Instructor: Professor Mary Williams, Ed.D.
Office: Commerce II, Room 112
Office Hours: Mondays 1:30-4pm and Wednesdays 2-4pm, or by appointment
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Course email: gmuhistorymethods@yahoo.com
Telephone: 703/993-2133

Course Description

This advanced methods class extends principles of teaching and learning to teaching history/social science to diverse middle level and high school students. A field placement of 15 hours is required for this course [middle school - or middle grades in a secondary school - recommended]. Case studies, small and large group learning teams, role plays, discussions, films, interactive technology, readings, observations and reflections help you learn to take a global & ethical perspective as you apply theory to practice in history/social science classrooms. Topics highlighted in this course are: ethics & equity, civics, character education, diversity, standards, pre-adolescent development and effective teaching research.

Course Standards

The course standards will provide a focus for our work in and out of class and serve as constant reminders of our priorities. By the end of the course, you will demonstrate mastery of the course standards through your planning, reflections, writing, and discussions.
By the end of this ‘advanced methods’ course you will be able to demonstrate your understanding of the following course standards:

☐ Identify personal and professional strengths and weaknesses that may have an impact on your teaching middle and high school students effectively.

☐ Accept responsibility for the National Teaching Standards (INTASC), National Content Standards (NCSS), and the Virginia Department of Education Standards of Learning for History/Social Science grades 6-12 (SOLs).

☐ Demonstrate mastery of the research/theory regarding best teaching and early adolescent development practices at the secondary level through case analyses, learning team activities, long term content planning, Internet research, observations, reflections, and discussions.

☐ Infuse information about student diversity/exceptionalities in background, ability, needs, and interests in curricular planning and choice of teaching methods to help students bridge the gap between home and school, gain a sense of efficacy about learning, and become responsibly engaged in and out of school.

☐ Demonstrate an understanding of the rationale for planning lessons that are student-centered by creating curriculum and assessment plans appropriate for diverse students, according to the INTASC and NCSS Standards.

☐ Incorporate into lesson/unit plans ways to motivate students to learn and take responsibility for learning in order to insure deep levels of content understanding and transfer occur, including ways to prevent classroom management problems.

☐ Become familiar with the following best practices in secondary education: constructivism, behavioral objectives, performance tasks, collaborative learning environments, differentiated instruction/assessment, interactive multimedia & technology infusion, special education inclusion, conflict resolution, cooperative learning, service learning, teacher modeling, character education, partnerships, use of outside resources and primary source materials.

☐ Explore effective ways to work with parents, school specialists, and administrators.

☐ Understand the leadership responsibilities and politics involved in the ethical teaching of diverse students at the secondary level.

Understand the roles/responsibilities of teachers who choose to teach at the middle and secondary levels.
Course READINGS

The following textbooks are required:


DeRoche, E and Williams, M (2001) Character Education: A Primer for Teachers. Trend Enterprises/Argus.


Standards of Learning: History/Social Science (online) VA Dept. of Education
INTASC Standards (online)
NCSS Standards (online)

Articles/Chapters used in the course are taken from:


Strike, K “Ethical Decision Making Skills” in Kaleidoscope

Tomlinson, CA (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. VA: ASCD. [or online articles]


*Articles/handouts will be distributed in class or be posted online at the course website: [http://blackboard.gmu.edu](http://blackboard.gmu.edu)

**Access to the Internet to search for resources, lesson/unit plans, and to engage in online discussion is required at least 2x a week.

***Your GMU email address is required for communication with the course instructor – your GMU email account must be active by the first week of class.]

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**OUT-OF-CLASS SESSIONS:**
Some class sessions will be held out-of-class [online]. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, discussions [during a specified time frame], email with the instructor and class teammates, readings, projects, writing chronicles, exploring plans, and other assignments. GMU’s BlackBoard course framework will be used regularly throughout the course (familiarity with BlackBoard is expected). Online discussions will take place at: [http://blackboard.gmu.edu](http://blackboard.gmu.edu) and [www.character.org](http://www.character.org)

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**CEHD SYLLABUS STATEMENTS OF EXPECTATIONS**

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

EDCI 667 ASSIGNMENTS / COURSE REQUIREMENTS

1. **Participation/Attendance (20%)** - This class requires active and thoughtful preparation and involvement in activities and discussions in class and on-line. Readings must be completed before class. For each of us to gain global and ethical perspectives we must listen to each other and generate ideas collectively: everyone must participate. Good attendance and being an active participant will lead to increased learning (See Participation Rating Form). You are responsible for getting assignments in on time and catching up if you are absent. Attendance at all classes, for the entire class period, is a course expectation. Attendance at each class meeting is required and more than one absence will affect the grade. Missing the equivalent of two class sessions or more will have a significant negative impact on your overall course grade, and you should see the instructor about dropping the course. Being on time is essential and lateness will affect the grade.

2. **Lesson/Unit Plans (25%)** - Two finished plans (one lesson plan and one unit plan) will be submitted for grades and feedback (See RATING FORM). Each plan must:
   (a) Include a rationale that incorporates appropriate (research supported) recommendations (use quotes regarding learning styles, cognition, developmental needs, etc.):
      - for why it is important for students to learn the content of the lesson (according to the grade level).
      - for how and where you have included technology, diversity, and character development in the plan.
      - for a Classroom management plan focused on prevention.
      - for how the student activities, resources, and teaching strategies/methods will motivate the students to learn the content.
   (b) USE the GSE Intern Lesson Plan outline, along with the plan’s:
      - Essential Questions to guide student inquiry
3. Case Analyses (35%) - The case analysis serve as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases allow you to examine multiple (global) perspectives on problems students experience in their schooling. Case studies give you a chance to practice approaches a thoughtful and ethically principled teacher would use to solve these problems. In case analyses we always hold the teacher responsible for students' success. If students are not doing well, it is the teacher's task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own class you will think, “What might I do differently to help this student be successful?” A case analysis includes:

a) A problem statement (1 paragraph) that describes what you think the teacher's responsibility is in the case -- that is, how the teacher contributes to the problem; what role the teacher is playing in the case that is (potentially) putting his/her students at risk, etc. You will demonstrate that you understand the learning theories we are reading about by adding direct quotes from readings to support your perspective on the problem.

b) An action plan. After discussion, in class or on-line, you will write a brief action plan (1 page) for the teacher [occasionally, this action plan will be created by a learning team]. The `action plan' should be directly linked to your problem statement [designed to solve the problem] and be based upon specific approaches the authors of our readings feel will help the student(s) most in the long term. You must use direct quotes in the action plan.

Case analyses, which include the problem statement and action plan, are due the day we discuss the case (see Chronicle/Case Analysis Assessment Rubric). The lowest grade is dropped in the final average.

4. Reflective Chronicles & Textbook Analysis (20%) - You are required to complete a 15-hour field experience and to practice reflection by keeping
a field journal and then writing reflective chronicles that make connections between course readings and field observations. You will need to synthesize your notes in the field journal to write each chronicle. The last chronicle (#3) is an overall reflective chronicle and is due at the end of the course. You will post each chronicle on the course website http://blackboard.gmu.edu in the appropriate discussion forum. Feedback will be provided on your level of integration and analysis related to course topics and readings (see Chronicle/ Case Analysis Assessment Rubric). Suggested Topics for Chronicles are listed below. You must include direct quotes from class textbooks related to the specific topic you choose to write about.

- **Chronicle 1**: Teacher Effectiveness /Character Education /Classroom Climate /HigherOrderThinking /Questioning /Objectives /Assessment /Teacher Expectations

- **Chronicle 2**: Constructing Knowledge /Motivating Students to Learn /Cooperative Learning /Primary Resources /Conflict Resolution /Classroom Management /Differentiated Instruction /Grading

- **Chronicle 3**: Overall Reflection on Field Experience. Reflect on how observations of teacher(s) this semester fit with your understanding of an ‘effective teacher’. Include reflections regarding one of the following: /Special Needs /Cooperating with Parents and/or Administrators /Ethics & Equity

- **Textbook Analysis**: The textbook analysis will be prepared using the outline provided on the class website. The assessment of this assignment using the textbook analysis outline provided.

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**POSTNOTE:** It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. The following products from this class should be included in your exit portfolio for the M.Ed. program and can become part of your professional portfolio used for job placement: unit plan, a case analysis, and a reflective chronicle.
**WARNING** This class schedule is tentative and subject to change. It is your responsibility to check it regularly for any changes to topics, readings, assignments, and deadlines.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tr>
<td></td>
<td><strong>Technology Requirements</strong> [gmue-mail and www access]</td>
<td>• Have a GMU email account [you will need to access email and the World Wide Web at least twice weekly]</td>
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| 8/29   | **Introduction**- Theory & Practice; Learning Styles; The Case Method (How to...); Field Experience; opening activities; technological requirements. | • VA Standards of Learning (History/SS) [online]  
• INTASC [online]  
• NCSS [online]  
• www- ‘learning/teaching styles’ & ‘personality types’ |
| 9/5    | **Labor Day**                                                        |                       |
| 9/12   | **The Big Picture**- Teacher Effectiveness /INTASC /HOT & High Level Analysis /Ethics & Equity /Theory & Practice | • DeRoche & Williams  
• Clark & Starr (pp1-13, 231-245)  
• INTASC & NCSS [online]  
• www- ‘Higher Order Thinking’ |
| 9/19   | **ON-Line** Planning- Motivation /Student-Student Interactions /Cooperative Learning & grouping /Motivating Students to Learn | • **DUE:** Case (Ludwig)  
• Clark & Starr (ch2, 3, 5, 6, 7, 8, 10, 11, 14)  
• www- ‘sample lesson/unit’ |
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<th>Date</th>
<th>Case</th>
<th>Topic</th>
<th>DUEs</th>
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| 9/26 | Ludwig | Planning Essential Questions /Objectives & Assessment /Early Adolescent Development /Primary Source Materials | Case (Kent)  
Clark & Starr (ch1, 2, 5, 6)  
Kobrin  
WWW - ‘early adolescent development & issues’ |
| 10/3 | Kent | Classroom Climate /Questioning /Character Education | Case (Kent)  
DeRoche & Williams  
Williams [online]  
Clark & Starr (ch2 & pp69-74, 179-189, 199-211)  
WWW - ‘questioning’ |
| 10/11 | Smith | ON-Line Constructing Knowledge /Primary Source Materials /Assignments /Assessment | Case (Smith)  
Brooks & Brooks and others… [online]  
Kobrin  
Clark & Starr (all)  
‘character education’ discuss www.character.org |
| 10/17 | Parker | Planning Preventing Problems /Classroom Management /HOT /Differentiated Instruction /Ethics & Equity | Case (Parker)  
Tomlinson [online]  
DeRoche & Williams  
Clark & Starr (ch4, 9, 10)  
WWW - ‘classroom management’ |
| 10/24 | Scott | Planning Instruction /Assessment /Grading /Diverse Students /Ethical Judgment /Ethics & Equity | Case (Scott)  
DUE: Chronicle #1  
Share Field Journals  
Strike [online]  
Clark & Starr (ch11 & 14)  
DeRoche & Williams |
| 10/31 | Tymkonovich | ON-Line Expectations /Teacher Awareness /Mutual Respect | Case (Dan T)  
Williams [online]  
Clark & Starr (ch2, 3, 8)  
‘character education’ discuss www.character.org |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Sources</th>
<th>DUE</th>
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<tbody>
<tr>
<td>11/7</td>
<td>Planning- Primary Resources /Conflict Resolution /Thematic Units &amp; Essential Questions CASE: None Socratic Seminar</td>
<td>• DUE: Lesson Plan • Unit Plan overview • Kobrin • DeRoche &amp; Williams • Clark &amp; Starr (ch6, 12, 13, 14) • Conflict Resolution Materials • Socratic Seminar readings</td>
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<tr>
<td>11/14</td>
<td>Planning- Classroom Management /Conflict Resolution /Communities of Learners /HOT CASE: None</td>
<td>• DUE: Textbook Analysis • Share Field Journals • Team Unit Planning • DeRoche &amp; Williams • WWW- ‘conflict resolution’</td>
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<tr>
<td>11/21</td>
<td><strong>ON-Line</strong> Coping With Problems /The Hard to Teach /Special Education /Ethics &amp; Equity CASE: Byrne</td>
<td>• DUE: Case (Byrne) • DUE: Chronicle #2 • Team Unit Planning • Clark &amp; Starr (ch10, 11 &amp; 14) • Gronlund • WWW- ‘special education’ / ‘inclusion’</td>
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<tr>
<td>11/28</td>
<td>Politics of Education /Dealing With Parents &amp; Administrators /Ethics &amp; Equity /Community Service Learning CASE: Burton</td>
<td>• DUE: Case (Burton) • Team Unit Planning • Clark &amp; Starr (ch10, 11 &amp; 13) • INTASC &amp; PTA • WWW- ‘cooperating with parents’</td>
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<tr>
<td>12/5</td>
<td>Putting It All Together /Course Evaluation /Reflection &amp; Self-assessment</td>
<td>DUE: Unit Plan group presentation DUE: Chronicle #3 Field Experience Sign-off Evaluation Sheet due***</td>
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<td>12/12</td>
<td><strong>ON-Line</strong> Final assignments due *KEEP A COPY OF THE ‘Unit Plan’, a ‘reflective chronicle’, and your best ‘Case Analysis’ FOR YOUR PORTFOLIO</td>
<td>DUE: Unit Plan post online <strong>If your unit plan, chronicle, and/or a Cooperating Teacher’s Sign-off evaluation sheet for a total of 15 hours, is not received by 12/13 at 9am you will receive an ‘IN’ grade.</strong></td>
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