

ESOC 6/4360: Methods of Teaching Social Science in Secondary School

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Rationale:

The ESOC 4360 methods course is another of the three courses preparing you for your student teaching semesters. The methods course is designed to examine effective teaching behaviors including classroom management, planning units of instruction, how to implement a variety of instructional activities, and how to select/created valid and reliable assessment procedures. One of the main goals of the curriculum course is to develop lesson plans for a real life social studies class that are based on a sound rationale while also addressing local, state and national standards.

This course is taught along with the ESOC 4350 curriculum course and the ESOC 4450L Field Experience Course. This semester, the ESOC 4450L is being taught in conjunction with the ESOC 4360 methods course so you will be able to examine the ideas developed in the course with real world experiences in various middle and high school in Georgia. A separate syllabus for ESOC 4450L will be given out which will outline in more detail the nature of that course experience.

Course Objectives/expected Learning Outcomes (From CAPA):

Students will be able to:

1. Use teacher centered instructional activities to make presentations, lead concept lessons, hold discussions using social studies content
2. Use student centered instructional activities to conduct cooperative learning lessons, present simulations and role play lessons, conduct student problem-solving lessons, and hold discussion sessions.
3. Use of technology to enhance instructional activities.
4. Produce a unit of instruction that reflects effective pedagogy for a social studies course.
5. Demonstrate connections between class lessons and the Georgia Standards, and National Standards for the course topic.
6. Display Effective Teaching Behaviors.
7. Demonstrate ability to work with culturally diverse students and students will special needs.
8. Display a Reflective orientation to teaching social studies.

Texts:

Ronald L. Partin (2005). *Classroom Teacher's Survival Guide* (Second Edition). San Francisco, CA: Jossey-Bass - Wiley Imprint.

Harvey F. Silver, Richard W. Strong, and Matthew J. Perini (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Curriculum and Supervision.

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other Readings:

Selected scholarly articles from *Social Education*, *The Social Studies*, *Educational Leadership* and the like to be distributed in class or using WEBCT.

Georgia Performance Standards and Georgia High School Graduation Test (download from the Georgia Department of Education Web Site: www.glc.k12.ga.us.)

Assignments and Exams:

1. **Group projects:** There will be three group projects. The first project involves making a presentation to the class over historical content related to an ethnic group. The second project involves demonstrating how to lead a discussion using a variety of discussion formats and covering both cognitive and affective outcomes for history, civics, economics and geography topics. The third project involves creating a cooperative learning activity in history, civics, economics and geography. More details on the exact nature of these three projects will be given later. **(45% of Final Grade)**
2. **Individual project:** There will be one individual project involving three components. You will create an electronic portfolio which simulates the final product you will be expected to prepare during your Student Teaching semester. This includes a template for the portfolio using either PowerPoint or LiveText, a unit plan and a series of reflections describing how you have achieved the six components of the Department's Professional Standards. More details on this project will be given later in the course **(25% of Final Grade)**
3. **Examination:** You will have a Final covering all aspects of the courses that will be given as a "take-home" examination. **(15% of Final Grade)**
4. **Participation:** Class attendance, reading additional materials, and completing homework assignments (Note: Graduate students will have an extra assignment that will count as part of this Participation grade—more information on this extra assignment will be given later). **(15% of Final Grade)**

Selected Topics:

- **Planning:** Long-range Plans, Short term Plans, Goals and Objectives.
- **Teacher centered activities:** Lecture, Classroom Demonstrations, Discussions, Seatwork, Instructional Technology, Cooperative Learning.
- **Student-centered activities:** Discussions, Simulation/Role Play, Local Community Studies, Case Studies, Cooperative learning.
- **Classroom management:** Motivation, Classroom Rules and Procedures, Classroom Environment.
- **Other imperatives:** Authentic Instruction, Learning Styles, Multiple Intelligences, Decision Making, Critical and Creative Thinking, Character/Moral/Values education.
- **Assessment:** Classical Assessment, Performance (authentic) assessment, Portfolios, Reliability, Validity, Grading.

Miscellaneous:

- **Attendance:** Notify the instructor of any absence, especially and excused absence. DO NOT miss class unless it is a dire necessity. It is your responsibility to catch up on note and handouts after an absence.
- **Work in assigned groups will be graded accordingly; otherwise you will work alone. Consider that "authorized assistance" constitutes only that allowed by the instructor.**
- **Due Dates** for assignments and examinations will be announced in advance.
- **Academic Honesty Policy:** The University of Georgia's honor code will be upheld in this course. The student honor pledge is: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."