PSED 725
CRITICAL ANALYSIS OF ISSUES AND INNOVATIONS IN EDUCATION
FALL 2020

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Office hours: **Office Hours:** 12pm-2pm Tuesdays (virtual); 2pm-4pm Wednesday (virtual) 7pm-8pm Thursdays (virtual) Please text for appointment. Additional hours as needed by appointment.

COURSE DELIVERY REQUIREMENTS:

Students will be completing this course 100% online, with synchronous and asynchronous activity. The synchronous activity take place on our 5 designated days. We will use the classroom Zoom site that can be found on D2L.This course will be delivered online through a course management system named D2L https://esu.desire2learn.com

To access this course on D2L you will need access to the Internet and a supported Web browser (Google Chrome, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please complete a system's check https://esu.desire2learn.com

Online Delivery will be a blend of self-paced and group activities using D2L and other Websites. Activities will consist of text chat, discussion forums, email, video chatting, journaling, and using other free technology tools. Most technology tools will be free. At times, students will be required to complete partner and/or group work during synchronous time, and will be required to attend the synchronous times we have with the class. These synchronous times allow us to build creative thinking, sharpen one another, and connect to the others in the course. We are all human. As humans, we have the opportunity to live in community, and we want to seize it!

Campus Visits: This class will be delivered online, and we will not have planned face-to-face interaction. If you come to campus for any reason, it is important that you and everyone around you remain safe. For safety reasons, all people are required to wear face masks covering the mouth and nose and remain a safe distance in interactions per ESU campus policy for the fall 2020.

COURSE DESCRIPTION

This course examines leading change, innovations and reform in education. Specific innovations and reforms will be examined and relationships between research, policy making, and implementation will be emphasized.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:
1. identify current issues and important topics in the broad field of education
2. implement change leadership theory
3. analyze a broad range of current issues and innovations in education in terms of arguments supporting and opposing the movement or innovation
4. discuss the effects of the political, social and cultural context of society to the educational issues and innovations studied in this course
5. connect the theoretical and philosophical bases with the various positions on educational issues
6. thoroughly analyze an innovation in terms of all stakeholders and create a research-based plan to implement the innovation in a K-16 educational institution

COURSE OUTCOMES

Collaborative
1. Students will be formed into groups of 3-5 to gather information on a current issue, analyze it, and make a recommendation for implementation in the workplace.
2. Students will analyze individual interview data to determine the most popular, regional, educational current issues and trends and why they prosper/fail in the organization.
3. Students will read a Choice Book and give a report to the class.

Individual
1. Each student will conduct an interview and analysis to determine current innovations and trends in their workplace.
2. Each student will gather information and analyze an innovation or issue that is being implemented, or should be considered for implementation, in his/her workplace. This will result in a major term project report which includes a literature review, an analysis, and recommendations for implementation
3. Each student will write a personal reflection about the effect the Choice Book had on him/her.

PSED 725 Critical Analysis of Issues and Innovations in Education **Course SLO**	PDE Core Standards for Supt. Letter	ELCC	CAEP	Assessment
SLO 1. Identify current issues and important topics in the broad field of education	SPED 1B	1.0 2.0	1 2	Individual and Group Critical Analysis of Interviews w/ assessment rubric
SLO 2 Implement change leadership theory	CORE 1E	1.0	1	Participation in Change Theory Simulation Educational School Reform Paper & Project
SLO 3. Analyze a broad range of current issues and innovations in education in terms of arguments Supporting and opposing the movement or innovation	CORL 1A CORL 1A	1.0	1 2 3	Individual and Group Critical Analysis of Interviews w/ assessment rubric
SLO 4. Demonstrate in-depth knowledge of the political, social, And cultural contexts of the Educational issues discussed in class		1.0 4.0	1 2	Report on Current, Trade Book on Innovation and Leadership w/assessment rubric
SLO 5. Understand the theoretical and philosophical bases for the various positions on educational issues	CORE 3A SPED 2 (A, I) SPED 3 (I, L)	6.0	1 2	Educational School Reform Term Paper and Project w/ assessment rubric
SLO 6. Thoroughly analyze an Innovation in terms of all stakeholders and create a research-based plan to implement the innovation in a K-16 educational institution	CORE 1 (E) CORE 2 (A) CORE 3 (B,D) CORL 1(A) CORL 2(B) SPED 2 (A, I) SPED 3 (I, L)	1.0 2.0 6.0	1 2	Educational School Reform Term Paper and Project w/ assessment rubric

REQUIRED MATERIALS

- Maurer, R. (2010). *Beyond the Wall of Resistance Revised Edition*.
- Change Leadership Simulation Available through Harvard
  https://hbsp.harvard.edu/import/740812

- Choice Book. I have some possible options here. You may also seek approval to review a book that aligns with your dissertation research.
  - Brown, T. with Katz, B. (2009). *Change by Design*. New York, NY: HarperCollins. (This book is good for anyone interested in design thinking)
  - Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass. (An oldy but a goody – Fullan is famous in the change field)
  - Hargreaves, A. & Fullan, M. (Eds.) (2009). *Change wars*. Bloomington, IN: Solution Tree. (This is a collection of chapters written by famous authors so it is a good introduction to the field of change. This is good for someone who is up for an extra challenge as many ideas will need to be analyzed and synthesized for a book review.)
  - Heath, C. & Heath, D. (2010*). Switch: How to change things when change is hard*. New York, NY: Crown Publishing Group.
  - Lindsay Unified School District. (2017). *Beyond Reform: Systemic shifts toward personalized learning*. Bloomington Indiana: Marzano Research. (This is a specific case study written by the school district)
  - Tushman, M.L. & O'Reilly, C.A. (2002). *Winning through innovation*. Boston, MA: Harvard Business School Publishing. (This book focuses on leading change and renewal in an organization)

CLASS PARTICIPATION AND ATTENDANCE

Students are expected to attend all class sessions, complete assigned readings and come to class prepared. Class activities often depend on your preparation so it is important to do assigned readings, group work, etc. Since the class meets only 5 times a semester, attendance is critical. The semester grade will be negatively affected by unexcused absences. Consult with professor about any absences (full or partial days). Excused absences are absences such as documented medical issues, mandatory job-related issues, critical life events, and emergencies.

COURSE EVALUATION

Class Participation/Online Discussion	50 points
Critical Analysis Innovation Interview Paper	50 points
Simulation Reflection	25 points
Journal Article Analysis	25 points
Education Reform School Improvement Paper	50 points
Choice Book Review	50 points
Virtual Poster Session	25 points
Total	275 points

GRADING SCALE
Letter Grade Equivalents by Percentages

A	93% - 100%	B+	87% - 89%	C+	77% - 79%	D	60% - 69%
A-	90% - 92%	B	83% - 86%	C	73% - 76%	E	0% - 59%
		B-	80% - 82%	C-	70% - 72%		

LATE WORK

Late work is only accepted in exceptional circumstances and may result in a lower final grade. I do not accept late work without permission.

PAPER FORMAT AND WRITING EXPECTATIONS

All papers should be written in Times New Roman size 12 font with 1-inch margins. The format of all papers should strictly adhere to APA style guidelines (6th or 7th editions). Papers should be final drafts of original and edited thought.

ACADEMIC INTEGRITY POLICY

ESU is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at ESU. The policies and procedures outlined in the Graduate School Catalog have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies. (See Graduate Catalog)

NOTICE OF NON-DISCRIMINATION FOR ESU

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal and state laws and regulations.

ACCESSIBILITY AND ACCOMODATIONS

"It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information to about arranging for reasonable accommodations." Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

TITLE IX STATEMENT

East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University--approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

Title IX: Sexual Harassment and Sexual Violence http://www4.esu.edu/titleix/

FALL 2020 CLASS SCHEDULE

	Topic	Preparation for Class
Class 1 9/18	• Introductions • What motivates change? • Syllabus & Assignments • Journal Article Reviews • Crash Course in Design Thinking • Formulation of Innovation Review Teams • Qualitative Research • Review: Grounded Theory	• Send a short bio about yourself to mazukas@esu.edu before first class day. Include current position, future career goals, and research interests. • Check D2L and add photo • Journal Article Summary • Read Organizational Change and Development (D2L) • Read Behavioral Change Models (Online posted in D2L) • Read Guskey (D2L) • Participate in Online Discussion (Asynchronous) Prior to Class • Assemble Craft Items
Class 2 10/24	• Change Theories • (Tentative) Superintendent Panel • Speaker: Khanjan Mehta. Vice Provost for Creative Inquiry Lehigh University • Innovation Configuration Maps • Discussion: Application of design; Diffusion Theory; Small Wins; Resistance; Interview Analysis; Paper Topics	• Read Design Unbound; Rogers Diffusion Theory and Chapters 6 Hall & Hord • Read Introduction and Part I Beyond the Wall of Resistance • Online Asynchronous Discussion • Approval of final paper topic/poster topics • Innovations analysis paper due
Class 3 11/6	• Speaker: Aurora Institute: Competency-Based Education • Online Simulation Introduction • Discuss: Small Wins; Positive Deviance; Knowing What to Do	• Read Small Wins and Positive Deviance Articles; • Read Azukas & Gaudelli • Read Part II Beyond the Wall of Resistance • Online Discussion • Online Simulation
Class 4 11/14	• Tentative Speaker: ESU Innovation • Simulation Debrief • Stages of Concern/Levels of Use	• Read Chapters 7 & 9 Hall & Hord; Rittel & Webber: Dilemmas & General Theory of Planning • Read Part III Beyond the Wall of Resistance • Book Review Due
Class 5 12/4	(Tentative) Speaker: Knowledgeworks Virtual Poster Sessions Book Discussions	• Read Azukas – Blended CoP; Leaana: The Missing Link in School Reform; Mertler: Leading Educational Change through Action Research Learning Communities; • Simulation Reflection Due • Virtual Poster Sessions -Current Issues
No Class 12/14		Educational Reform Paper Due

Journal Article Summary

In preparation for completing the literature review section of your Educational Reform School Improvement Project and your dissertation, (you should align these whenever possible) you will be completing a summary and analysis of a research article from a scholarly journal that is focused on either change leadership or the implementation of a specific innovation. The summary should contain:

- 2-3 pages (depending on length, substance of article); APA style
- a description of the study
    - research questions being addressed
    - theoretical framework applied
    - participants
    - location/context
    - methodology
    - findings
    - conclusions
    - other relevant information for the study, from the article
- analysis of the research – what are the strengths of this study? How does it contribute to the field? What are its limitations?

You will be assessed on the following rubric.

	Outstanding (A)	Mastery (B-C)	Below Standard (D-F)
Content	Article is about a current, relevant, important topic that is related to change leadership or a specific innovation; it is an article reporting on strong research; it is from a scholarly journal	Article is about a current, relevant topic that is linked to education and/or innovation; it is an article reporting on research; it is from a scholarly journal	Article is about a topic not really current or relevant; it is tangentially linked to education or innovation; it is an article reporting on weak, questionable research; it is not from a scholarly journal
Analysis	Review provides through analysis of the effectiveness of the article/quality of research including alignment of research questions and methodology, alignment of research questions and theoretical framework, size/participants, strengths and limitations, and contribution to field.	Review provides some analysis of the effectiveness of the article/quality of the research including things such as alignment of research questions and methodology, appropriateness of theoretical framework, size/participants, etc.	Review provides minimal or no analysis of the article/quality of the research.
Complete	Has all the requirements as outlined in the instructions	Meets most requirements but missing 1-2 pieces	Missing more than 2 required items
Correct (technically)	Error free in terms of spelling, grammar, structure, APA; clarity and flow in writing style	Minimal errors in terms of spelling, grammar, structure, APA; clarity and flow in writing style	Too many errors in terms of spelling, grammar, structure, APA; clarity and flow in writing style is compromised by number of errors

Critical Analysis Innovation Interview Assignment

This is a qualitative research exercise that will involve interviewing colleagues in your organization, or colleagues who work in a similar organization. Please note the assignment is differentiated for K-12 and Higher Education students. You will interview a minimum of 3 faculty/staff members. Assure the participants their names/schools will not be shared; all information is confidential and will be presented in aggregate form. Each interview should take approximately 10-15 minutes. You must:
- record the interviews (maintaining confidentiality)
- transcribe the interviews or correct transcriptions
- code the interviews using grounded theory
- write up your analysis of the coding
- develop a mini theoretical framework

K-12 Assignment:
1. Interview 3-4 faculty/staff members. Choose so that diverse characteristics are represented in the group. Mix and match as needed.
   a. 10-15 years experience
   b. 16-25 years experience
   c. 26+ years experience
   d. males/females
   e. at least one "non-teacher"

2. Ask them the following questions. You may ask additional follow up questions as needed.
   a. Brainstorm a list of initiatives that have been introduced to you by your organization during your career.
   b. What 2-3 initiatives have made the most significant, positive impact?
   c. Describe 1-3 initiatives that have been detrimental to student achievement.
   d. Were any initiatives not fully implemented? If not, why do you think so?
   e. Describe 1 initiative that made a difference in improving student achievement.

Higher Education Assignment:
1. Interview 3-4 faculty/staff members. Choose so that diverse characteristics are represented in the group. Mix and match as needed.
   a. 6-10 years experience
   b. 11-15 years experience
   c. 16-25+ years experience
   d. Males/ females
   e. faculty/staff

2. Ask them the following questions. You may ask additional follow up questions as needed.
   a. Brainstorm a list of organization initiatives you have experienced in your career.
   b. What 2 initiatives have made the most significant, positive impact?
   c. What 2 initiatives had the most significant, negative impact?
   d. Why did some initiatives fail and some succeed?
   e. Describe 1 initiative that made a difference in improving the university and note the impact of the initiative.

Educational Reform School Improvement Project

You will be investigating an innovation or proposed innovation in your workplace that supports the goals of your organization. In every doctoral course you should be developing your skills to conduct research. As such, there are multiple purposes of this assignment:
- To identify an innovation/issue worth studying
- To gather data
- To analyze gathered data
- To do literature review
- To analyze and combine ideas from data and literature review
- To apply analysis to a suggested course of action for self or workplace
- To effectively share your ideas with an audience through both written and oral formats

You will:
1. Gather data using surveys, focus groups, interviews, observations, document review, etc.
2. Gather and analyze information from the literature.
3. Analyze current and historical data of this innovation/issue to determine trends.
4. Recommend possible course of action options for you/your workplace.

You will be expected to maintain confidentiality of all participants. Your analysis and presentation of material will be presented in an aggregated format. Any information from individuals should not be identifiable as having been from any one individual.

You are free to determine who you will gather information from, but at least one person should be an administrator who is your superordinate. The administrator should be able to help give you an idea of what has already been done, or what could be done in the area you are investigating. That person would probably also be able to help you see how your idea might potentially connect to organizational goals.

The innovation/issue you focus on is your choice but must be approved by the professor and should be decided on by the second class session. If you are in the same workplace you may choose the same innovation/issue as a colleague/classmate, but it must be separate elements of the same topic. Please meet with the professor to discuss if you want to do this.

The final product will be a formal, academic paper and a class presentation. The length of the paper will depend somewhat on the topic you have chosen and on how you gather information, but will most likely be in the range of 12-20 pages. The final paper/report should contain:
1. Introduction as to why this is an important topic
2. Literature review of topics inherent to innovation/issue
3. Data analysis of information gathered through surveys, interviews, etc., including charts, graphs, etc. for visual understanding
4. Recommendations for your organization in terms of how to move this innovation/issue forward. Included in this recommendation should be how this innovation/issue might impact or connect to the special education and ELL student population.
5. A class presentation in Class 5

Progress checkpoints and conferences will be built into the schedule.
This project will be evaluated based on the given rubric.

Assessment Criteria for PSED 725 Term Paper – Fall 2014

Your paper will be assessed according to the instructions & rubric. Self-assess and attach rubric to your paper.

Criteria Level ↓ →	Advanced A	Mastery B	Below Standard C/D/E
Content, Topic (15%)	Topic exceptionally well-defined; strong main idea; appropriate supporting ideas; directly linked to innovation/issue impacting organization or self; topic discussed in depth and breadth	Topic well-defined; main idea mostly developed; appropriate but some weak supporting or unrelated ideas; directly linked to innovation/ issue; topic discussed in depth	Topic unclear and/or not well developed; lacking in detail and supporting ideas; topic only loosely linked to innovation/issue impacting workplace/self
Organization & Clarity (10%)	Clearly focused; gives information in a style that allows reader to easily understand; logical order of main and supporting ideas; effective transitions; ideas flow with good transitions	Clearly focused; style generally allows reader to understand; logical order of main ideas with some supporting ideas misplaced; effective transitions; ideas flow with occasional bumps	Discussion of ideas not focused; style confusing to reader; illogical order, missing main, supporting ideas; limited sequencing and transitions
Literature Review (25%)	Literature relevant to topic; 12+ sources of current, excellent quality; primary sources and ones by leaders in field; a variety (books, article, web) of sources; accurate, succinct, summarized not quoted	Literature relevant; 10-12 current, academic sources; some primary sources & leaders in field; relied too much on 1 source type; accurate, most sources summarized not quoted	Literature needs to be more relevant; less than 10 sources; most not current &/or not excellent academic quality; no literature from leaders in field; lit. review is incomplete/ inaccurate; overuse of quotes
Data Analysis (25%)	Analyzed data individually, collectively; data supports conclusions; at least 2 sources of data; analysis systematic, logical	Analyzed data individually, collectively; data supports conclusions; at least 1 source of data; analysis basically logical but conclusions a bit fuzzy	Analyzed data either individually or collectively; conclusions not totally supported by data; analysis not logical; no data sources
Recommendation for workplace organization (15%)	Has synthesized findings; clearly articulated way findings can be used by self/workplace; has made clear connection of theory/practice	Has articulated position and/or way findings can be used by self/workplace; has made connection of theory/practice though application a bit artificial	Articulates limited reasons for possible application or implications to own organization/life; doesn't apply theory; application ideas not realistic
Writing (technical) (10%)	Completely APA compliant (references, citations, abstract, page #, etc.); error free (spelling, grammar, etc.); clarity, easy to read	Mostly APA compliant mostly error free with errors not interfering with reading; ideas clearly presented	Generally not APA compliant; too many errors; confusing, difficult to read

The Book Review
What is a review? A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. **While they vary in tone, subject, and style, they share some common features:**
- **First, a review gives the reader a concise summary of the content.** This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- **Second, and more importantly, a review offers a critical assessment of the content.** This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
- **Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.**

Developing an assessment: Before you write
There is no definitive method to writing a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft. What follows is a series of questions to focus your thinking as you dig into the work at hand. Don't feel obligated to address each of the questions; some will be more relevant than others to the book in question.

- **What is the thesis—or main argument—of the book?** If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?
- **What exactly is the subject or topic of the book?** Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?
- **How does the author support her argument?** What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?
- **How does the author structure her argument?** What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?
- **How has this book helped you understand the subject?** Would you recommend the book to your reader?

Beyond the internal workings of the book, you may also consider some information about the author and the circumstances of the text's production:

- **Who is the author?** Nationality, political persuasion, training, intellectual interests, personal history, and historical context may provide crucial details about how a work takes shape. Does it matter, for example, that the biographer was the subject's best friend? What difference would it make if the author participated in the events she writes about?
- **What is the book's genre?** Out of what field does it emerge? Does it conform to or depart from the conventions of its genre? These questions can provide a historical or literary standard on which to base your evaluations. If you are reviewing the first book ever written on the subject, it will be important for your readers to know. Keep in mind, though, that naming "firsts"—alongside naming "bests" and "onlys"—can be a risky business unless you're absolutely certain.

Writing the review

Once you have made your observations and assessments of the work under review, carefully survey your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your review. Then, outline the arguments that support your thesis. Your arguments should develop the thesis in a logical manner. That logic, unlike more standard academic writing, may initially emphasize the author's argument while you develop your own in the course of the review. The relative emphasis depends on the nature of the review: if readers may be more interested in the work itself, you may want to make the work and the author more prominent; if you want the review to be about your perspective and opinions, then you may structure the review to privilege your observations over (but never separate from) those of the work under review. What follows is just one of many ways to organize a review.

Introduction

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience. **In general, you should include:**

- The name of the author and the book title and the main theme.
- Relevant details about who the author is and where he/she stands in the genre or field of inquiry. You could also link the title to the subject to show how the title explains the subject matter.
- The context of the book and/or your review. Placing your review in a framework that makes sense to your audience alerts readers to your "take" on the book. Perhaps you want to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements. Your choice of context informs your argument.
- The thesis of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book's particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.
- Your thesis about the book.

Summary of content

This should be brief, as analysis takes priority. In the course of making your assessment, you'll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.

Analysis and evaluation of the book
Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly. You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book. If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight. Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author's points in your own words.

Conclusion
Sum up or restate your thesis or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis. This paragraph needs to balance the book's strengths and weaknesses in order to unify your evaluation. Did the body of your review have three negative paragraphs and one favorable one? What do they all add up to?
In Review

Finally, a few general considerations:
- Review the book in front of you, not the book you wish the author had written. You can and should point out shortcomings or failures, but don't criticize the book for not being something it was never intended to be.
- With any luck, the author of the book worked hard to find the right words to express her ideas. You should attempt to do the same. Precise language allows you to control the tone of your review.
- Never hesitate to challenge an assumption, approach, or argument. Be sure, however, to cite specific examples to back up your assertions carefully.
- Try to present a balanced argument about the value of the book for its audience. You're entitled— and sometimes obligated—to voice strong agreement or disagreement. But keep in mind that a bad book takes as long to write as a good one, and every author deserves fair treatment. Harsh judgments are difficult to prove and can give readers the sense that you were unfair in your assessment.
- A great place to learn about book reviews is to look at examples. The New York Times Sunday Book Review and The New York Review of Books can show you how professional writers review books.

Your book review should be written in APA format and should be no more than **4** pages. You will need to write thoroughly, yet concisely in your dissertation. This is good practice. The bulk of the writing should focus on the analysis of the book.

Virtual Poster Session

For this assignment you may choose to work individually or with up to 2 other students (Max group size = 3) You will investigate a current education issue or reform such as school choice and charter schools, restorative justice, online learning, personalized learning, community schools, magnet schools, the use of artificial intelligence in schools, the use of robots, equity issues, etc. You will submit a references page with your slide.

The investigation should include the:

- History of the issue (literature search)
- Current status of the issue (literature search and current articles)
- Positive and negative aspects of the issue (analysis)
- Supporters and opponents of the issue
- Political actions or issues surrounding the issue
- Your analysis of whether it will succeed or fail
- Recommendations as to what schools/universities should do

The student/group will present their findings to the class, using a poster and lead some discussion on the topic.

*Topics must be pre-approved to avoid duplication. Those working in a group will be required to submit a work-plan that explains how they will be dividing up the workload.