

Syllabus for “Boys Adrift” Online Book Discussion Group

Session/Segment 1

Approximate Time of Involvement: 3.5

Topics to be Addressed:

Chapter 1: The Riddle

- Have you observed this phenomenon firsthand, either in one of your students, the son of a friend, or a family member? If so, describe the general situation. (Please use different names to protect the student in question.) If you have NOT observed this firsthand, describe your initial thoughts regarding the main thesis of the book, introduced here in Chapter 1.
- Go to: <http://www.boysadrift.com/home.php> to do some general research regarding the content of the book.

Chapter 2: The First Factor: Changes at School

- There are two main factors that Dr. Sax outlines in this chapter with regard to changes in schools negatively impacting the achievement of boys. Briefly outline these arguments and comment upon why you agree or disagree with them, and what personal experiences you may have had with these concepts.

Session/Segment 2

Approximate Time of Involvement: 3.5

Topics to be Addressed:

Chapter 3: The Second Factor: Video Games

- Have you observed, as a teacher, a student similar to what Dr. Sax describes, with a “will to power?” Discuss this student and the particular situation (again with different names to protect the identity of the student.) Were there alternatives that were successful for that student? If alternatives were NOT successful, describe why, according to Dr. Sax, that might be.
- Go to: <http://www.wcpn.org/index.php/WCPN/soi/8370/> for an interview with Dr. Sax and Dan Multhrop. Listen to this interview in its entirety.

Chapter 4: The Third Factor: Medications for ADHD

- Were you previously aware that stimulant medications for ADHD could damage parts of the developing brain? If not, what is your initial reaction to this finding?
- As a teacher, would this new knowledge impact how you might approach the family of a child you believe to have ADHD?
- Does this knowledge bring a greater responsibility to the teacher and parents of a child suspected of having ADHD? How?
- What are your personal feelings in response to the revelations in this chapter? Will it change anything in your professional practice?

Session/Segment 3

Approximate Time of Involvement: 3.5

Topics to be Addressed:

Chapter 5: The Fourth Factor: Endocrine Disruptors

- Did you have any previous knowledge about the dangers associated with environmental estrogens? Describe.
- Do you think this is a plausible argument? Research and support your opinion with at least two independent references. If these references include websites, add these websites here as well.

Chapter 6: End Result: Failure to Launch

- Has your personal experience, or the experiences of friends or family, reflected any of the experiences described in this chapter? Share your story. Be sure to rename all participants.
- Pick one of the stories from the chapter. If one of these young men were your student, how would you attempt to engage and motivate them in the classroom?

Session/Segment 4

Approximate Time of Involvement: 5

Topics to be Addressed:

Chapter 7: The Fifth Factor: The Revenge of the Forsaken Gods

- The below quote is from this chapter. Analyze your personal response to this quote. Do you agree with this concept? How can a teacher become part of the process that helps boys “achieve” manhood?

“We ignore the importance of traditions at our peril. Manhood isn’t something that simply happens to boys as they get older. It’s an achievement—something a boy accomplishes, something that can easily go awry.” (P. 171)

- Do you have any personal knowledge from your upbringing or the upbringing of a friend that confirms this theory about becoming a man being an intentional process saturated in cultural tradition? Describe and analyze.

Chapter 8: Detox

- Create an action plan of five things that you can do as a teacher—one to address each of the five factors that the author discusses. Go into detail in each element—describe what changes you can make in how your classroom is structured, what assignments you give, how you interact with parents and families, what kind of homework you assign, and how you assess student achievement. Make this action plan your commitment for doing more for the boys in your classroom—make it concrete and applicable.

Rubric

Week 1 Responses to Other Learners’ Comments from Chapter 1 Discussion	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners’ comments. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 1 Chapter 2 Discussion	20	10 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 1 Responses to Other Learners’ Comments from Chapter 2 Discussion	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners’ comments. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 2 Chapter 3 Discussion	20	10 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 2 Responses to Other Learners’ Comments	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners’ comments. 10—These responses are well-thought-out, and complex in terms of their

from Chapter 3 Discussion		thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 2 Chapter 4 Discussion	40	30 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 2 Responses to Other Learners' Comments from Chapter 4 Discussion	10	5—The learner responds with at least 3-4 sentences to at least one other learners' comments. 3—These responses are well-thought-out, and complex in terms of their thought process. 2—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 3 Chapter 5 Discussion	20	10 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 3 Responses to Other Learners' Comments from Chapter 5 Discussion	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners' comments. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 3 Chapter 6 Discussion	20	10 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 3 Responses to Other Learners' Comments from Chapter 6 Discussion	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners' comments. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 4 Chapter 7 Discussion	20	10 – The discussion question is answered completely, with all elements discussed. 5 – The response to the discussion question reflects critical thinking and a deep grasp of the reading material. 5 – The response to the question is properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.
Week 4 Responses to Other Learners' Comments from Chapter 7 Discussion	30	10—The learner responds with at least 3-4 sentences to each of 3 other learners' comments. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.

<p>Week 4 Chapter 8: Creating a Plan of Action</p>	<p>70</p>	<p>Create a plan of action to address all five factors that the author discusses. The plan should have the following: 50 – One way in which you can change something you do every day in the classroom to positively impact boys’ achievement (five total strategies, one for each factor discussed – so 10 points each.) 10 – Each element is detailed, describing changes in how the classroom is structured, what assignments are given, how the learner plans on interacting with parents and families, what kind of homework is assigned, and how student achievement is assessed. 10 - These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.</p>
<p>Week 4 Responses to Other Learners’ Comments from Chapter 8 Discussion</p>	<p>30</p>	<p>10—The learner responds with at least 3-4 sentences to each of 2 other learners’ action plans. 10—These responses are well-thought-out, and complex in terms of their thought process. 10—These responses are properly formatted, with correct grammar and spelling, and is clearly at the graduate level in terms of quality of work.</p>