



**Current and Controversial Issue Discussions**  
**BRONZE CERTIFIED BADGE**  
**SYLLABUS**

**Course Information**

<b>Course Name</b>	Guardians of Democracy: Current and Controversial Issue Discussions Bronze Certified Badge
<b>Continuing Education Hours</b>	15
<b>Location</b>	Online Canvas Course
<b>Office Hours</b>	Facilitators are available via email and are happy to schedule a video conference as needed.

**Guardians of Democracy Program Description**

Developed in partnership between the Lou Frey Institute at the University of Central Florida and the Illinois Civics Hub at the DuPage Regional Office of Education, the Guardians of Democracy Program is an online professional development program with extended learning opportunities for interested 6-12 educators. Our goal is to support a national professional development program and establish a network of certified educators across disciplines that embrace the proven practices of civic education to empower young people for college, career and civic life success.

The course series provides instruction on (1) strategies for current and controversial issue discussions in the classroom, (2) the role of simulations of democratic processes in the classroom, and (3) informed action through service learning. This program is hosted and administered through Canvas Learning Management System.

**The Guardians of Democracy Bronze Certified Educator in Current and Controversial Issue Discussions Badge** recognizes the successful completion of all Current and Controversial Issue Discussions course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance in the discussions. Participants create a Portfolio of Practice throughout the course in which they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to implement one strategy to support current and controversial issue discussions in the summative performance task.



## Course Objectives

- **Module 1: Orientation**
  - Participants identify the objectives and expectations of the course and are aware of the important role educators play in preparing young people to be guardians of democracy.
  - Participants engage in a discussion inventory to reflect on their own lived experiences related to deliberation in the classroom.
  - Participants discuss the opportunities and challenges of student deliberation with peers.
- **Module 2: What and Why**
  - Participants examine the research behind current and controversial issue discussions and why it is critical to teach students civil dialogue.
  - Participants analyze the characteristics of high-quality student deliberation.
  - Participants cite the opportunities and challenges of engaging students in civil discourse.
  - Participants analyze four approaches to engage students in civil dialogue and deliberate the approaches with peers.
- **Module 3: How**
  - Participants understand the relationship between current and controversial issue discussion strategies and the development of student outcomes related to civic dispositions, skills, and knowledge.
  - Participants analyze three classroom strategies to engage students in civil dialogue, comparing and contrasting the classroom outcomes, classroom set-up, and protocol for each.
  - Participants reflect on their own practice and discuss with peers which discussion strategy would best enhance their classroom.
- **Module 4: So, Why Not?**
  - Participants identify potential obstacles in the implementation of student deliberation strategies.
  - Participants examine and utilize strategies and resources to overcome the identified obstacles.
  - Participants engage in an inquiry and dialogue with peers on the question: *“To what extent should teachers share their views about current and controversial issue discussions?”*
- **Module 5: Next Steps**
  - Participants plan and prepare for a current and controversial issue discussion using the strategies and reflections they have gathered in their portfolio.
  - Participants provide feedback to their peers’ plans to implement a discussion strategy in the classroom.
  - Participants complete a culminating survey reflecting on their professional growth in the course.
  - Participants explore opportunities for deeper learning through further badging.



## Required Materials

- [Google: Free Email and Drive](#)

## Badging

Digital badges are an important component of the Guardians of Democracy program. Participants have the option to earn three badges for each course. View the [Teacher Reflection Rubric](#) to learn more about how evidence for badges will be assessed.



**The Guardians of Democracy Bronze Certified Educator in Current and Controversial Issue Discussions Badge** recognizes the successful completion of all Current and Controversial Issue Discussions course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance on the discussions. Participants create a Portfolio of Practice throughout the course in which they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to implement one strategy to support current and controversial issue discussions in the summative performance task.



**The Guardians of Democracy Silver Distinguished Educator in Current and Controversial Issue Discussions Badge** recognizes the successful completion of extension work to demonstrate competency in teaching two of the discussion strategies included in the Current and Controversial Issue Discussions course. This badge certifies that a recipient can successfully create, edit and implement a lesson plan and facilitate student reflection on the process. This badge also certifies that a participant engaged in an instructional coaching and reflective practice.



**The Guardians of Democracy Gold Guardian Educator in Current and Controversial Issue Discussions Badge** recognizes the successful completion of advanced extension work demonstrating competency in teaching all three discussion strategies included in the Current and Controversial Issues Discussions course. This badge certifies that a recipient can successfully create, edit and implement a lesson plan and facilitate student reflection on the process. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the lesson planning process.

## Discussions

A discussion board is used to discuss and reflect upon the various topics presented in each module. Discussion prompts with specific guidelines and due dates are provided for each module. Participants are expected to submit an original post (response to the discussion prompt) by the deadline and substantive responses (more than yes, no, or I agree) by the end of the following week. Adhere to the expectations outlined in the Discussion Board Rubric when submitting original posts and responses.



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## Discussion Board Rubric

CATEGORY	5	4	3	2	0-1
<b>Promotes Discussion</b>	Post thoroughly responds to all elements of the prompts provided in the directions.	Post responds to all elements of the prompts provided in the directions.	Post provides a minimal response to the prompts provided in the directions; but does not promote discussion or invite replies.	Post does little to promote discussion as it does not address all elements of the prompt provided in the directions.	Did not respond to prompt provided or reply violates the discussion board norms.
<b>Connections to Content and Lived Experiences.</b>	Post makes relevant and insightful references to the module content and classroom experiences (as educator or learner).	Post makes references to the module content and classroom experiences (as educator or learner).	Post mentions the module content and classroom experiences (as educator or learner).	Post mentions the module content and/or classroom experiences (as educator or learner).	Post does not reference either module content or classroom experiences or reply violates discussion board norms.
<b>Responds to First Peer</b>	Participant substantively responds to posts of a peer and/or responds to queries by others on their own posts.	Participant responds to posts of a peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a peer and/or responds to queries by others on their own post.	Participant responds to posts of a peer, but it is not relevant to the module content.	Participant does not respond to a post by a peer, or the response violates the discussion board norms.
<b>Responds to Second Peer</b>	Participant substantively responds to posts of a second peer and/or responds to queries by others on their own posts.	Participant responds to posts of a second peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a second peer and/or responds to queries by others on their own post.	Participant responds to posts of a second peer, but it is not relevant to the module content.	Participant does not respond to a post by a second peer, or the response violates the discussion board norms.

## Module Topics and Assignments

### Module 1: Orientation

- Demographic Survey
- Canvas Profile
- Portfolio of Practice
- Discussion Inventory
- Portfolio – Looks Like, Feels Like, Sounds Like
- Portfolio – Exploring the C.A.P.E.S. Resource
- Discussion Board – Reflection Activity

### Module 2: What and Why

- Portfolio – Academic Expert Video Viewing Questions
- Four Approaches Poll
- Portfolio – Four Approaches Article “Wonderings” & Reflection



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- Discussion Board – Four Approaches
- Portfolio – Module Reflection
- Portfolio – Revisit Looks Like, Feels Like, Sounds Like

### Module 3: How

- Lay Your Cards on the Table Activity
- Portfolio – Lay Your Cards on the Table Results and Reflection
- Strategy Quiz
- Portfolio – Strategy Review & Make Connections
- Discussion Board – Strategy Discussion

### Module 4: So, Why Not?

- Check-In Quiz
- Ranking Classroom Challenges
- Portfolio – Addressing Concerns Graphic Organizer
- Teacher Disclosure Poll
- Portfolio – Teacher Disclosure Text Set
- Discussion Board – Teacher Disclosure
- Teacher Reflection on Disclosure

### Module 5: Next Steps

- Portfolio – 3-2-1 Reflection
- Quiz – Closed Versus Open Issues
- Portfolio – Controversial Issue Topic
- Quiz – Strategy Selection
- Portfolio – Issue Matching
- Portfolio – Plan of Action
- Portfolio – Teacher Reflection Rubric
- Discussion Board – Plan of Action
- Closing Survey

### Evaluation and Grading

Completion of all modules is required. Completion of the required assignments, Portfolio of Practice activities and satisfactory performance on the discussions is required to receive the Bronze Level Guardians of Democracy CCID Badge. Grading criteria for the Threaded Discussions and activities are based on rubrics and the professional judgment of the instructor.

Performance	Points
Satisfactory	70-100
Unsatisfactory	69 or below

### Professional Integrity Statement

Participants will adhere to the highest standards of professionalism by engaging as a productive member of the learning community, submitting original work and respecting the thoughts and ideas of others.



## Accessibility Statement

The course providers are committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the course to discuss needed accommodations.

## Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

