

Teaching Content and Process: Social Studies (4261)

Semester Hours	3
Semester/Year	Fall 2015
Time/Location	2:00-4:30pm / EC 249
Instructor	Dr. Francis Stonier
Office Location	Education Annex room 122
Office Hours	Wednesday 10am - 4pm Thursday 10am - 2pm
Telephone	Direct Line: 678-839-5241 Department Line: 678-839-6059
Email	fstonier@westga.edu
Course Wiki	http://eced-4261-fall.wiki.westga.edu/
Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. All Courses from Block I. Must be taken concurrently ECED 4262, ECED 4263, ECED 4283 and READ 3262.

Students will examine the current content and methodology of social studies education for young learners (grades P-5). Students will design and implement learning experiences that incorporate the knowledge, skills, and attitudes appropriate for an elementary social studies program. Field experience required.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered approximately 5% online. This requires the online equivalent of 113 minutes of instruction (seat-time) and an additional 225 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	225 minutes
Online assignments including videos and articles	113 minutes

Additionally it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COMMUNICATION

For this course is it best to e-mail through Course Den. In nearly all instances Course Den e-mails will be responded to inside of 24 hours during the week M-F. Weekends may take longer.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of the social studies program as part of total educational process of school (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; Parker & Jarolimek, 1997);
(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 1.1, 6.1, 6.2, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 15.1)
2. Integrate Social Studies content across the content areas appropriate for elementary grade children (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; National Council for the Social Studies, 1989; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997);
(Knowledgeable, Reflective; INTASC 4; ACEI 15.1)
3. Identify and critique materials available in teaching for the design and implementation of strategies in creating classroom lessons. (Banks, 1994; Ellis, 1995; Gay, 1994; Johnson & Johnson, 1991; Tiedt & Tiedt, 1990);
(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5)
4. Emphasis on current topics and trends (i.e., multicultural education, global education, career education, character education, and current events) in the elementary social studies curriculum (Banks, 1994; Ellis, 1995; Gay, 1994; Tiedt & Tiedt, 1990; Tye, 1991); and
(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.1, 15.1)

5. demonstrate knowledge and application for evaluating and assessing children's learning of social studies education (Ellis, 1995; Martorella, 1994; Michaelis & ECED 4261, section 02, and Fall 2012 4 Garcia, 1996; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997). (*Adaptive, Empathetic, Knowledgeable; INTASC 8; ACEI 4.2, 5.4, 5.4, 7.3*)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) None, readings will be assigned in class

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Project 1: Discussion Board Postings (220 pts)

On discussion board you will respond to question(s) for the week by the assigned date (see outline below). Your initial (generally lengthier) response to this question is your main post. You will then shortly after respond to at least three classmate main postings (generally shorter) for your peer responses. The 11 main postings are worth a total of 121 pts and the 33 peer responses are worth a total of 99 pts. (Course Objectives 1-9)

Project 2-5: Course Assignments (260 pts)

- 3) Artifact Bag – 10 pts – See Course Wiki/E-mail
- 4) History Through a Child's Eye – 100 pts – See Course Wiki
- 5) Biography Glog – 50 pts (create using edu.glogster.com) – See Course Wiki
- 6) Multicultural Day – In class activity – 30 pts – See Course Wiki

Assignment information can be found on the course wiki:
<http://eced4261-spring-tr-2014.wiki.westga.edu/> (Course Objectives 2-9)

Project 6: Content Area / Lesson Presentation (100 points)

In small groups, you will present a differentiated SS lesson and supporting activities to the entire class (See sign-up sheet for subjects and dates.). Differentiation should be approached as high/med/low not learning styles alone. Your presentation will last a minimum 30 minutes and a maximum of 45 minutes. You must present the lesson as you would if you were teaching it to a group of elementary students. You must have all necessary materials for the class to be **ACTIVELY** involved in the concept being taught. I have a bag with a limited supply of crayons, scissors, etc. It is your responsibility to come to my office to retrieve the bag prior to the lesson being taught if you would like to use these materials.

- A. You must send an electronic copy of your lesson and all supporting materials to me via Course Den e-mail for grading at least 24 hours **PRIOR** to teaching your lesson. This can be done by a single group member, but must include all member names on materials. Failure to turn the lesson in ahead of time will result in an immediate reduction for the group if received the day of.

- B. Professional dress is required for your presentation. Failure to do so will result in an immediate 10 point reduction for the individual.
- C. All materials/components must be complete and present for your lesson. This includes (but not limited to) your differentiated rubrics or checklists, assessments, examples, craft materials etc.
(Course Objectives 1-9)

Project 7: Center Activity (80 points) – See Course Den

You will create a differentiated center. Differentiation should be approached as high/med/low not learning styles alone. The center activity will focus on GPS Social Studies standard and can be if you choose, integrated with another GPS (on the same grade level). The completed center must be functional without the use of computers or Internet. You will be responsible for providing clear directions and all related materials necessary for the use of the center. As the center will also be differentiated, depending on construction this may result in three different centers/instructions or simply varied task expectations.

All centers will be displayed in the classroom. Each class member will provide a brief description and/or demonstration of their center as well as a complete instruction sheet. We will then be able to rotate around the room completing the centers at each station (table). You must have enough materials for all members of the class. I recommend using a plastic sleeve for your instruction sheet.
(Course Objectives 1 - 9)

Project 8: Resource Wiki (100 points)

Students will complete a wiki with Social Studies related children’s literature, web resources, lessons, activities, etc. We will begin creation the wiki in class, with the following sections:

- A. GPS standards
- B. Geography
- C. History
- D. Civics
- E. Economics

You will select a single grade level to work with. Each section of the wiki should include a list of appropriate websites, children’s literature related to the topic, lesson plans, activities, games, etc. You may use activities, websites, lessons, etc. that are presented in class.

1. Find at least 4 of the following resources for each section B-E: websites, lesson plans, activities/games, literature (title, author, and image). If done correctly you will have 16 items in Geography, 16 items in History, 16 items in Civics, and 16 items in Economics.
2. Section A: GPS standards serves as an index of only the standards you have selected for sections B-E.
3. General construction should be as follows. You construct the wiki within your own personal space. Each item A-E links to its own individual page within your space. On the course page you add your name/wiki as a link that can simply be clicked to access. Be sure you have set your permissions to allow your peers and I access. No one should be constructing your wiki for you. You can ask your peers for help/questions, you can view others work, but ultimately this is an individual assignment.
4. This is just a beginning to a resource file that I hope you add to in the next three field experiences.

You will **submit your wiki link on the course wiki!**

(Course Objectives 1-9)

Expectation 10: Professionalism (150 points)

Students are expected to attend ALL classes and are accountable for all materials covered. This portion of your grade regards your participation in class and your professionalism in coming to class on time, participating in activities, and being respectful of others during class. We understand that emergencies and illness occasionally occur. Any arrival after class begins is considered a tardy, arriving later than 20 minutes or leaving class early without permission from the instructor is considered an absence. Four tardies will be calculated the same as an unexcused absence.

You are allowed 1 excused absence only (with proper documentation). Any additional absences will be counted as unexcused. As this is a methodology course five or more total absences will result in a failing grade for the course.

Lesson presentations, center activities, etc. **cannot be made up if you are absent.** Under exceptional circumstances with proper documentation and sufficient supporting work the highest possible grade that could be achieved for missing one of these would be half of the total assignment points.

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Discussion Postings Each main worth 11 pts, each peer (set of three) 9 pts.	220 121 – main 99 – peer	Checklist	11 main posts / 33 peer responses (see outline)
2. Artifact Bag	10	Checklist	8/27 in class
3. History Through a Child Eyes	100	Rubric	10/8 by 1:00pm
4. Biography Glog	80	Rubric	12/3 by 1:00pm
5. Multicultural Day	40	Checklist	12/3 in class
6. Content Area / Lesson Presentation	100	Rubric	See sign-up sheet/outline
7. Center Activity	100	Rubric	11/19
8. Resource Wiki	100	Checklist	12/3 by 1:00pm
9. Professionalism – 10 per day	150	Observation	Weekly
10. Final Exam	100	Score See Exam	12/3 in class
Total possible points =	1000		

Please note:

Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. Excessive grammar issues on any assignment may result in a failing grade for an assignment (possibly as low as a zero).

Grading

A = 1000-900 B = 899-800 C = 799-700 D = 699-600 F = 599 and below

ADDITIONAL MATERIALS

You will need to provide materials for your group presentations, make it take it day, barter day, multicultural day, and center day.

Materials needed for Make it Take it Day: (also on wiki)

Scissors, Colored Pencils (Pencils/Pens BYO), Markers, Paper Plates, Envelopes, Small Bags (Ziploc and Paper), Construction Paper, Hole Puncher, Flash Cards (colored preferred)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: See policy above.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Extra credit is not currently planned for this course.

Late Work: Late work **will not** be accepted!

Professional Conduct: Students who engage in prohibited or unlawful acts that result in the disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from class, or dismissal on disciplinary grounds, must be proceeded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.

Cell Phones and Electronic Devices: Students are expected to **turn off** all cell phones and other electronic devices before entering the classroom. They are to be kept “out of sight” in order to avoid causing a disruption. Violators will be asked to leave the classroom for the remainder of the class and receive ZERO points for all class activities that day. An exception to this stipulation will be considered ONLY in emergencies and the students must verify the need prior to the beginning of class. Or if they are being used for an appropriate in-class lesson/activity.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Please communicate with instructor using Course Den.** It is your responsibility to check and empty your Westga and Course Den account often. All email will be responded to within 24 hours and you are also expected to respond to email within 48 hours or less.

Written Format Policy: All submitted assignments unless described otherwise are to be typed, Times New Roman font with double-spaced lines, 12-point font, and one-inch margin around the page. Typed assignments should be stapled at the upper left hand corner. Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. Excessive grammar issues on any assignment may result in a failing grade for an assignment (possibly as low as a zero).

Computer Access: University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

CLASS OUTLINE:

The order of class meetings serves as a guide to the course and is subject to change!

GP = Group Presentation

DP = Discussion Board Posting

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
August 27th	<u>View syllabus and bring artifact bag</u>	<i>Orientation to the course, Introductions, and Pre-Test.</i>	Artifact Bag
September 3rd	<u>Review GPS Social Studies standards before class</u>	<i>GPS Standards Computer lab 2nd half Wiki creation, Glog creation</i>	
September 10th	<u>Have two old lesson plans posted to discussion board</u>	<i>Lesson Planning and Assessment Computer Lab 2nd half</i>	DP – Main Due Fri 10pm, Peer Sun 10pm
September 17th	<u>Bring materials to class</u>	<i>Make it Take it Workshop</i>	DP – Main Due Fri 10pm, Peer Sun 10pm
September 24th		<i>Geography – Chattahoochee, Google Earth, Map Scavenger</i>	DP – Main Due Sun 10pm
October 1st	<u>Bring Smart Device</u>	<i>GIS – Field Data Collection on Campus – Meet in Room First</i>	DP – Main Due Sun 10pm
October 8th	<u>Bring History through a Child’s Eye reflections to discuss and also submit to Course Den for grading</u>	<i>Geography + GP / History Through a Child’s Eye</i>	History Through a Child’s Eye Due – DP – Main Due Fri 10pm, Peer Sun 10pm
October 15th		<i>History + GP - Museum Day, Virtual Fieldtrips</i>	DP – Main Due Fri 10pm, Peer Sun 10pm
October 22nd		<i>Away at Conference – No Class – Work on centers, glog, resource wiki, etc.</i>	
October 29th		<i>Day at the FED</i>	
November 5th	<u>Bring item to class</u>	<i>Economics – Barter Day + GP</i>	DP – Main Due Fri 10pm, Peer Sun 10pm
November 12th		<i>Civics + GP – Web Quest Computer Lab 2nd half</i>	DP – Main Due Fri 10pm, Peer Sun 10pm
November 19th	<u>Bring Centers to Class</u>	<i>Class Center Presentations</i>	Centers Due – DP – Main Due Fri 10pm, Peer Sun 10pm
November 26th		Thanksgiving – No Class	
December 3rd	<u>Bring Items to Class Bring Lessons to Class Final Issued Online</u>	<i>Multicultural Day, Glogs, Lesson Plan Check Final Exam - Online</i>	Glog Due – DP – Main Due Fri 10pm, Peer Sun 10pm Final Due Sun 10pm Resource Wiki Due
December 10th		<i>Department GACE Practice Test Meet in Computer Lab</i>	