



**Professional Education Unit
Department of Geography, Government, and History**

**TEACHING SOCIAL STUDIES (Face to face)
HIS 499D 001
R 5:00-7:40pm
Fall 2009**

Instructor: Professor Sandra Riegle
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Office hours: MW 11:30am-1:30pm; R 4-5pm
and by appt.

Course Description: Immerses analysis of contemporary strategies and methods for secondary social studies instruction. Course will emphasize KDE standards and education reform. Teaching portfolio initiated with 15 hours spent in collaboration with a secondary school teacher. At least 3 field experience hours will be spent in whole class instruction.
Prerequisites: HOS 250, Admission to TEP. Co requisites: HIS 451, completion of all general education requirements, and 24 of the 27 hours of 300- level coursework.

Course Goal:

The goal of this course is for you to learn ways to effectively teach social studies in a secondary classroom. All aspects of instructional process, from planning to classroom management, will be covered.

Required Field Experience Hours: 15

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. communicate accurately and effectively;
2. locate, select, organize, and present information efficiently;
3. develop the skills necessary to use technology in the classroom and in lifelong learning;
4. enhance self-reflection, especially as it relates to the instructional process;
5. encourage students to become active learners and interactive teachers.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	Secondary Grades (9-12)	Social Studies		
Aligned with → Assessment (point values) ↓	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	National Council for the Social Studies (NCSS)
Participation, 50 CFO: 1-5 SLO: 1,4,5	1,3	2.14-2.20	Diversity, literacy, achievement gap/ NCATE: 1,3,4	I-X
Field experience, co-teaching 100 CFO: 1-5 SLO: 1-5	1-10	2.14-2.20	Diversity, assessment, literacy, achievement gap, technology/ NCATE: 1,3,4	I-X
Field experience, solo teaching 100 CFO: 1-5 SLO: 1-5	1-10	2.14-2.20	Diversity, assessment, literacy, achievement gap, technology NCATE: 1,3,4	I-X
First presentation, 100 CFO: 3,4 SLO: 1-5	1-4, 6,8	2.14-2.20	Diversity, achievement gap, technology/ NCATE: 1,4	I-X
Second presentation, 100 CFO: 3,4 SLO: 1-5	1-4, 6,8	2.14-2.20	Diversity, achievement gap, technology/ NCATE: 1,4	I-X
Midterm, 100 CFO: 1,2,4 SLO: 1,2,4	1, 5	2.14, 2.15, 2.18-2.20 (variable by article selection)	Diversity, achievement gap/ NCATE: 1,4	I-X (variable by article selection)
Final, 100 CFO: 1,2,4 SLO: 1,2,4	1, 5	2.14, 2.15, 2.18-2.20 (variable by article selection)	Diversity, achievement gap/ NCATE: 1,4	I-X (variable by article selection)

Assignment Descriptions:

Program:	Secondary Grades (9-12)	Social Studies
Assessment (point value)	Description	
Participation, 50	Each student is expected to attend class, be punctual , and participate . For each class period that a presentation is not given, students will be expected to	

	prepare discussion questions/points of consideration or confusion that will provide the basis for class discussion.
Field experience, co-teaching, 100	You will complete 15 hours of field experience under the supervision of a Rowan County secondary Social Studies teacher in this course. Lesson plans for co-taught lessons should be developed in collaboration with your placement teacher, and may be in STI or KTIP format. After co-teaching the lesson, reflect on how it went with your placement teacher. Lesson plans submitted for co-teaching must include completed reflection sections.
Field experience, solo teaching, 100	You will complete 15 hours of field experience under the supervision of a Rowan County secondary Social Studies teacher in this course. You will prepare a KTIP style lesson plan on a subject that you and your placement teacher agree upon. You will teach the lesson, reflect upon it, and submit the completed KTIP plan, including reflection sections. Your placement teacher should observe the lesson, and give you feedback on areas of strength and needed improvement.
First presentation, 100	<p>Each student is responsible for leading two class discussions (with a partner) on a topic and the assigned reading. You will be expected to discuss how the assigned article speaks to the assigned chapter for that week, and how the information is/not critical to pedagogical practices. You have considerable leeway in how you would like your presentations to proceed. My expectation is that the presentations will include some or all of the following components:</p> <ul style="list-style-type: none"> • Analysis of required readings. • Detailed focus on a selected topic(s). Presentations can focus on historical issues, conceptual questions, research findings, applications to education and teacher training, or some other area relevant to the class topic. • Discussion of topic relevance for teacher training. You are encouraged to connect up the class readings with your own professional goals. Feel free to use the presentation as a way to talk about your own thinking as a <i>student researcher or teacher</i>. <p>The presentation should include time to: (a) review parts of the readings that you found particularly important; (b) generate class discussion; (c) highlight problematic areas or important questions; (d) wrap-up at the end with the main ideas generated by the presentation, readings, and class discussion along with providing your own reasoned viewpoint. ©</p>
Second presentation, 100	Same as above.
Midterm, 100	<p>Research critiques. Select research articles that address issues in social studies, and in which you are interested, and write a 3-4 page critique of the article. If you have any questions about the status of the journal you would like to use, please see me before you complete the assignment.</p> <p>These papers can have up to four sections:</p> <p>(1) Summary (required). What are the author's main points? What is his/her argument(s)? What data/information does the author provide to support his/her conclusion(s)? (2) Points of confusion. What aspects of the readings did you not understand? What would you most like to have clarified? Be certain to discuss why you find a particular point confusing, and if/why you think this detracted from the author's argument. (3) Criticisms and questions. What aspects of the readings did you not agree with? What questions came to mind from the material? Be certain to explain in a reasoned, analytical fashion, your opinions and thoughts carefully, and in a well-defended flow. (4) Highlights and impressions. While (3) focuses on questions and problems, this section should focus on aspects of the readings that you found particularly exciting, and ideas and insights that the readings enabled you to have.</p> <p>As you write your critiques, be certain that you avoid arguments that are overly ideological, argumentative, condescending, angry, funny, personal, or that represent a particular political or religious point of view.©</p> <p>Please note that only section (1) is required in every reaction paper;</p>

	students may choose some combination of the other 3 sections.
Final, 100	See midterm.

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Grading Scale:

650-585 = A
 585-521 = B
 520-456 = C
 455-391 = D
 390-0 = E

Required Textbooks:

- Social Science Education Consortium, Inc., *Teaching the Social Sciences and History in Secondary Schools*
- Additional readings/articles listed in syllabus will be provided by instructor

Web Resources:

- <http://www.moreheadstate.edu/teach>

Course Evaluation:

Students will be assessed through written and oral presentations, successfully completed projects, completion of Field Hours, and class participation. Assessment of teaching materials and presentations will be based on MSU's "Clinical Practice Candidate Record of Performance," the evaluation form used for Clinical Practice in the Kentucky Teacher Internship Program (KTIP). The course evaluation is based upon a 650 point scale. The instructor expects completion of all assignments and readings. Hard copies of papers are required (NOT email attachments). All written assignments (other than electronic communication) must be double spaced, using MLA style requirements. Explanation of course assignments and their point values are detailed in the tables that follow.

Attendance Policy:

Students are expected to attend all classes, to be punctual, to be prepared, and to participate. Absences will effect directly your final course evaluation. **Students are expected to notify the instructor if it is necessary to be late or absent from class.**

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

HIS 499D 001
Fall 2009 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
August 18	Course Intro	N/A	
August 27	Teaching Social Studies	Marker & Mehlinger, "Social Studies"	
September 3	Core Content Teaching Activities	TSS, Chs. 1-3	
September 10	Planning and Teaching	TSS, Ch. 13	
September 17	Teaching Strategies	TSS, Ch. 14	
September 24	Classroom assessment	TSS, Ch. 15	
October 1	Teaching Political Science	TSS, Ch. 7 Callan, "Beyond sentimental civic education"	First critique due
^October 8	FALL BREAK	N/A	
October 15	Teaching Sociology	TSS, Ch. 6 Bettie, "How working class chicanas get working class lives"	
October 22	Teaching History	TSS, Ch. 11 Novick, "Introduction: The Holocaust in American life"	
October 29	Classroom assessment/TBD Teaching Psychology	TSS, Ch. 5	
November 5	Teaching Anthropology	TSS, Ch. 9 Villenas, "The colonizer/colonized ethnographer: Identity, marginalization, and co-optation in the field"	
November 12	Using film to teach social studies	N/A	
November 19	Teaching Geography	Ch. 10 Burrington, "The public square and the citizen queer: Toward a new political geography"	
^November 26	Thanksgiving holiday	N/A	
December 3	Teaching Economics	TSS, Ch. 8 Anyon, "Learning Power" from <i>Social class and the hidden curriculum of work</i>	
Thursday December 10	Finals week	N/A	Second critique due, 5pm

*denote Field Experience Day --- Report to school.

^denote No Class --- Independent Readings / Assignments in Blackboard.

