



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

**TEACHING SOCIAL STUDIES (Face to face)
HIS 499D 001
R 9-11:40am
Fall 2010**

Instructor: Professor Sandra Riegle
Office: GH A601K
Phone: 606.783.5482
E-mail: s.riegle@moreheadstate.edu
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 (CFO's):

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 (SLO’s): By the end of this course, the candidate will be able to:

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

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:

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, 100 CFO: 1-5 SLO: 1,4,5	1,3	2.14-2.20	Diversity, literacy, achievement gap/1,3,4	I-X
Field experience, 100 CFO: 3-5 SLO: 3	7,9	2.14-2.20	Diversity, achievement gap/1,3,4	I-X
Revised lesson plans 100 CFO: 3-5 SLO: 1-5	1-10	2.14-2.20	Diversity, assessment, literacy, achievement gap, technology/1,3,4	I-X
Presentation, 100 CFO: 3,4 SLO: 1-5	1-4, 6,8	2.14-2.20	Diversity, achievement gap, technology/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/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 topic selection)	Diversity, achievement gap/1,4	I-X (variable by topic selection)

Assignment Descriptions:

Program:	Secondary Grades (9-12)	Social Studies
Assessment (point value)	Description	
Participation, 100	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, 50	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. After co-teaching the lesson, reflect on how it went with	

	your placement teacher.
Revised lesson plan, 100	<p>This consists of <u>FOUR PARTS:</u></p> <p>PART ONE: You will submit the LP as it currently stands (this can be one you use in field experiences, or one you find online).</p> <p>PART TWO: The revised lesson plan. The revised plan should contain/address an issue related to diversity (e.g., race, gender, sexual orientation). Essentially, the revised lesson plan should reflect changes to the original; these revisions should expand/enhance/draw upon that diversity issue so that it is more fully developed than in the original. What I'll be looking for is a well developed LP for use in your classroom that specifically better develops a topic in diversity.</p> <p>PART THREE: You will be asked to include where and how this particular LP fits into the previous and subsequent lesson – i.e., explain what would precede and follow this particular lesson in the unit in which it is included.</p> <p>PART FOUR: You will be asked to write a brief (minimum one FULL page) reflection about what you changed in the LP, and why, as well as what you learned in the development of the plan.</p>
Presentation, 100	<p>Each student is responsible for <u>leading one class discussions (with a partner)</u> 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 <u>reasoned</u> viewpoint. ©</p>
Midterm, 100	<p>Research critique. 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) <u>Summary</u> (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) <u>Points of confusion</u>. 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) <u>Criticisms and questions</u>. 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) <u>Highlights and impressions</u>. 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,</p>

	<p>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; students may choose some combination of the other 3 sections.</p>
Final, 200	<p>Research paper. Select a topic that address issues in social studies, and in which you are interested, and write a 8-10 page research article. You'll need to develop a thesis (e.g., some challenges in incorporating gender issues in HS social studies), and use research to support and develop your thesis. You will need to cite a minimum of 5 articles in your bibliography. A rubric will be provided.</p>

©Philip Rodkin, Ph.D.

Grading Scale:

650-585 = A

584-520 = B

519-455 = C

454-390 = D

389-0 = 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 Field Experience:

This course requires a 15 hour field experience component.

Students will be responsible for arranging their own field experience hours for Category I (15 hours). In order to do so, students will need to visit the Educational Service Unit (ESU) office (801 Ginger Hall); Mr. Jerry Brunker is the contact person (j.brunker@moreheadstate.edu). You may arrange/schedule your hours by visiting the following Web site:

<http://www.moreheadstate.edu/esu/index.aspx?id=3009>

Pertinent information related to your field experience hours are located at this site as well (e.g., dress code policies; student schedule information form).

ARRANGEMENTS MUST BE MADE BY TUESDAY, 3 SEPTEMBER.

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. The deadline for entering the information into Tk20 is **December 17. Failure to do so will result in an "I" for the course.**

Course Evaluation:

Students will be assessed through 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 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
Week 1 August 26	Course Intro	N/A	
Week 2 September 2	Teaching Social Studies Also Core Content Teaching	Marker & Mehlinger, "Social Studies" Lyberger, "The Historiography of Social Studies: Retrospect, Circumspect, and Prospects" Also TSS, Ch. 1-3	
Week 3 September 9	Teaching Strategies and diversity	Woysner, "Picturing women..." Available at: http://findarticles.com/p/articles/mi_hb6541/is_6_70/ai_n29305373/ Frederickson, "Surveying gender..." Available at: http://www.historycooperative.org/journals/ht/37.4/frederickson.html Also TSS, Ch. 13	
Week 5 September 16	Teaching Political Science NO CLASS MEETING	Callan, "Beyond sentimental civic education" TSS, Ch. 7	BB assignment
Week 6 September 23	Using instructional materials	TSS, Ch. 14	
Week 7 September 30	Classroom assessment	TSS, Ch. 15	
Week 8 October 7	Teaching geography	Brooks, "Geographical knowledge and teaching geography" TSS, Ch. 10	Critique due
Week 9 October 14	Fall break	N/A	
Week 10 October 21	In class activity	N/A	
Week 11 October 28	Teaching History	Novick, "Introduction: That noble dream" TSS, Ch. 11	
Week 12 November 4	In class activity	N/A	
Week 13 November 11	Teaching Anthropology	Villenas, "The colonizer/colonized ethnographer: Identity, marginalization, and co-optation in the field"	Revised lesson plan due

		TSS, Ch. 9	
Week 14 November 18	Teaching Economics	Anyon, "Learning Power" from <i>Social class and the hidden curriculum of work</i> TSS, Ch. 8	
Week 15 November 25	Thanksgiving holiday	N/A	
Week 16 December 2	Teaching Sociology	Bettie, "How working class chicas get working class lives..." DeCesare, "The lesson to be learned..." TSS, Ch. 6	
Week 17 December 9	Teaching psychology	Good and Moss-Racusin, "'But, that doesn't apply to me...'" TSS, Ch. 5	
Week of December 13	Finals week	N/A	Research paper due 12noon, 13 December

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

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