

ESOC 4360: Methods of Teaching Social Studies in Secondary Schools
Fall 2007

Monday 1-4pm, Aderhold Hall Rm 627

Instructor: Steven Havick

Office: Aderhold 425B

havick74@yahoo

Catalog Description

Instructional objectives and the examination and application of instructional procedures, utilization of media, and methods of evaluation. 3 credit hours

Course Description

ESOC 4360 is designed with a two-fold purpose. First, and most important, this course seeks to provide the student with an introduction to the intellectual process of pedagogical decision-making in social studies classrooms. This includes, but is not limited to, examining the connection between content and pedagogy, the role of a rationale in pedagogical decision making, the impact standardized curricula on teaching and learning, and the relationship between social studies and democracy. Second, this course will provide students with hands-on experience with various discrete methods for teaching social studies. While not exhaustive, work with these discrete methods will provide students with a foundation of real and practical strategies and techniques to place in their “toolbox” or “bag of tricks” for teaching social studies. Taken together, the two purposes of this course will not only provide students with practical experience with actual methods for teaching social studies, but will also provide experience critiquing those methods and intellectualizing the overall process of teaching and learning social studies. The result will be a significant first step for students in learning how to make their own decisions regarding what and how to teach the wide scope of social studies content areas.

During most of the semester, class meetings will reflect a general pattern of three activities: demonstrations, debriefings, and reading discussions. All three activities will require students to be active participants: *This is a discussion-based class*. Although the instructor will set the agenda for class meetings, students’ own interpretations and questions will generate much of the force that will drive the class. For this reason, each student shares a significant responsibility to make our time together educative. The expectations for student behavior in a discussion-based class are detailed in the section of this syllabus labeled “Activities, Assignments, & Grading”.

Required Texts and Resources

Please note that the reading requirements for this class – especially the first half of the semester – are rigorous. In order to apply the readings to new understandings about teaching and learning social studies, students will need to commit a considerable amount of time each week to reading. The four main texts of this course are:

Singer, Alan (1997). *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach, Teaching to Learn*. Mahwah, New Jersey: Erlbaum & Associates. pp. 372

Wiggins, G., and McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Curriculum and Development. pp. 208

Bligh, D. (2000). *What's the Use of Lectures*. Baltimore: MD: Jossey Bass. pp.366

Yell, M., Scheurman, G., and Reynolds, K. (2004). *A Link to the Past: Engaging Students in the Study of History*. Silver Spring, MD: National Council for the Social Studies. pp. 94

Additional readings will be assigned weekly. These supplemental readings will be distributed either in class or as an attachment to an e-mail message.

Finally, students are strongly encouraged to join the National Council for the Social Studies (NCSS) and the Georgia Council for the Social Studies (GCSS). These are your professional organizations. The Councils provide their members with up to date news and resources in the field of social studies education. Additionally, membership in the NCSS and GCSS demonstrate a level of professionalism that is often found missing in non-members.

Core Themes

In the secondary social studies education program, the exploration of teaching and learning in social studies draws heavily on your experiences in secondary classroom field experiences. We also draw on several core themes, or sets of ideas, to provide common references that inform our reflection and collaborative discussions. These themes function as intellectual connectors useful for bringing together the varied issues likely to appear in the content of this course. These themes will be referenced in assignments and discussion, so you are encouraged to develop a working familiarity with them early in the semester.

ü Four Part Framework -- The four parts of this framework can be thought of as a checklist of what a teacher education should help you develop.

Part One An articulated and working mission/rationale/vision for social studies rooted in a sophisticated understanding of education for democratic citizenship.

Part Two An understanding of what you would do in schools to make the mission of Part One happen.

Part Three A critical awareness of the obstacles you are likely to encounter as you attempt to carry out the stuff of Part Two to make the mission of Part One happen.

Part Four Ideas about how you will persist, given the obstacles of Part Three, as you attempt to carry out the stuff of Part Two to make the mission of Part One happen.

ü Rationale-Based Practice -- The idea of rationale-based practice is pretty straight forward. Decisions about what and how to teach, and about how you carry out

your role as a social studies teacher, ought to be based in an understanding of what you hope to accomplish as a social studies teacher (your rationale). Rationales not only address what you do in your school, but also how your work relates to the broader social conditions of schooling, and the contributions your work makes to the larger society. The idea is easier said than done.

- ü Reflective Teaching -- Reflective teaching is a stance, or approach, to teaching as much as it is something you do. Reflective teaching means you are mindful and aware of the complexity of teaching. Reflective teaching is the disposition to ask important questions of your practice. Not all questions are created equal. More than finding some answers to the problems of teaching and learning in social studies, this course aims for you to leave this program asking the right questions.
- ü Good Teaching Definition -- Good teaching is defined in this course as teaching that leads to active student engagement in worthwhile learning. Obviously the two important concepts here are “active student engagement” and “worthwhile learning”. It is crucial to your success in this course that you develop your understanding of the meaning of these two concepts.
- ü GSTEP Framework Standards -- The Georgia Systemic Teacher Education Program has produced a Framework of six standards that account for the essential competencies of *exemplary* teachers. The six standards, and each of their sub-standards, are comprehensive and ambitious. They form the basis of the evaluation form used by your Cooperating Teacher and Field Instructor. They also structure the body of the e-portfolio assignment for this course.

One Content and Curriculum

Two Knowledge of Students and Their Learning

Three Learning Environments

Four Assessment

Five Planning and Instruction

Six Professionalism

Assignments, Activities, & Grading

Lesson Plans and Reflection Papers – Students will turn in seven lesson plans and a series of written reflections throughout the semester. Detailed instructions and expectations for lesson plans and reflection papers will be given at a later date. These assignments together will account for 30% of the final grade.

Rationale – The Rationale is a formal statement of your teaching and learning philosophy of social studies education. Your rationale is a living document that articulates what you believe is the purpose of social studies and demonstrates what you believe students should know, be able to do, and value as a result of social studies. As a work-in-progress, your rationale is expected to evolve as you learn more about social studies teaching and learning. The current version of your rationale will be due Week Three of class and a final draft will be due at the end of the semester. The rationale will account for 20% of the final grade.

Unit Plan – Since this is a methods course we will spend time during the majority of our course meetings experiencing, discussing, and critiquing specific examples of social studies methods/pedagogy designed to promote active student engagement in worthwhile learning. Students will choose from a list a single GPS content area and develop a complete unit. The unit plan will include at least six lessons featuring versions of the discrete methods demonstrated in class. As part of the requirement, students will present their unit plans to the class. Detailed instructions and expectations for this assignment will be presented at a later date. Unit plans will account for 25% of the final grade.

Participation – This class is largely discussion-based. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Your participation in this course should reflect the same professional manner you should exhibit in the schools. That is, your manner should be responsible, open-minded, thoughtful, and earnest. These dispositions suggest far more than “just talking” in class, but speak instead to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Thus your responsibilities as a member of this class extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understand teaching and learning in social studies through mutual, supportive, and critical inquiry. The attendance and participation grade will be determined at the end of the semester based on an assessment of the frequency, nature, and quality of your contributions to the course. This requirement accounts for 25% of the final grade.

Attendance – This is not a correspondence course. It is a discussion-based course and requires the thoughtful and respectful contributions of every class member. Thus, your *punctual attendance is required at each class meeting*, as is responsible class participation. Please notify the instructor personally or via e-mail if there are any occasions in which you will not be able to meet these expectations.

GCSS Conference – October 18-19 at the Classic Center in downtown Athens the Georgia Council for the Social Studies will hold its annual conference. Here, social studies teachers from across the state will meet to share teaching ideas, lesson plans, research, and other valuable information about teaching social studies. This is an important event and your attendance will reflect a high level of professionalism. Joining GCSS and attending the conference is highly encouraged. Students of this course are especially encouraged to attend the speech of this year’s keynote speaker, Bob Baine. Those who do so and write a reflection paper may have it count for two other reflection papers.

Grading – 100%-95% = A 94-90% = A- 89-87% = B+ 86-84% = B
83-80% = B- 79-70% = C 69-60% = D 59-0 = F

Course Schedule

Please note that the following schedule is not “set in stone”. It acts as general guide and is amenable to change. Deviations announced by the instructor will likely be necessary throughout the semester.

Week One

- 1) Introductions
- 2) Read and discuss Singer pp. 1-15
- 3) Syllabus

Week Two

- 1) Syllabus quiz and discussion
- 2) Discuss Singer ch 1-3
- 3) Reflection paper #1 due

Week Three

- 1) Socratic seminar demonstration (The Last Word) and debrief
- 2) Discuss Singer ch 4 and Wiggins & McTighe ch 1-2

Week Four

- 1) Socratic seminar demonstration (Fishbowl) and debrief
- 2) Discuss Singer ch 5 and Wiggins & McTighe ch 3-4

Week Five

- 1) Demonstration and debrief (discrete method TBA)
- 2) Discuss Singer ch 9 and Wiggins & McTighe 5-6 (assessment)

Week Six

- 1) Demonstration and debrief (discrete method TBA)
- 2) Discuss Singer ch 6-7 and Wiggins & McTighe ch 7

Week Seven

- 1) Demonstration and debrief (discrete method TBA)
- 2) Discuss Singer 8 and Wiggins & McTighe ch 8-10

Week Eight

- 1) Demonstration and debrief (discrete method TBA)
- 2) Discuss Bligh, chapters TBA

Week Nine

- 1) Demonstration and debrief (discrete method TBA)
- 2) Discuss Bligh, chapters TBA

Week Ten

- 1) Demonstration and debrief (discrete method TBA)
- 2) Readings TBA

Week Eleven

- 1) Demonstration and debrief (discrete method TBA)
- 2) Readings TBA

Week Twelve

- 1) Demonstration and debrief (discrete method TBA)
- 2) Readings TBA

Week Thirteen

- 1) Unit plan presentations

Week Fourteen

- 1) Unit plan presentations

Week Fifteen

- 1) Unit plan presentations
- 2) Course evaluations

UGA Academic Honesty Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).

Academic honesty is vital to the very fabric and integrity of the University of Georgia. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest University and all must work together to ensure the success of the policy and code of behavior.

UGA Student Honor Code

I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.

All students agree to abide by the honor code when signing the application for admission to the University. A Culture of Honesty--UGA's Academic Honesty System's full version may be found at <http://www.uga.edu/ovpi>.

Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction, Old College, (706) 542-0432.