

The University of Tennessee at Martin

Department of Education Studies

Course Syllabus

Fall 2009

INSTRUCTOR

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“Others as requested by appointment”

COURSE TITLE & NUMBER

I. Instructional Strategies: Social Studies

SEDU 415 SEMESTER CREDIT HOURS Three (3) semester credit hours

II. CATALOG DESCRIPTION/ PURPOSE

Purpose, techniques, materials, and evaluation in teaching social studies; directed experiences in public schools

III. RATIONALE

This course is based on the premise that students must experiences instructional strategies in order to comfortably incorporate them into their teaching repertoire.

IV. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies which can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with the students of culturally diverse backgrounds, exceptionalities, and varying learning styles, The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, embedded and intertwined among the components of the

conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a complication of expectations an “Educator as a Facilitator of Learning” is expected to develop:

- 1) Knowledge, Skills, & Application
- 2) Reflective Practice
- 3) Professional and Ethical Behavior

#### V. PERFORMANCE-BASED OUTCOMES/ LEARNING ACTIVITIES

This course meets the State Matrix Knowledge and Skills for: Professional Education Standards 1, 3, 4, 5, 6, &7.

Knowledge:

The student will:

- 1) Recognize the research base which forms the foundation for effective instruction in the social studies classroom.
- 2) Explain how critical thinking skills can be developed through social studies classroom learning activities.
- 3) Discuss the impact of diversity, including differences due to culture, ethnicity, socioeconomic status, gender, and exceptionalities, and explore instructional strategies to detect and avoid bias in the classroom while promoting inclusively and a multicultural perspective.
- 4) Apply a global perspective into educational practice and thought.
- 5) Analyze the importance of civic education to a free, democratic society.
- 6) Identify school and community resources that support learning.
- 7) Participate in a service learning project.
- 8) Reflect on the effectiveness of service learning as part of the curriculum

Skills:

The student will:

- 1) Use content material, concepts, vocabulary, and terminology appropriate for social studies.
- 2) Demonstrate skills needed for computer-assisted instruction through practical application as well as select, evaluate, and use educational software for social studies.
- 3) Prepare a unit that is standards-based, creative and developmentally appropriate.
- 4) Apply authentic assessment techniques for diagnosing abilities and design instructional programs to accommodate the needs of diverse learners.
- 5) Observe and record observations in a social studies classroom.

- 6) Analyze social studies curriculum texts.
- 7) Prepare curriculum useful to a social studies classroom.
- 8) Create a service learning project for a unit of curriculum in a social studies classroom.

Dispositions:

The student will:

- 1) Prepare accurate, neat and professional material.
- 2) Assume professional responsibility to prepare materials on time, complete assigned duties without reminders and to be punctual in attendance.
- 3) Demonstrate familiarity with the role and function of professional educational organizations such as the National Council for the Social Studies (NCSS) and the Tennessee Council for the Social Studies (TCSS).
- 4) Determine teaching effectiveness and professional growth needs.

TEACHER CANDIDATE DIVERSITY PROFICIENCIES (developed by NCATE Diversity Committee/approved by unit)

The Teacher Candidate will:

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Interact with students, parents, and colleagues of all races in an equitable manner. (PEB)

SOCIOECONOMIC STATUS

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

## GENDER

15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

## LANGUAGE

18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Recognize the need for appropriate accommodations during field experiences. (PEB)

## RELIGION

25. Increase personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Interact with students, parents, and colleagues of all religions in an equitable manner. (PEB)

## SEXUAL ORIENTATION

29. Increase personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Interact with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

## GEOGRAPHICAL AREA

32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)

The following is considered in the course. Strategies for developing processes to teach the core standards are addressed in this course.

## **Tennessee Teacher Licensure Standards: Social Studies**

### **Introduction**

The goals of social studies education are to enable the student to understand concepts derived from history, government, geography, economics, and the behavioral sciences and to apply them in decision making for informed citizenship.

### **Social Studies Core**

- A. Demonstrate the basic processes of the social sciences by posing question, investigating, interpreting findings, communicating results, and making judgments based on the evidence.
- B. Explain the historical development of the United States in the following spheres of human activity: social political, scientific, and technological, economic, and cultural (philosophical, religious, and aesthetic)>
- C. Explore critical eras in the historical development of the world in the following spheres of human activity: social, political, scientific and technological, economic, and cultural.
- D. Examine and explain the influence of geographic characteristics, including climate, physical features, and natural resources, on the world's major societies and cultures.
- E. Analyze the context of current events from both historical and international perspectives and connect modern trends to past *events*.
- F. Evaluate the interrelationships among the social sciences and between the social sciences and the humanities.
- G. Infuse into the curriculum a wide variety of materials as well as human and technological resources, including primary documents and artifacts, texts, maps, graphs, charts, and other resources.
- H. Understand peoples of other races and cultures and show respect for human diversity and for students' varied talents and perspectives.

### **Standards from the National Council of the Social Studies**

In the development of this course the following themes were considered:

"Ten Themes from the Executive Summary" in *Expectations of Excellence: Curriculum Standards for Social Studies*. pp. x-xii, By National Council for the Social Studies, 1994, Washington, DC.

*Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.*

*Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.*

*People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.*

*Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.*

*Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.*

*Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.*

*Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.*

*Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.*

*Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.*

*Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.*

## VI. TEXTBOOK

Beal, C., Bolick, C., Martorella, P.H. (2009). *Teaching Social studies in Middle School & Secondary Schools* (5<sup>th</sup> edition). Boston: Allyn & Bacon.

## VII. PREREQUISITIES

TCED 302

Admission to Teacher Education

## VIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Middle School Licensure

Secondary Economics, Geography, Government, and History Licensure

## IX. CLASS POLICIES

Only university related absences with appropriate documentation are considered an excused absence. Over **two** absences may be considered for lowering a letter grade from the final grade. Any other absence after the third will also involve a letter grade drop. If you must be absent from class, it is your responsibility to contact the instructor ASAP via email or phone prior to the class, and to get missed work from a fellow student.

**LATE WORK IS NOT ACCEPTED. IF YOU HAVE AN ASSIGNMENT DUE ON A DAY YOU ARE ABSENT, THE ASSIGNMENT WILL BE ACCEPTED IF RECEIVED BY YOUR CLASS TIME THAT DAY.**

STUDENTS ARE EXPECTED TO CHECK THEIR UTM EMAIL ON A REGULAR BASIS FOR CLASS UPDATES OR ANNOUNCEMENTS. COURSEWORK IS ACCESSED VIA BLACKBOARD.

Students are expected to adhere strictly to all the policies and procedure listed in *The University of Tennessee at Martin Student Handbook*. **Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action. (see Handbook and notes below)**

Errors in spelling, grammar, punctuation, sentence structure, mechanics, word usage, electronic editing, etc. will not be tolerated. Students submitting work containing such errors will receive a lowered score as well as being required to correct all errors and resubmit.

Course content and activities may be amended. Students will be informed of changes.

## GRADING SCALE

A	94-100
B	88-93.99
C	80-87.99
D	75-79.99
F	Below 75

## Assignments

### **Formative assessment:**

First drafts of:

- (10)Management plan
- (10)Unit outline
- (10)Lesson plan 1
- (10)Lesson plan 2
- (10)Lesson plan 3
- (10)Lesson plan 4
- (10)Assessments (Test and project)

**(10)Service learning project**

(10)Accommodations

(10)Behavior Objective exercise

(25) Quiz on China

(25) One minute paper on video

(15) Portfolio checkpoint: evaluation of professional portfolio and dispositions

(120) In class activities

**Summative assessment:**

**Reflection on service learning done in community—100** (includes time sheets)

Observations of classrooms (5 hours in classroom)—100

Textbook Evaluation—100

Other field experiences in classroom—one page summary of participation in a classroom. (4 hours)—50

PowerPoint Presentation with activities—100

**Unit—200 (including appropriate assessment and service learning project)**

Teaching two lessons (100 points each)—200 (including appropriate assessment) in a social studies classroom. The score from these lessons will come from the Cooperating Teacher.

Final—Presentation of a lesson that you taught to your class—100 (Everyone is required to be present for the presentations. Failure to be present results in an automatic drop in grade.)

# Plagiarism

**Plagiarism from published source:** If you copy from a published source without putting the putting the word-for-word items within quotation marks and citing the source, this is plagiarism. Note: Only 10% may be quotation in APA. Simply changing a few words of someone else's work, is still plagiarism.

**Plagiarism between two students:** When work by one student is turned in by another student. BOTH students are guilty of plagiarism. Simply changing a few words is still plagiarism. Both students will receive an F in the course and could be suspended from the university. Students are responsible for the security of their own work. Password protect documents; "I lost my jump drive" will not clear you of responsibility.

## Penalties: What could happen if you cheat?

- Fail class you are currently taking
- Fail class you have completed (if it is found there is an issue with a class for which you have already received a grade, the grade will be replaced with an F and you will need to retake the class.)
- Put on Academic Probation
- Dropped from extracurricular organizations and athletics
- Suspended from university for 2 years

## How to Password Protect Documents in WORD.

### Office 2003

- Open the document
- Choose Tools from the menu
- Choose security tab from the pop-up menu
- Enter password (Choose something you will not forget. If you forget you will never be able to open the document again. Remove the password when you turn your assignment in, replace when you are finished.)
- Save document

### Office 2007

- Open document
- From the Save Menu, choose Prepare, Encrypt, choose password (Choose something you will not forget. If you forget you will never be able to open the document again. Remove the password when you turn your assignment in, replace when you are finished.)
- Save document

