site (www.uwec.edu/DOS/policies/academic/index.htm). As per the handbook:

“Academic misconduct is an act in which a student:

- a. Seeks to claim credit for the work or efforts of another without authorization or citation;
- b. Uses unauthorized material or fabricated data in any academic exercise;
- c. Forges or falsifies academic documents or records;
- d. Intentionally impedes or damages the academic work of others;
- e. Engages in conduct aimed at making false representation of a student’s academic performance; or
- f. Assists other students in any of these acts.”

“Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in works to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.”