Central Michigan University
Social Studies Methods
Spring 2010

Department: Political Science

Course Number and Title: PSC 405 Social Studies Methods

Instructor’s Name: Karen L. Nielsen
Office No: 244 - Office Hours: 1 -3 Mondays or by appointment on Mondays. I usually get to campus around 12:00 pm so if you need to see me come by or call.

Phone No. Office: 774-3442
Home : 231-843-4248
E-Mail: Niels1kl@cmich.edu or kniel@charter.net

Course Description and Structure
This course prepares students to teach social studies effectively in secondary schools. Class sessions, readings and assignments emphasize philosophy and practical teaching of social studies. The course is designed to help the student:
1. Understand and articulate a philosophy of social studies education.
2. Define social studies, and differentiate between its various discipline.
3. Identify available resources useful in the teaching of social studies and assess their usefulness.
4. Learn the elements of curriculum, course, unit and lesson planning.
5. Define, evaluate and implement a variety of teaching strategies, including questioning, discussion, interactive lecture, reading and writing in social studies, collaborative learning, group work and various inquiry methods.
6. Understand and integrate a variety of teaching methods and resources into your own teaching strategies.
7. Define, evaluate and implement a variety of evaluation techniques to assess student learning
8. Understand the Standards and Content Expectations developed by the State of Michigan.
9. Reflect on the teaching process and make connections between your coursework and successful teaching practice.

Since you have all had or will have the History methods course – this course will focus on the teaching and materials for American Government, Economics, and Geography.

This course will be conducted through a combination of lectures, discussions among the class and in small groups, and student presentations. I expect you will actively participate in class through raising questions, answering questions, contributing to discussion, being prepared for presentations and commenting on what is going on in class in a positive manner. (I could bring a stuffed animal to class each week and that animal would meet the attendance requirements but not the participation requirements)

General Course Requirements
1. Completion of required reading
2. Active and thoughtful participation in class discussion and activities
3. Attendance at all classes
4. Completion of reflective essays (2 pages each)
5. Completion of annotated curriculum guide for unit plan.
6. Completion of a unit plan.
7. Completion of two lesson plans (related to your unit plan), one for a Middle School classroom and one for a High School classroom.
8. Teaching mini lessons to the class - with instructor and class feedback
9. Quizzes
10. Professional Journal Articles
Attendance and Lateness
The core of this course is student discussion and interaction. Therefore attendance is critical for this course. You should think of this course not just as another grade on your transcript - but as part of your training for your chosen professional career. Excessive absences and chronic tardiness are considered unprofessional. Attendance at class is required and I expect you to arrive on time. If you are absent more than twice during the semester, I will deduct points from your final grade for each unexcused absence. Failure to attend class will result in a lower course grade. (Moral of the story: attend class and be on time.....)

Required Texts and Reading:

Dyson, Thomas, Gross Richard, and Berson Michael: *Designing Effective Instruction For Secondary Social Studies*
Kottler, Ellen & Gallavan, Nancy: *Secrets to Success for Social Studies Teachers*

Texts on Reserve in the Library
*Magruder's American Government*
*Economics Principles in Action*
*World Geography Building a Global Perspective*

Additional Text Material: What I am listing are materials you may want to look into before you get that first job.

Johnson, Lou Anne: *Teaching Outside the Box*
Wiggins, Grant and McTighe Jay: *Understanding By Design* and *Understanding By Design Professional Workbook*
Singer, Alan J.: *Teaching to Learn, Learning To Teach*
Singer, Alan J.: *Social Studies For Secondary Schools*
Social Science Education Consortium, Inc.: *Teaching the Social Studies and History in Secondary Schools*
Zevin, Jack: *Social Studies For the Twenty-First Century*

Electronic Devices: There are to be no electronic devices in this classroom: cell phones, Blackberry’s, lap top, tape recorders etc. If I observe any electronic device being utilized in class it will result in a substantial loss of class participation points. If you need accommodation because of a disability please see me.

Required Assignments:

All required assignments are due at the beginning of class. Late assignments will be dropped one full grade for each day late and some assignments will not be accepted late. No required assignment will be accepted after one week from the due date.

1. Reflective essays (2 pages each); these will be based on your reading assignments and class discussion. These are designed to get you to critically assess a topic.
2. Annotated web site guide for a unit plan; each student will choose a topic for social studies curriculum and compile an annotated bibliography of materials needed to teach that topic.
3. Unit Plan: each student will plan a complete unit to teach his/her chosen topic.
4. Two lesson plans one for a middle school classroom and one for a high school classroom, each student will complete two formal lesson plans, which include goals and objectives, teaching strategies and assessment of learning. (the 1st will be a daily lesson plan – the 2nd a unit plan)
5. Teaching a “mini/micro” lesson to our class.
6. Professional articles review (5)
7. Assorted social studies lesson activities.
All papers must be word processed in 10 or 12 point fonts and double spaced. When appropriate, papers must include footnotes or end notes in a standard citation form. All major assignments will be evaluated using a rubric that I will give you.

**Class Participation:**
Your participation in class discussions and group activities is an extremely important part of this course. I expect you to make thoughtful and regular comments on reading, comments from other students and myself. I particularly want you to relate what you are learning in this course. You should also adhere to acceptable procedures of classroom civility. Please check the Code of Student Rights, Responsibilities & Disciplinary Procedures.

**Evaluation/Grades**

Active Participation and Attendance (5 pts per week)
Reflective Essays (30 pts each)
Annotated Curriculum Guide (100 pts.)
Course Outline (50 pts)
Unit/Lesson Plans/ Micro Teaching (100 pts)
Professional Journal Reviews (50 pts)
Quizzes (10 pts. each)
Lesson Assignment (10 pts. each)

**Grade Percentage Equivalents:** you must have a C or better to meet the department requirement.

100 – 96% A
95 – 90% A-
89 – 87% B+
86 – 83% B
82 – 80% B-
79 – 77% C+
76 – 73% C
72 – 70% C-
69 – 67% D+
66 – 63% D
62 – 60% D-
59% and below E

**Academic Integrity:** Please make sure you check the Student Code of Conduct to which you will be held accountable. (as an “old” social studies teacher my comment always was and will be “ignorance of the law is no excuse.”)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| January 11<sup>th</sup> | Introduction:  
Student Expectations  
How to Begin a Class Activity/ Stoepenberg Camp  
**Assignment:** How to Introduce Your Topic to Your Students. Due 1/25  
**Read:** Dynneson Chap 1 & 2 and Secrets Chapter 2 for next week |
| January 25<sup>th</sup> | State Benchmarks  
MME - What are You Required to Teach  
What is Social Studies: Dynneson Chap 1 & 2  
**Prepare Course Outline:** use either traditional - 4 or 8 block or trimester system;  
describe what type of social studies unit you intend to create.  
**Read:** Dynneson Chap 3 & 4 for next class;  
**Quiz** |
| February 1st | How Do Students Learn  
Learning Styles Inventory/Multiple Intelligences/  
In class create an assignment focusing on Multiple Intelligences in groups  
**Read:** Dynneson Chap 5, 6 and 8 and Secrets Chap 3  
**Quiz**  
**Start working on Annotated Curriculum Guide** |
| February 8<sup>th</sup> | **Annotated Curriculum Guide Due**  
Presentation of what you believe is the most outstanding site.  
**Preparing Lesson Plans - What Do You Want Them to Learn**  
**Understanding and Using**  
1. Behavioral Objectives what are they and why are they important?  
2. “Big Ideas and Essential Questions”  
3. “Backward Design”  
**Quiz**  
Dynneson Chap 9& 10 - |
| February 15th | **Preparing Lesson Plans - What Do You Want Them to Learn continued**  
Unit and Daily Lesson Plans – time to work in the lab  
**One Day lesson plan due Monday February 22nd**  
**Quiz**  
Dynneson Chap 5 - and Secrets Chap 7 |
| February 22nd | Micro Teaching: (you will be presenting the first 5 – 10 minutes of your lesson to the  
class) **you are to teach not explain** – make sure you have all materials and  
technology that you need. |
| March 1st | Micro Teaching |
| March 15th | **Teaching and Evaluation Strategies**  
Class Room Methods and Techniques  
**Writing Across the Curriculum**  
What is It?  
Why is it Important?  
**John Collins Writing Format**  
Dynneson Chap 13 & 14 and Secrets Chap 6  
Reminder Journal Article Critiques due March 29<sup>th</sup> (don’t leave to last minute) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22nd</td>
<td><strong>Class Room Methods and Techniques Continued</strong></td>
</tr>
<tr>
<td></td>
<td>- Video</td>
</tr>
<tr>
<td></td>
<td>- Technology</td>
</tr>
<tr>
<td></td>
<td>- Textbooks</td>
</tr>
<tr>
<td></td>
<td>- Games - Review – Simulations</td>
</tr>
<tr>
<td></td>
<td>- Projects</td>
</tr>
<tr>
<td></td>
<td><strong>How to Utilize Video in Your Classroom</strong> - Video Assignment for (3/29)</td>
</tr>
<tr>
<td></td>
<td>Teaching Students With Special Needs -</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Secrets Chap 10</td>
</tr>
<tr>
<td></td>
<td>Remember Journal Article critiques due next week</td>
</tr>
<tr>
<td>March 29th</td>
<td>Video Activity Due – Presentation of video material</td>
</tr>
<tr>
<td></td>
<td>Continue Classroom Methods and Techniques Teaching Students With Special Needs</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Journal Article Critiques (5) due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CDV Assignment Explanation</strong></td>
</tr>
<tr>
<td></td>
<td>Wiggins Chap 10 and 12</td>
</tr>
<tr>
<td>April 5th</td>
<td><strong>CDV Assignment Due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Finish</strong> Classroom Methods and Techniques</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Secrets Chap 11</td>
</tr>
<tr>
<td>April 13th</td>
<td>Preparing Unit Lesson Plan Activity</td>
</tr>
<tr>
<td>April 19th</td>
<td>Micro Teaching</td>
</tr>
<tr>
<td>April 26th</td>
<td>Micro Teaching</td>
</tr>
<tr>
<td>May 3rd</td>
<td>Final Exam ; on blackboard to be submitted electronically by 6:00 pm</td>
</tr>
</tbody>
</table>

The Topics and Assignments portion of this syllabus is intended to be a guide – there may be topics, concepts and concerns that arise during the semester and adjustments might need to be made.