

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Secondary Education**

EDCI 567 001: Teaching Social Studies in the Secondary School
3 Credits, Spring 2014
Wednesday 7:20 pm – 10:00 pm West 1008

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

15 Hours school-based clinical field experience

B. University Catalog Course Description

Advanced course in methods, materials, content, and organization of social studies programs in secondary schools

C. Expanded Course Description

EDCI 567 is a face-to-face course designed to help pre-service teachers develop a repertoire of history/social studies teaching methods to meet the changing requirements in today's atmosphere of increasing accountability. Course content will focus on elements of historical thinking, higher-order thinking skills in social studies, standards-based instruction with an emphasis on backwards planning for instructional lessons, authentic assessment, interdisciplinary curriculum, models of instructional strategies including reading and writing strategies, and instruction for diverse populations. The course focuses on research-based instructional strategies in social studies teaching and learning and meeting the diverse needs of learners as called for by the *Standards of Learning for Virginia Public Schools* and *National Curriculum Standards for Social Studies* and as outlined by the Commonwealth of Virginia, the National Council for Accreditation of Teacher Education (NCATE), the National Council for the Social Studies (NCSS), and the Interstate New Teacher Assessment and Support Consortium (INTASC). Course topics will include teaching social studies in the current education climate as well as the development of an effective learning and current issues facing the secondary history/social studies teacher. Students will also learn how to meet and manage the challenges of history/social studies classroom teaching at the secondary level.

DELIVERY METHOD:

The course is delivered through a variety of face-to-face, online and individualized instructional approaches. During class meetings there will be large group, small group, and individual activities. The one on-line session will be asynchronous, conducted over the course of one week.

Participants conduct independent work, as well as communicate with one another and the instructor in person and via electronic media. In general, we will engage in four activities over the course of the semester:

1. Mini-lectures, activities, and discussions related to instructional methods led by the instructor and supported by course text and other selected readings
2. Discussions of the week's readings led by the instructor and course participants
3. Small groups meetings in which participants will concentrate on selected readings and provide feedback and support for one another's presentations.
4. Individual, small group, and whole group meetings to discuss instructional methods.

Please note that because you have much to learn from one another, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a change to share ideas, to be exposed to a variety of perspectives (rather than only the professor's), and to support one another as you continue to hone your teaching skills.

All course materials will be available via Blackboard. Blackboard is found at <http://mymason.gmu.edu> (user name and password same as GMU log-in email. Once you are logged-in, you can navigate to assignments, mail and so on from the toolbar located on the left side of the page. The homepage includes syllabus, student resources and class notes (uploaded as topics are discussed). You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on January 21, 2014.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:

- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. **Please note, that if an assignment is due on Tuesday, February 4, it will be marked late if it is submitted at 12:01 am on February 4. "Due February 4" means you are hitting the "submit" button at 11:59 pm on February 3.**
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

- Evaluate past and contemporary social studies instructional practice including constructivist and behaviorist methodology, historical thinking tenets and practice to encourage civic-mindedness; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes II, IX, X, INTASC Standard I
- Use backward planning to develop a lesson plan that includes a broad range of instructional strategies focused on National Council for the Social Studies (NCSS) Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, IV, VII
- Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCH-BASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII

- Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III

- Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in social studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI

- Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V

PROFESSIONAL STANDARDS (CEHD, NCSS, INTASC):

See above

REQUIRED TEXTS:

φ Larson, B.E. & Keiper, T.A. (2013). *Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment and Classroom Management*, (2nd Ed.) New York: Routledge Press. (ISBN 13-978-0-415-89813-3)

♦ Bigelow, B. (2008). *A People's History for the Classroom*. Portland, OR: Rethinking Schools. ISBN: 978-0-942961-39-3 (Found on Blackboard)

Additionally, you will be assigned (and expected to purchase or rent) one additional book from the following list of five and perform a jig saw presentation activity (45 mins-1 hour) in which each class member assigned to the same book will form a group of experts who will present the material to the rest of class, highlighting the following:

Book theme(s)
Author's thesis
Implications for the secondary history/social studies classroom

Wineburg, S. (2001). *Historical Thinking and other Unnatural Acts: Charting the Future of Teaching the Past*, (2001) Philadelphia, PA: Temple University Press.
ISBN: 1-56639-856-8

Gerwin, D. & Zevin, J. (2011). *Teaching US history as mystery (2nd ed.)* New York: Routledge. ISBN: 978-0-415-99225-1

Marcus, A.S., Metzger, S.A., Paxton, R.J., Stoddard, J.D., & Woodward, W.W. (2011). *Teaching History with Museums: Strategies for K-12 Social Studies*. New York: Routledge. ISBN: 978 0415891653

Marcus, A.S., Metzger, S.A., Paxton, R.J., & Stoddard, J.D. (2010). *Teaching History with*

Film: Strategies for Secondary Social Studies. New York: Routledge. ISBN: 978-0415999564

Pellegrino, A. & Lee, C.D. (2012). *Let the Music Play!! Harnessing the Power of Music for History and Social Studies Classrooms.* ISBN: 978-1-61735-794-7

The following supplemental course materials are available on our course Blackboard site or at the URL provided:

Thinking History by Dr. Peter Stearns, found in Student Resources folder in course Blackboard site, or at <http://www.historians.org/pubs/free/WhyStudyHistory.htm>

History: From learning narratives to thinking historically by Dr. Keith C. Barton, found in Student Resources folder in course Blackboard site

NCATE Unit Standards These are available online at curriculumreview.asbwiki.wikispaces.net/file/.../Rubric+for_Unit_Design.pdf

National Standards for History. These are available online at: <http://nchs.ucla.edu/standards/s>

National Standards for Social Studies (summaries) ↓ These are available on-line at: <http://www.socialstudies.org/standards/execsummary>

VDOE Curriculum Framework for History and Social Science (at least one grade level) ↓ This may be downloaded and printed from the Virginia Department of Education website. http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml#sol

***Additional readings will be also given throughout the semester on topics of discussion.**

COURSE ASSIGNMENTS AND EXAMINATIONS:

Assignment	Due	Point Value	Percentile
Reflection Papers	Feb 4 Mar 7 (Friday) Apr 1	10 10 10 (30 Total)	30
Classroom Management Plan	Feb 18	5	5
Jigsaw Presentations	Feb 11 Feb 18 Feb 25	5	5
Instructional Strategies Group Project/ Debate	Mar 25	10	10

Lesson Plan	Apr 8	20	20
Lesson Plan Presentation	Apr 15/22	5	5
Field Experience Documentation	Apr 22	10	10
Lesson Plan Reflection	Apr 29	10	10
Blackboard Discussion	May 6	5	5
TOTAL 100 points			100%

Course Assessments and Requirements:

- Fifteen hours of field experience are required.
- As a person going into a profession with multiple demands and time requirements, it is expected that you will fulfill their classroom responsibilities in a professional and timely manner.
- Late work, late arrival to class, early departure from class, and absences from class will affect your grade significantly.
- All submitted assignments must follow APA (6th edition) formatting. Short of purchasing the current APA Publication Manual, you may also find various online resources to assist you in appropriate formatting (see Perdue University OWL website: <http://owl.english.purdue.edu/owl/resource/560/01/>)
- Assignments are submitted via the course Blackboard website. Please be sure you have login access and an understanding of how to properly submit assignments.

Specific Assignments:

30%-Three Reflection Papers (10% each): Each reflection paper should be no more than three (3) pages in length and cover the following topics:

1. *Thinking History*-Read the monograph by Dr. Stearns, and Chapter one in Larson and Keiper’s *Instructional Strategies for Middle and Secondary Social Studies*; synthesize the information presented and write an essay reflecting the impact this work may have on you as a classroom teacher in history/social studies. Be sure to include specific ways that the authors’ assertions might affect your instruction.

2. Review of The Center for History and New Media, TeachingHistory.org and other effective social studies websites (of your choosing) to find artifacts, ideas and strategies you might use in your instruction. In this review, you will include the national (NCSS) and state (SOL) standard(s) and objective(s) that the artifacts from website meets. Describe the specific sections of the website that you would use and how you would incorporate them into your instruction. Be as specific as possible within the three-page assignment limit (appendices including screen shots are welcome and do not count toward page limit).

3. Museum/Historic Site visit: In this paper you will reflect on your experience at a museum or historic site of your choosing, consider what you learned about teaching controversial issues, emotional events, and the extent to which you believe it is important for secondary students to learn about the these controversial and emotional issues. Also include some activities you learned about or developed as a result of the site visit.

5% Jig Saw Presentation Activity: For this assignment, you will be assigned one of the five books listed above. You, and those also assigned that particular book, will form a(n) (expert) group to discuss the content of the book and share your findings to the rest of the class. Beginning about week four, each of the five groups will have up to one hour (45 minutes minimum) to present the theme(s), author's thesis and implications for practice to your course-mates. You have much leeway in terms of how you choose to present your findings, and are encouraged to find creative ways to do so. You will be assessed on your group's ability to synthesize the author's assertions (themes and thesis), present authentic classroom implications or the ideas presented therein, and the general cohesiveness, creativity and potency of your presentation. The rubric for this presentation can be found on our course Blackboard website.

10% Instructional Strategies Group Project/Debate: For this assignment, you will work with a group to research and support one basic instructional strategy. On the due date of this assignment, your group will present its findings and advocate for your instructional strategy as viable and effective for use in secondary social studies classrooms. Additionally, focus on assessment strategies most common with this type of instructional style and any special pedagogical and content-related skills needed to teach in this way. The following instructional strategies will be topics for investigation:

- Direct Instruction
- Cooperative Learning
- Inquiry-Based Instruction

35%–Lesson Plan (Lesson Plan (20%), Presentation (5%) /Lesson Plan Reflection Paper (10%) This one class period (90 minute) lesson will focus on **NCSS Theme VII, Production, Consumption and Distribution**. The lesson must include the format reviewed in class and must address the elements of the lesson plan rubric. This lesson must include classroom activities described in detail with fully developed assessments and rubrics. In addition to adhering to all of the elements found within the lesson plan rubric found on the Blackboard course website, be prepared to:

- share with the class a 10 minute summary **presentation**/sample activity of your lesson (5%)
- distribute a brief summary handout of your lesson to each class member
- complete the **Lesson Plan Reflection Paper**: (no more than two (2) pages). Your task is to reflect upon your lesson plan after you have developed and reviewed it with your course-mates. In your reflection, consider the effectiveness of your lesson in terms of your content knowledge, active learning strategies and assessment strategies. Identify elements of instruction and planning you have learned and areas you feel are in need of further development. (10%)

Please review the Lesson Plan Rubric found on the Blackboard course website for assessment details.

10%-Field experience documentation—For this class, you are required to spend at least fifteen hours observing classroom teachers. You should focus your observations on classroom management and presentation of content. (**Schedule your observations early!**). The expectation is that you will observe several different teachers during your experience if at all possible. For this assignment, you will submit the appropriate documentation related to your experience. See appendices to this syllabus for details

5%-Effective Learning Environment/Classroom management plan – Your effective learning environment/classroom management plan is an activity to foster consideration about how you handle rules a procedures in your classroom. As such, your management plan should include the following information:

- The physical layout of the room
- What a person will see when he or she walks into your room
- How you will handle absences, late work, and make-up work
- What your grading policy is and how you will manage it
- What your discipline policy is (complete with classroom rules intended for display)
- How you will handle student communication
- How you will handle parent communication

5% - Blackboard discussion – This discussion will address issues of age-appropriate content for secondary students, based on assigned readings, images, and other resources. The discussion will begin at 7:20 pm on Tuesday, April 29 and will end at 10:00 pm on Tuesday May 6, 2014. You are expected to post in accordance with the requirements for Blackboard discussions (see Blackboard folder).

Other expectations

- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. All projects must be typed, in 11- or 12-point font with one-inch margins, double-spaced, in Times New Roman font.
- If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support. Students will do the following:
 - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
 - Develop points coherently, definitively, and thoroughly.
 - Refer to appropriate authorities, studies, and examples to document where appropriate. Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.
 - Use correct capitalization, punctuation, spelling, and grammar.

Grading Scale:

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 83-86 points

B- = 80-82 points

<80 points: unsatisfactory

TASKSTREAM REQUIREMENTS

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, (not applicable to EDCI 567) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Tentative Course Schedule EDCI 567 Spring 2014

Date	Topic/Learning Experiences	Readings Due	Assignment(s) Due
Week 1 – Jan 21	Introduction Syllabus Review Intro to lesson planning What do you want to learn?	None	None
Week 2 – Jan 28	Learning and Teaching History Content Scope and Sequence practice Why Study History?	Ch. 1 Larson & Keiper Why Study History? (Stearns) (posted on Bb)	None
Week 3 – Feb 4	Learning Environment, Management, Classroom Rules and Procedures in history/ social studies	Ch. 3 & 4 Larson and Keiper A People’s History – US – Mexico War Tea Party	DUE: Reflection #1 (Thinking History)
Week 4 – Feb 11	Jigsaw Presentation 1 Lesson Planning	None	Book Group #1 presentation
Week 5 – Feb 18	Jigsaw Presentation 2 and Jigsaw Presentation 3 Lesson Planning	None	DUE: Classroom management plan Book Group #2 presentation Book Group #3 presentation
Week 6 – Feb 25	Jigsaw Presentation 4 and Jigsaw Presentation 5 Lesson Planning	None	Book Group #4 presentation Book Group #5 presentation
Week 7 – Mar 4	Social Studies Lesson Planning from assessment to anticipatory set (backward design) Center for History and New Media and other Web-based resources	History: Learning Narratives to Think Historically (posted on Bb) A People’s History – Whose Terrorism? Chs. 2, 5, and 6 Larson and Keiper	DUE Fri 3/7: Reflection #2 (Review of Web Resources)
Week 8 – March 11 – SPRING BREAK			
Week 9 – Mar 18	In-class group work on instructional strategies presentations	none	none
Week 10 – Mar 25	GROUP PROJECT DEBATE – cooperative learning, direct instruction, inquiry-based social studies	Ch. 7 Larson and Keiper	GROUP PROJECT DUE
Week 11 –	Possible guest presenter	Chs. 8 and 11 Larson and	DUE: Reflection #3 (Field study)

Apr 1		Keiper Various resources related to your lesson planning, including local, state and national standards	
Week 12 – Apr 8	Teaching controversial issues – classroom discussion and debate	Ch. 9 and 10 Larson and Keiper	LESSON PLAN DUE
Week 13 – Apr 15	Lesson plan presentations	None	Lesson Plan presentations
Week 14 – Apr 22 Last face class	Lesson plan presentations	None	Field experience documentation DUE Lesson Plan presentations
Week 15 – Apr 29 LAST CLASS No Face Class (Bb discussion)		None	Lesson plan reflection DUE

ASSESSMENT RUBRIC(S):

[Insert rubric here for performance-based assessment(s)]