

SYLLABUS
EDUC 343
CULTURE AND COMMUNITY
(THE TEACHING OF SOCIAL STUDIES)
SPRING 2016
BUCKNELL UNIVERSITY
DEPARTMENT OF EDUCATION

PROFESSOR:	R. Henne-Ochoa, Ph.D.
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CLASS TIMES:	Monday, 2:00 – 4:52 am
CLASS LOCATION:	Biology 102
OFFICE HOURS:	I am always accessible by appointment, or just drop by my office (Olin 461A). I am there a lot! To make an appointment, please send me an email with possible days and times you can meet.

I. COURSE SCOPE AND PURPOSE

A. Introduction

This course is about the art and science of teaching (pedagogy) public school subjects called “social studies.” It is intended to help build the understandings, knowledge, and skills of the teacher candidate. The students will acquire an understanding of the content and methodology of social studies. They will also organize this information for instruction and teach it.

Teaching social studies is complex and challenging work. This course will not sort out that complexity entirely, but it will provide you with opportunities to make sense of, and work effectively within, the complex world of the classroom. I will help you build enduring understandings of the nature of teaching social studies.

Much of the responsibility for making this class—any class—worthwhile rests on your shoulders. What will *you* do to ensure that you leave this course feeling well prepared for teaching social studies?

B. Essential Questions

Readings and assignments in this course address aspects of the complexity of teaching through the course’s essential questions:

- How do people learn?
- What should people learn?
- How do we create opportunities for learning?

- How do we measure what people have learned?
- How do we connect these four issues?

C. Supporting Questions

Over the course of the semester, I will work with students to uncover answers to the following supporting questions:

- What is “social studies”?
- How do we achieve excellence in social studies instruction?
- What is “powerful and authentic social studies”?
- What are the relevant state and national standards (thematic, disciplinary, and pedagogical) for social studies?
- How do we meet state and national social studies standards?
- How does the teaching of different disciplines (history, geography, economics, etc.) compare and contrast?
- How do I teach to the diversity of my classroom?
- What are the most important social studies topics, skills, and concepts to teach?
- How do I know if my social studies instruction is effective?
- How do I determine my students’ (mis)understandings in social studies, and how do I use that information to guide instruction?

D. Topics

- Assessing student understanding
- Using assessment to guide instruction
- Instructional planning
- Approaches to social studies through constructivist learning and the “essential characteristics of powerful social studies” (NCSS)
- Integrating social studies with other curricula (and meeting state and national standards)
- Issues in social studies education (e.g., resources, controversial issues, multicultural and gender-fair perspectives, and character and values education)
- Teaching social studies at different grade levels
- Professional development resources

E. STRATEGIES AND PROCEDURES

We will meet the objectives through field placement experience, discussion, readings, written assignments, watching video recordings of social studies in action, teaching lessons, and reflection.

To obtain practical experience applying the social studies strategies learned in class, you are expected to fulfill an intense and extensive field placement

requirement in a local school/educational setting. You will observe and assist teachers and students in a variety of ways to support their development.

1. Primary Goals of Field Placement

- *Develop ability to discern qualities of teaching and to reflect on how these qualities relate to effective teaching*
- *Develop teaching skills that successfully build understanding of big ideas*

2. Objectives of Field Placement

- *Critically assess the teaching of social studies*
- *Critically evaluate how and to what extent a social studies lesson is meaningful, integrative, values-based, challenging, and includes active learning*
- *Deliver instruction – if/when mentor teacher allows you – based on principles of effective teaching and powerful social studies instruction*

II. READINGS

A. Required Texts

National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. Bulletin 111. Washington, DC: National Council for the Social Studies.

Wiggins, G., and J. McTighe. (2005). *Understanding by Design, Expanded 2nd ed.* Alexandria, VA: Association for Supervision and Curriculum Development.

The specific readings may be different for different students in the class, as the class may have both elementary and secondary teacher candidates. Please refer to the latest version of the weekly schedule for the readings that are to be discussed in class. Depending on our particular needs, I will assign additional readings and videos not listed on the schedule.

B. Reading for Understanding

In this course, you will read all assigned texts for understanding, not recall or memorization.

Strategies that will help you read for understanding:

1. Summarize. Develop brief summaries of the passage you just read.
2. Question. Generate provocative questions that address important ideas (as opposed to minor details) in the passage you just read. (Please see the document *What is a provocative question?* located on the Moodle site for

this course.)

3. Clarify. Identify passages or ideas that are unclear or confusing to you and write down questions that might help resolve your confusion.
4. Apply. Figure out how the main ideas in the text can be used to describe or explain the world around you.

III. PROFESSIONAL MEMBERSHIPS

In addition to the required and recommended texts, I strongly encourage all members of this class to join the National Council for the Social Studies (NCSS), a professional organization with excellent resources to support your development and career.

IV. ASSIGNMENTS AND ASSESSMENT

NOTE: Each written assignment is to be submitted electronically via Moodle as a Microsoft Word document.

A. Reader Response and Questions from Readings (20%)

1. Primary Goals
 - *Prepare for informed class discussion*
 - *Improve writing and critical thinking skills*
2. Objective
 - *Critically analyze issues pertaining to the teaching of social studies using course readings as the basis for that analysis*

For this category of assessment, there are two types of assignments: (1) Reader Response, and (2) Questions from Readings. See below for what you are to do for each type of assignment. One of the primary purposes of the Reader Response and Questions from Readings assignments is to prepare you for class discussion. So, you should bring your Reader Responses or Questions from Readings (whichever is due) with you to class.

Reader Response:

When I read your Reader Responses, I will ask myself the following questions:

- *Is it clear you did all of the reading?*
- *To what extent did you answer the question(s)?*
- *Do you make meaningful connections to the big ideas of this course?*
- *Is it focused? (Do you get right to the point and stay on it?)*
- *Is it well written?*

The rubric for evaluating Reader Responses is on the Moodle site for this course. Also consider the above section titled “Reading for Understanding” for a RR format that will increase your comprehension of the readings.

Questions from Readings:

For each Questions from Readings assignment you are to write 3 questions for each chapter or article assigned. You should provide adequate context for each question so that it is clear to others what issues you are raising and why they are important. Your questions should be substantive, that is, formulated and answerable only through deep engagement with the material. They should not be predictable, formulaic, or easy to answer.

When I read your Questions from Readings, I will ask myself the following questions:

- *Is it clear you did all of the reading?*
- *Does each question have adequate context so that it is clear what issues you are raising and why you think they are important?*
- *Are your questions open ended and likely to stimulate classroom discussion?*
- *Do your questions demonstrate deep, critical engagement with the material?*

The rubric for evaluating Questions from Readings is on the Moodle site for this course.

B. Critique of Expert Social Studies Teacher (5%)

1. Primary Goal

- *Develop the ability to critique a social studies lesson according to the five key elements of powerful and authentic social studies instruction*

2. Objectives

- *Identify key elements of powerful and authentic social studies instruction in a video recording of a lesson taught by an experienced social studies teacher*
- *Critically evaluate how and to what extent a social studies lesson is meaningful, integrative, values-based, challenging, and includes active learning by watching a video recording of it in action*

For this assignment, you will watch a lesson from the collection available as streaming video on Moodle.

Follow these steps:

1. Watch the video of the lesson you selected. While watching the video, take notes on what you observe.

2. Analyze the lesson drawing upon what you have learned in this class about teaching social studies.
3. Write up your analysis. Your write-up should be clear, concise and insightful and should not exceed 2,500 words.

The rubric for evaluating your Critique of Expert Social Studies Teacher assignment is on the Moodle site for this course.

C. Interdisciplinary Unit Plan (35%)

Primary Goal: *Develop skills and understandings required to implement instruction and assessment that successfully builds understanding of big ideas*

Objective: *Design a unit of instruction and accompanying assessments that, when implemented as designed, build understanding of big ideas in the discipline(s) and meet the social studies standards for which it is intended*

You will prepare one interdisciplinary unit plan. The unit plan must be structured based on the guidelines presented in class and the *Understanding by Design* (UbD) model. The unit plan should pass the UbD design standards (UbD p. 28). You will need to create five individual lesson plans as part of your unit plan. You should be sure to organize instruction (the “O” in WHERETO of UbD) for optimal learning. Also, be sure to reference the appropriate NCSS standards as well as the Pennsylvania Department of Education standards in Stage 1 of your unit plan.

Your unit plan should include all materials needed to assess the strength of the unit, including those materials you develop yourself (i.e., handouts, worksheets, rubrics, etc.). I will give you a more detailed description of the unit plan assignment once we get into *Understanding by Design*, including a template, examples, and design standards.

The rubric for evaluating your unit plans is on the Moodle site for this course.

D. Participation (30%)

1. Primary Goals
 - *Develop knowledge, skills, and understandings required to critique readings, unit plans, lessons taught and videos*
 - *Develop teaching skills that successfully build understanding of big ideas*
2. Objectives
 - *Deliver instruction based on principles of effective teaching*
 - *Critically evaluate how and to what extent a social studies lesson is meaningful, integrative, values-based, challenging, and includes active learning*

- *Develop critical friendships*

Throughout the semester you will develop the ability to critique your own work and the work of others. You will do so through group activities we do in class and through your contributions to in-class discussions. One such activity is **Practice Teaching**.

For **Practice Teaching**, you will prepare written lesson plans and teach to our class at least one social studies lesson from your unit plan. During your allotted time you will teach your lesson and then receive oral feedback from the rest of the class. As “students” for your lessons, the rest of the class will assume the role of whatever age group your lesson targets. For example, if you prepare a lesson for kindergarteners, we will pretend to be kindergarteners! I will provide additional details about the Practice Teaching assignment in class.

You will be responsible for creating and/or obtaining your teaching materials (books, handouts, maps, globe, charts, etc).

At the end of the semester, you will complete a Participation Self-Evaluation Form, which is to include the final participation grade you propose and a rationale for that grade. The form for this self-evaluation is on Moodle. Once you submit your completed form, I will then assess your proposal according to the criteria on the form, resulting in your participation grade.

Please read the Participation Self-Evaluation Form early in the semester so you know what I expect in terms of participation quality.

E. Reflections on Practice Teaching Presentation (10%)

Once you have taught one of the lessons from your unit plan to your peers, you will reflect upon the quality of your planning and teaching. For this assignment you will create a Prezi presentation (www.prezi.com) to address the following elements:

- Summarize the interdisciplinary unit and lesson taught
- Discuss and explain the goals for teaching the interdisciplinary unit and the lesson taught
- Justify choices of teaching strategies, etc., using current research on how individuals learn and the elements of powerful and authentic social studies instruction
- Reflect upon both the strengths and weaknesses of the lesson taught using specific evidence
- Describe necessary modifications to the lesson taught using specific evidence from the teaching experience
- Justify why these changes are important using research on how individuals

learn and the elements of powerful and authentic social studies instruction

For this course, this assignment will be graded on the strength of the critique, not on the strength of the teaching.

F. Electronic Portfolio Reminder

If you are expecting to seek teaching certification you should remember that you must present electronic portfolios reflecting your development as a teacher to fulfill certification requirements. The portfolio exhibition will take place at the end of the semester in which you student teach. Exemplary work completed during your courses, including this one, that demonstrates your content expertise, your understanding of the nature of learners, or your understanding of yourself as a future teacher should be retained for inclusion in your program portfolio. Thus, **save all work you do for this course because you may want to use it in your electronic portfolio.**

G. Attendance

By enrolling in this course, you have made a decision to attend class every time it meets. If you do have to miss class, I will assume you made the best choice for you. Of course, you will still be responsible for whatever happens during the class period you miss. Since you will not be able to participate in whatever activities we do in class if you are absent, I expect you to find out from your peers what we did, why we did it, and what we learned. Moreover, absences are accounted for in your participation grade (please see the Participation Self-Evaluation form).

H. Grades

Grades for EDUC 343 will be weighted as follows:

Assignment	Weight
Reader Response/Questions from Readings	20%
Critique of Expert Social Studies Teacher	5%
Unit Plan	35%
Participation	30%
Reflections on Teaching Presentation	10%
Total:	100%

I. Grading Scale

I will determine grades according to a criterion-referenced method (not “on the curve” or norm-referenced method). Therefore, it is possible for everyone in this course to earn 100 percent of the total points possible.

Letter grades by percentage of total points earned on all graded course assignments:

A 93-100	B 83-86.99	C 73-76.99	F 0.00-59.99
A- 90-92.99	B- 80-82.99	C- 70-72.99	
B+ 87-89.99	C+ 77-79.99	D 60-69.99	

VI. ADA ACCOMMODATIONS

Any student who may need an accommodation based on the impact of a disability should contact me privately to discuss the specific needs. Please contact Heather Fowler, Director of the Office of Accessibility Resources at [570-577-1188](tel:570-577-1188) or hf007@bucknell.edu who will help coordinate reasonable accommodations for those students with documented disabilities.

VII. FERPA

Federal law (the Family Educational Rights and Privacy Act, or FERPA) gives you and me certain rights and responsibilities regarding your academic records. Basically, what I want you to know is that I must keep all academic information about you (e.g., grades) private; I can't talk about your performance in this course with anyone but you—even your parents—without your written permission. So, if you have concerns about your performance in this course, please discuss them with me directly.

(For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

VI. BUCKNELL UNIVERSITY EXPECTATIONS FOR ACADEMIC ENGAGEMENT

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work.

VII. ACADEMIC RESPONSIBILITY

You should know that I am required by the university to report any suspected academic dishonesty. In fact, I have *no choice* in the matter; if I think there might be an instance of academic dishonesty, I am not allowed to handle it myself—I must report it to the administration. Please see the Bucknell University Honor Code for a discussion of academic honesty and dishonesty: <http://www.bucknell.edu/x1324.xml>