

Investigating Social Studies and ECED 7264

Semester Hours	3
Semester/Year	Fall 2015
Time/Location	Fully Online
Instructor	Dr. Francis Stonier
Office Location	Education Annex 122
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Online Support	CourseDen Home Page https://westga.view.usg.edu/ CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Students will be provided with a research basis for developing perspectives, methods, and materials for teaching social studies in grades P-5.

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

For this course we will draw on several pedagogical methods including hands on activities, lectures, videos, small group discussions, reflective activities, and interactive discussions.

COMMUNICATION

For this course it is 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. comprehend the current trends and issues that affect social studies education (Berson, et.al., 2004; Dynneson, et. al., 2003; Farris, 2004; Maxim, 2003; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Turner, 2004; Zarillo, 2004);
(*Lifelong Learners, Knowledgeable; NBPTS 2*)
2. comprehend global community and changing society issues through social science perspectives (Chaplin & Messick, 2002; Hoge, et. al., 2004; Martorella & Beal, 2002; McEachron, 2001; Zarillo, 2004);
(*Lifelong Learners, Knowledgeable; NBPTS 2*)
3. apply inquiry, reflective, and critical thinking methods for elementary social studies curriculum reform (Ellis, 2002; Farris, 2004; Hoge, et. al., 2004; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Zarillo, 2004);
(*Leaders; NBPTS 1 & 2*)

4. demonstrate decision making and leadership processes that affect social studies curriculum development (Berson, et.al. ,2004; Hoge, et. al., 2004; Obenchain & Morris, 2003);
(*Decision Makers, Leaders; NBPTS 2*)
5. comprehend and apply strategies to meet the needs of diverse student populations and to integrate cultural diversity (Chaplin & Messick, 2002; Dynneson, et. al., 2003; Farris, 2004; Hoge, et. al., 2004; Turner, 2004; Zarillo, 2004);
(*Adaptive, Culturally Sensitive, Empathetic; NBPTS 1*)
6. apply cooperative learning concepts and strategies to enhance group interaction skills (Martorella & Beal, 2002; Maxim, 2003; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Turner, 2004; Zarillo, 2004);
(*Adaptive; NBPTS 1 & 2*)
7. integrate appropriate instructional technology into an elementary social studies curriculum (Dynneson, et. al., 2003; Maxim, 2003; Turner, 2004); and
(*Leaders, Adaptive; NBPTS 2*)
8. comprehend and apply principles of ethics, social values, and character education in social studies education (Lickona, 1991; Martorella & Beal, 2002).
(*Leaders, Knowledgeable; NBPTS 1 & 2*)

COURSE PREREQUISITES

There are no course prerequisites beyond admission into an appropriate graduate program.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Lowen, J. (2007). *Lies my teacher told me*. New York, NY: Simon & Schuster
ISBN: 9780743296281

References

- Berson, M. J., Cruz, B. C., Duplass, J. A., & Johnston, J. H. (2004). *Social studies on the internet* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Chapin, J. R. (2009). *Elementary social studies: A practical guide* (7th ed.). Boston, MA: Allyn & Bacon.
- Dynneson, T. L., Gross, R. E., & Berson M. J. (2003). *Designing effective instruction for secondary social studies* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ellis, A. K. (2002). *Teaching and learning elementary social studies* (7th ed.). Boston, MA: Allyn and Bacon.
- Farris, P. J. (2004). *Elementary & middle school social studies: An interdisciplinary, multicultural approach* (4th ed.). New York, NJ: McGraw-Hill.
- Hoge, J. D., Field, S. L., Foster, S. J., & Nickell, P. (2004). *Real world investigations for social studies: Inquiries for middle and high school students based on the ten NCSS standards*. Upper Saddle River, NJ: Pearson.

- Lickona, T. (1991). *Education for character*. New York: Bantam.
- Martorella, P. H., & Beal, C. (2002). *Social studies for elementary school classrooms*. Upper Saddle River, NJ: Pearson.
- Maxim, G. (2003). *Dynamic social studies for elementary classrooms* (7th ed.). Upper Saddle River, NJ: Pearson.
- McEachron, G.A. (2001). *Self in the world: Elementary and middle school social studies*. New York, NY: McGraw-Hill.
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, D.C.
- Obenchain, K. M., & Morris, R. V. (2003). *50 social studies strategies for K-8 classrooms*. Upper Saddle River, NJ: Pearson.
- Savage, T. V., & Armstrong, D. G. (2004). *Effective teaching in elementary social studies*. (5th ed.). Upper Saddle River, NJ: Pearson.
- Seefeldt, C. (2001). *Social studies for the preschool-primary child* (6th ed.). Columbus, OH: Prentice Hall Publishing Co.
- Turner, T. N. (2004). *Essentials of elementary social studies* (3rd ed.). Pearson.
- Zarillo, J. J. (2004). *Teaching elementary social studies principles and applications* (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date	Objectives
1. Video Introduction, Update Course Den Profile, Respond to 5 classmate's videos	40 Total 25 Video, 5 Profile, 10 Peer	Checklist	8/30	6, 7
2. Discussion Posts/Responses Weeks: 1-11, 13 (12 total)	240 Total 20 Points – 11 Main, 9 Peer	Checklist	See Outline Below	1-8
3. Reading Discussion Posts and Responses (13 total)	260 Total 20 Points – 11 Main, 9 Peer	Checklist	See Outline Below	1-4, 8
4. Web Quest	50	Rubric	10/18	5, 7
5. Google Earth Scavenger Hunt	30	Rubric	11/1	5, 7
6. Position Papers	130	Rubric	11/15	1, 2, 3, 4, 8
7. Community Outreach Project	150	Rubric	12/6	4, 8
8. Unit Plan	100	Rubric	12/7	1-8
Total possible points =	1000			

See Course Den for Assignment Details

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

Assignments will be graded as promptly as possible. Regular weekly assignments will generally be graded before the next week's is due. Larger assignments may take longer to grade depending on the complexity and scale. Please feel free to inquire if it has been more than two weeks on a larger assignment.

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

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 / Participation: As this course is entirely online regular attendance will not be taken. However, with the frequency of assignment deadlines your attendance of the class and attention to assignments will require a continued effort on your part. You may complete all work ahead of time but **late work will not be accepted** after the time of the due date.

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.

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.

Course Schedule

DP = Discussion Post

*****Unless otherwise noted assignments needs to be turned in by 10pm*****

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

Date	Topics	Assignment
Week 1 Aug 24-30	Introduction/Profile/Discussion on school and Social Studies	Intro Video, Profile, DP – 8/30
Week 2 Aug 31- Sep 6	Unit Planning, Text, Resources	DP – 9/6
Week 3 Sep 7-13	Chapters 1 & 2 Lies My Teacher Told Me (LMTTM), Community	DP – 9/13
Week 4 Sep 14-20	Assessment	DP – 9/20
Week 5 Sep 21-27	Chapters 3 & 4 LMTTM, Resources	DP – 9/27
Week 6 Sep 28 - Oct 4	Differentiation	DP – 10/4
Week 7 Oct 5-11	Chapters 5 & 6 LMTTM, Technology	DP – 10/11
Week 8 Oct 12-18	Web Quests, Ethics	DP – 10/18 Web Quest (Drop Box)
Week 9 Oct 19-25	Chapters 7 & 8 LMTTM, Integrated Lessons, Checkup on Community Outreach	DP – 10/25 Checkup (Drop Box)
Week 10 Oct 26 - Nov 1	Virtual Fieldtrips	DP – 11/1, Google Earth Scavenger Hunt (Drop Box)
Week 11 Nov 2-8	Chapters 9 & 10 LMTTM, Current Events	DP – 11/8
Week 12 Nov 9-15	Position Papers Due	Papers turned into Drop Box by 11/15
Week 13 Nov 16-22	Chapters 11, 12, & 13 LMTTM, SS in your current or future classroom	DP – 11/22
Week 14 Nov 23-29	<u>Thanksgiving</u>	
Week 15 Nov 30 Dec 6	Community Outreach Project Due	Turned into Drop Box & TK20 – 12/6
Week 16 Dec 7	Unit Plans Due	Turned into Drop Box – 12/7 MONDAY