Adolescent Social Studies Methods I

EDT 433/533

# Fall 2012

**Section A: TR 9:30-10:45**

**Section B: TR 11:15-12:30**

**419 McGuffey Hall**

Course Syllabus

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| “It makes no small difference, then, whether we form habits of one kind or of another from our very youth; it makes a very great difference, or rather all the difference.” -- Aristotle |  | “There exists a solidarity among men [and women] as human beings that makes each co-responsible for every wrong and every injustice in the world, especially for crimes committed in his presence or with his knowledge.” -- Karl Jaspers |

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| Instructor: | Thomas Misco, Ph.D. 400J McGuffey Hall  Office Phone: 513-529-4264  Email: [miscotj@muohio.edu](mailto:miscotj@muohio.edu)  Office Hours: 9:00-11:00 Tuesdays, or by appointment. |

**Course Description:**

A variety of shared undertakings and experiences is necessary for students to participate in the social consciousness of the human race. As a result, much of the content of the course and the way in which is conducted is directed toward this end. While continually raising theoretical issues, we will work hard to construct a social studies methods course linked firmly to the real world of teaching. In the course of attaining this goal, you can expect to do a lot of teaching, planning, and collaborative work with fellow students. The plan of action for the semester (outlined below) will enable you to prepare students for democratic life and the full and ready use of all their capacities.

**Required Readings:**

* Barton, K. C. & Levstik, L. S. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum.
* National Council for the Social Studies. (1994). *Expectations for Excellence: Curriculum Standards for the Social Studies*. Washington, D.C.: NCSS.
* Ohio Content Standards--Ohio Department of Education.
* Course Reader, available at the Oxford Copy Shop.

**Course Goals:**

As a result of participation in this course students will:

* articulate a coherent theory of social studies teaching and learning
* reflect on the objectives of studying social studies and on the philosophies of education
* participate in a democratic learning environment
* learn how to construct democratic classrooms
* develop professionally written lesson plans that are free from spelling and syntax errors
* clearly state lesson plans’ instructional goals to reflect professional standards documents
* produce lessons plans with appropriate time allocations and questions for discussion
* develop logical and meaningful instructional activities
* specifically identify the content and overall purpose(s) of a unit or lesson
* include in a lesson or unit plan all needed instructional materials and resources
* enact productive teacher-student and student-student interaction
* state a specific method(s) for evaluating student learning
* design and implement inclusive lesson plans that undermine racial, ethnic and gender other stereotypes
* adapt lessons to address the needs of exceptional learners
* use effectively collaborative instructional activities in the classroom
* conduct thoughtful and engaging inquiry-based lesson plans using original historical documents
* use social studies to foster critical thinking skills
* explain the ways in which democracy is operationalized in different contexts and how this is shaped by culture through a dramatization
* design a global citizenship curriculum for their future classrooms that draws upon global education literature
* use computer assisted technologies to enhance social studies teaching and learning.
* analyze one’s own culture in a global context
* demonstrate knowledge of other cultures
* adapt behavior to interact with those who are different
* use cultural frames to think critically and solve problems

As the Education Unit of the School of Education, Health and Society (EHS), our philosophy and purpose are grounded in the core values that have been identified by EHS. We believe that educator preparation must be a “holistic, integrated approach”; that candidates must be versed in diverse paradigms, practices, and disciplines. With this philosophical base, our purpose as the EHS community of collaborative educators (the Education Unit) is committed to fulfilling the school’s mission to provide “dynamic and innovative programs” and endeavors to prepare **caring, competent, and** **transformative** educators. These educators will “generate knowledge, educate, serve, and promote wellbeing in diverse and global settings through ethical, democratic practices” and will impact student learning in the schools of today and tomorrow. **Caring**, **competent**, and **transformative** educators are those who have the tools to serve as agents for positive change in the world and hold the unique responsibility of preparing young people for citizenship in a democracy. We use our unit standards to hold candidates accountable **for becoming caring, competent, and transformative educators** who are well-grounded in the liberal education, content knowledge, and professional knowledge (Standard 1), appreciate and understand diverse learners, environments, and organizations (Standard 2), demonstrate sensitivity to learning contexts and environments (Standard 3), demonstrate skill in planning, implementation, and evaluation (Standard 4), and demonstrate professionalism (Standard 5).

**Students with Disabilities:**

I would like to hear from anyone who has a disability that may require modification of course assignments or other arrangements. Please see me after class, during office hours, or schedule an appointment.

**Respect for Diversity:**

It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are appreciated.

**Knowledge Base:** NCSS suggests that social studies teacher education programs engage candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals (3.1b). As a result, through readings and discussion we will spend a great deal of time during this course considering competing purposes, determining content rationales, and evaluating different forms of assessment.

**Key Assessments:** Please note that one of the Key Assessments in your program is contained with in this course. Key Assessment #7: Midterm and Inquiry Lesson serve as evidence of your understanding of NCSS Thematic Strands VIII and IX. A “proficient” performance on both of these assessments is necessary for you to continue through and ultimately complete the program.

**Schedule of Classes:**

Date Topic Readings/Assignment Due

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| Week 1  Aug. 23-25 | What purposes do the schools hope to respond to? How do the social studies fit within these purposes? What exactly are the social studies? Why do we teach them? What am I teaching for? What do school mission statements have to say?  Introductions  Course Description  Writing Reflective Journals (#1) | NCSS pg. 3-17 |
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| Week 2  Aug. 30-Sep. 1 | What is my theoretical framework for teaching social studies? What are the promises and challenges of other theoretical frameworks?  The Social Studies Curriculum: Aims and Goals  Three Traditions of Social Studies Education  Questions for *How We Think//*Assign concept map | **Reflective Journal #1**  Reader: 1-24; 25-30  NCSS: pg. 157-177 |
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| Week 3  Sep. 6-8 | How can I get students to think reflectively?  Reflective Thinking | Reader: 31-64; 65-74  **Concept Map Due** |
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| Week 4  Sep. 13-15 | What is *worthy* of understanding? *(look at OGT)*  What are appropriate criteria for selecting content?  Bloom’s Taxonomy  Alternative Views of Citizenship Education  Discuss Journal Review & Research in the Social Studies  Ohio Standards, National Standards, & Benchmarks  Assign Research Reviews and Reflective Journal #2 | Reader: 75-88; 89-102  Barton & Levstik: Ch. 2  NCSS: pg. 19-30  Ohio Academic Content Standards |
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| Week 5  Sep. 20-22 | Collecting curricular resources; beginning to write lesson plan with Partner/Group | **Reflection #2 Due**  Barton & Levstik: Ch. 4  Reader: 103-118; 119-126; 127-132 |
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| Week 6  Sep. 27-29 | How do I effectively meet the standards?  Assign Textbook Analysis  What methods do objectives imply?  Inquiry-Based Teaching  Assign Inquiry Lesson  Writing Powerful Lesson Plans  Teaching English Language Learners in the Social Studies  Application-based questions | Reader: 153-162 |

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| Week 7  Oct. 4-6 | How can primary sources fulfill the goals of the social studies?  Teaching with Primary Sources: Part I  Assign Philosophy of Social Studies Education  Discuss Research in Social Studies Education | **Research Reviews Due**  Reader: 133-142  Reader: 143-152 |
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| Week 8  Oct. 11-13 | How can my curriculum be responsive to our interdependent world?  Global Education  Cooperative Learning  *Capital Auction* | NCSS pg. 43, 99-101, 132-135  NCSS pg. 44, 102-104, 136-138  Reader: 163-168; Barton & Levstik: Ch. 11 |
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| Week 9  Oct. 18-20 | How can diversity respond to the aims of the social studies?  Intercultural/Multicultural Education in Social Studies  R: Midterm Exam: Comparative Democracies | Reader: 169-176  *Democracy & Diversity* |
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| Week 10  Oct. 25 | What should be the relationship of the teacher and the subject matter?  Teachers as curriculum gatekeepers, consumers, and producers  The role of the teacher in curriculum making; Textbooks  Should the social studies include a moral education? | Reader: 177-188; 189-196  “Schoolbooks Given F’s”  **Textbook Analysis Due** |
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| Week 11  Nov. 1-3 | Hidden Curriculum v. Collateral Learning  Moral Negotiation  Moral education continued  **Workshop Lesson Plans** | Reader: 197-208; 209-214  Barton & Levstik: Ch. 5  **Due: 1st iteration of inquiry lesson** |
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| Week 12  Nov. 8-10 | What other instructional strategies can bring about powerful social studies teaching and learning?  Discussion, Debate, Deliberation, &c.  Structured discussions; Annotated Reading Discussions  How can I effectively incorporate the constitution into my teaching?  *We The People* Curriculum | Reader: 215-226; 227-242  *We The People* |
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| Week 13  Nov. 15-17 | How can controversial issues respond to the aims and goals of social studies education?  Current Events, Controversy, and the Community  Issued-Centered Approach  Structured Academic Controversies  National Issues Forum/Choices  Deliberations | 243-254; 255-270; 271-278; 279-298  National Issues Forums  **Due: 1st iteration of Philosophy of Social Studies** |
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| Week 14  Nov. 22 | How should I design units and organize my course?  Course Organizations & Structure  Praxis II  \*\*11/27/08 No class--Thanksgiving\*\* | **Due: Philosophy of Social Studies** |
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| Week 15  Nov. 29 | Socratic Seminars  \*\*No Class 12/1/11—NCSS/CUFA in Washington\*\* | *On Liberty* |
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| Week 16  Dec. 6-8 | Inquiry Lesson Presentations  Wrap-up and course evaluation  Preparation for Next Semester | **Due: Inquiry Lesson Plans** |
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| Week 17 | \*\*Final Exams\*\* |  |

**Reflective Journal Prompts:**

#1 (Due Week 2): Write a brief autobiography that concludes with your definition of the social studies, social education, and why you want to teach in this field. Take a stand on the Barr, Barth, and Shermis traditions. Which one(s) seem to "fit" your ideal social studies teacher? Why? Which one(s) best represent(s) powerful social studies teaching to you? How does this influence your thinking on what knowledge is most worthy of understanding? Please be sure to follow the rubric below.

#2 (Due Week 5): Based on the first four weeks of class, how has your conception of social studies education changed? At this point in your thinking, how do you envision history, citizenship education, and the social studies finding congruence? In what ways are these three areas complimentary and convergent? In what ways are they divergent? Employing your theoretical framework (as clarified in week 2), what challenges do you think you might face in realizing your aims and goals of social studies education, as well as those of the field?

Midterm Exam: The midterm exam will be a take-home, two page, single-spaced response to the following prompt: Based on five case studies of democratic governments in the class module, explain the ways in which different cultures led to different iterations of democratic government. Then, synthesize the most effective elements of each iterative effort to formulate a composite “best of all possible worlds” democratic government, based on the heuristic of extending human rights, providing sufficient voice of the populace, and providing dignity. Draw upon the case study module used in class to formulate your evaluative argument.

**Rubric for Writing Reflective Journals**

REFLECTIVE THINKING: Begin to think reflectively as a teacher:

explain what the week's experiences and learning "mean to me as a teacher" and provide illustrations and implications;

examine, problematize, and hypothesize about different points of view;

identify possible alternatives;

generalizations, insights, or assumptions are backed up with data and an attempt is made to learn or solve a problem;

demonstrate an ability to make professional judgments and, if appropriate, question conventional wisdom and/or the status quo in order to improve student learning or address ongoing problems;

provide evidence of actively learning about effective teaching and learning from a variety of sources and how you are continuing to grow in knowing and understanding content, methods, and students.

SCOPE: Address and synthesize the scope of the week's seminars, field experiences, and readings:

reflect on seminars, field experiences, and readings;

synthesize what has been learned across all facets of the introductory social studies course;

relate themes of the week to previous and ongoing learning experiences.

QUALITY: Write entries that demonstrate the ability to reflect and identify what has been learned, as well as pertinent issues and concerns that affect teaching and learning:

provide synthesis of the qualitative nature of the week's learning;

exhibit analysis and depth;

write with the skills (grammar, composition, etc.) of a professional teacher;

respond to questions, suggestions, etc. raised by the professor and fellow students.

**Final Grade Determination:**

Research Review (5%)

Textbook Analysis (5%)

Reflective Journals <2 x 5%> (10%)

Philosophy of Social Studies Education (20%)

Discussion & Attendance (30%)

Inquiry Lesson (10%)

Midterm (10%)

Final (10%)

\*\*Late assignments will not be accepted.

**Warning Against Plagiarism:** Plagiarism refers to appropriation of the words or ideas of another person and using them as if they were one's own. All references to the words or ideas of another person must be appropriately acknowledged. Failure to do so can result in penalties such as failure on the plagiarized assignment or failure and suspension from the course. Please contact me if you have any questions about how to appropriately acknowledge sources of words or ideas.

**Development of Dispositions:** According to the National Council for Accreditation of Teacher Education (NCATE), all candidates seeking accreditation and licensure must meet all professional standards of practice as well as evidence proper dispositions within their chosen field. NCATE defines dispositions as:

“The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.”

Acceptable professional behavior (based on the 2003 Code of Ethics for the Association of American Educators) includes the following:

•  Professional Conduct Toward Students: Candidates deal with students in the following ways:

\_\_\_\_ a. a fair and just manner  
\_\_\_\_ b. showing preference toward no individual or any particular group of students  
\_\_\_\_ c. showing respect and value to all; accepting every individual for who they are  
\_\_\_\_ d. showing respect for the cultural and family traditions of the students

•  Professional Practice: Candidates follow expected professional standards of practice including the following:

\_\_\_\_ a. assumes responsibility and accountability for all personal and professional actions  
\_\_\_\_ b. complies with school building/district rules and/or procedures that are not in conflict with professional ethics  
\_\_\_\_ c. complies with course and program area policies and expectations in the university setting (e.g., classes, interactions with faculty, staff and peers)  
\_\_\_\_ d. does not use institutional or professional privileges for personal gain or advantage  
\_\_\_\_ e. demonstrates appropriate manner including being punctual to work, being prepared for class, showing affection/warmth appropriately (e.g., using praise, rewards, or smiles), completes work in a timely fashion, models educated language devoid of profanity, vulgarity, dresses professionally, etc.  
\_\_\_\_ f. all confidential information remains confidential and is only shared with those directly involved with the case at hand  
\_\_\_\_ g. continues to work on, and take advantage of, professional growth opportunities, feedback from peers, etc.

•  Professional Conduct Toward Professional Colleagues: Candidates demonstrate proper professional respect in the following ways:

\_\_\_\_ a. equitable treatment of all professional colleagues that he or she has contact with  
\_\_\_\_ b. does not willfully make false statements about a colleague or the school system  
\_\_\_\_ c. respects each colleague's freedom of choice and expression and does not attempt to violate any individual's professional integrity

•  Professional Conduct Toward Parents and the General Community: Candidates support the school system and community by:

\_\_\_\_ a. making every effort to fully inform parents about their children and to assist families in their educational endeavors  
\_\_\_\_ b. making every effort to understand and respect the values and traditions of diverse cultures and groups represented in the educational community  
\_\_\_\_ c. maintaining a positive and active role in the educational process and working for the betterment of all children

**Academic Misconduct (from the 2006-07 Student Handbook; see sections 501-507 for more detail):**

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution or subvert the educational process. Examples of academic misconduct include, but are not limited to:

*01.502.A. Conduct with respect to and during a quiz, examination, or similar evaluation*

1. Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the instructor.
2. Looking at or using information from another person’s paper.
3. Communicating with, providing assistance to, or receiving assistance from another person in a manner not authorized by the instructor.
4. Possessing, buying, selling, obtaining, or using a copy of any unauthorized materials intended to be used in or actually used in the preparation of a quiz or examination or similar evaluation.
5. Taking a quiz or examination or similar evaluation in the place of another person.
6. Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself.
7. Violating procedures prescribed to protect the integrity of a quiz, examination, or similar evaluation.
8. Changing material on a graded examination and then requesting a re-grading of the examination.

*01.502.B. Written and other assignments*

1. Submitting an assignment purporting to be the student’s original work, which has been wholly or partly created by another person.
2. Presenting as one’s own the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources.
3. Knowingly permitting one’s work to be submitted by another person as if it were the submitter’s original work.
4. Submitting the identical or substantially the same assignment to fulfill the requirements for two or more courses without the approval of the instructors involved, or submitting the identical or substantially the same assignment from a previously completed course to fulfill requirements for another course without the approval of the instructor of the later course.
5. Violating procedures prescribed to protect the integrity of the assignment.

*01.502.C. Cooperation with another person in academic misconduct, either directly or as an intermediary agent or broker.*

*01.502.D. Theft, attempted theft, malicious defacement, mutilation of library materials, or other academic resources.*

GRADING SYSTEM

The instructor of this course adheres to the following grading system used in the College of Liberal Arts:

Grade Description Percentage

A Superior 4.00

A- 3.67

B+ 3.33

B Above Average 3.00

B- 2.67

C+ 2.33

C Average 2.00

C- 1.67

D+ 1.33

D Below Average 1.00

D- 0.67

F Failing 0.00

**Standards Alignment Matrix**

| **OHIO TEACHER**  **STANDARDS** | **MIAMI UNIVERSITY**  **STANDARDS** | **NCSS**  **STANDARDS** | **KEY**  **ASSESSMENTS** |
| --- | --- | --- | --- |
| **2.1**  Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction. | **1a.** Evidences depth of academic knowledge and skills.  **4f.** Uses instructional time effectively. | **3.1b** Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals | KA1: Praxis II Content  KA2: Course Grades  KA7: Midterm Exam & Inquiry Lesson Plan |
| **2.2**  Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | **1c.** Makes content knowledge comprehensible to students. | **3.1c** Enable teacher candidates to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction  **3.1d** Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities | KA3: Lesson Plan  KA4: Student Teaching  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **2.5**  Teachers connect content to relevant life experiences and career opportunities. | **1b.** Demonstrates an understanding of the connections between content previously learned, current content, and the disposition to integrate future content.  **2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs.  **4d.** Encourages students to extend their thinking. | **3.1b** Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals | KA3: Lesson Plan  KA4: Student Teaching  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **3.1**  Knowledgeable about assessment types, purposes, and resulting data | **4i.** Monitors and assesses learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.). | **3.1b** Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals | KA3: Lesson Plan  KA4: Student Teaching  KA5: Project Learning Curve  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **4.3**  Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. | **1c.** Makes content knowledge comprehensible to students.  **3c.** Communicates challenging learning expectations to each student.  **4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson.  **4c.** Clearly communicates challenging learning expectations and procedures to the students. | **3.1b** Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals | KA3: Lesson Plan  KA4: Student Teaching  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **4.5**  Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. | **2b.** Demonstrates an appreciation and understanding of exceptionalities.  **2c.** Utilizes multiple instructional strategies that are appropriate to students’ needs.  **4a.** Articulates clear learning goals for the lesson that are appropriate for the students.  **4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson. | **3.1d** Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities | KA3: Lesson Plan  KA4: Student Teaching  KA5: Project Learning Curve  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **4.6**  Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. | **3c.** Communicates challenging learning expectations to each student.  **3f.** Facilitates students’ integration of understanding, competence, confidence, and emerging self efficacy.  **4d.** Encourages students to extend their thinking.  **4f.** Uses instructional time effectively. | **3.1c** Enable teacher candidates to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction | KA3: Lesson Plan  KA4: Student Teaching  KA5: Project Learning Curve  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **4.7**  Teachers use resources effectively, including technology, to enhance student learning. | **4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson.  **4f.** Uses instructional time effectively. |  | KA3: Lesson Plan  KA4: Student Teaching  KA6: Unit Plan  KA7: Midterm Exam & Inquiry Lesson Plan  KA8: Praxis III |
| **5.5**  Teachers maintain an environment that is conducive to learning all students. | **2b.** Demonstrates an appreciation and understanding of exceptionalities.  **3a.** Creates a climate that promotes fairness.  **.** Establishes and maintains consistent standards of classroom behavior.  **3e.** Makes the physical environment safe and conducive to learning. | **3.1d** Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities | KA4: Student Teaching  KA8: Praxis III |