

ED 339: Techniques in Secondary Education—Social Studies

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Course Description

This is a course that prepares you for the middle and secondary school social studies classroom. It will provide you with an intellectual foundation for teaching social studies as well as methods, approaches, and best practices for ensuring quality student education.

Let me tell you what this class is not. It is decidedly **not a lecture** course. My role as the instructor is to help students reach the course objectives and serve as a guide to get you there. I will rarely (or never) create presentations for you or lecture. I will, at times, go before you and map ideas on the board or guide discussion in a more directed way. But in general, this course will be delivered as a series of seminars on readings and small-group activities/workshops on techniques and skills necessary to designing and implementing a social studies curriculum. This means that you must be prepared for class by having completed the readings and assignments and being prepared to discuss them professionally.

Course Learning Outcomes:

By the end of this course, students should be able to:

- 1) Explain what social studies is; analyze why it matters in education, civic society (national and global), and lifelong learning; and develop a teaching philosophy that addresses these aspects of social studies education.
- 2) Analyze what makes an effective social studies curriculum and design a curriculum portfolio that delivers a rigorous, balanced, and standards-based social studies program relevant to diverse student learners and society.
- 3) Locate and evaluate appropriate, relevant, and effective resources for quality instruction.
- 4) Analyze and explain highly effective teaching strategies in social studies education and demonstrate them in curriculum design.

Required Materials:

Textbook:

There is no textbook for this course. You do not need to purchase the textbook currently for sale in the bookstore. If you already purchased it, return it and get a refund.

Articles on Canvas: You will be required read articles and bring them to class to discuss. These will be available on Canvas. They are noted in the schedule below with an asterisk (*). There are lots of readings for this course that you will be discussing. Please be sure to mark a significant portion of time in your week to complete these.

A really important note about the reading materials in this course: You have one of two reading choices for the readings in this course: You can 1) print out the articles in hard copy, or 2) obtain and read electronic versions of the articles. If you choose option number 2 there are caveats. First, the only electronic devices permissible for the readings are laptops or ipad-type readers. No cell phones! I am strict of this. Second, you must bring your device with you on the day that we discuss those readings. This is the price you pay for going electronic. Understand? Good.

Assignments:

Teaching Blog:

Each week you will post a detailed response to the week's readings using the Canvas discussion tool. I've called this a teaching blog because that is how I want you to approach these assignments. Making notes and thinking about teaching is good practice for becoming a reflective, thoughtful, and effective teacher. Each response should summarize the content and analysis of the week's reading, contain a statement explaining why they are important and how they inform teaching social studies. Consideration should also be given to your own background, ideas, and other things you've found, like websites, sources, news clippings etc. Make it useful for you!

All students will be reading these. During the semester you must respond to **at least five** other blog entries from other students.

Your responses are due by noon on our scheduled class meeting day.

Curriculum Portfolio:

You will develop and design a curriculum portfolio that includes the following: a year-long curriculum map, unit plan, lesson plans, teaching notes, and formative and summative assessments. You will submit this to me on the day you deliver your presentation.

Curriculum Portfolio Presentation:

You will present your curriculum portfolio to the class in a 15-minute presentation. Your presentation will include:

- 7-8-minute teaching demo.
- 3-minute assessment of your work.

- 2-3 minutes allotted for class feedback.
- A professionally presented (bound, for example) copy of your curriculum portfolio.

Final Exam Teaching Philosophy Paper:

The final exam will require you to write a one-page teaching philosophy. Included with the philosophy will be another 2-3 page essay that describes what you learned from this course and its readings and how they influenced your approach and philosophy of social studies education. This will be due at our scheduled final exam time and will be a take-home assignment.

Class Participation:

This course is reading-heavy and requires serious analytical thinking. Consequently, it is imperative that you attend class and actively engage in discussions and group work. For each class, you will be required to complete all the readings and come prepared to discuss them cogently with your peers. See rubric below.

Practicum and Practicum Journal:

A major requirement of this class from DPI is for all students to do a **50-hour practicum** in the secondary classroom. This practicum experience can be done in a public or private secondary classroom. You also have the opportunity to seek a teacher who would be willing to take you on for a semester as a practicum student. You will be responsible for finding your own practicum placement. If after attending the practicum fair and you still can't find a placement you need to contact the SOE's Cathleen Olds, who is in charge of finding students a practicum. Please let me know as soon as possible. If there would be any problems that do arise later on during the practicum, please inform me ASAP and also Cathleen Olds. We will have plenty of time to discuss your observations during our regularly scheduled class time.

As part of your practicum, you are required to keep a journal that contains reflections and thoughts based on your experiences in the classroom. This journal should be sufficient to record your experiences over the course of 50 hours. How long does the journal need to be? IDK. It just needs to reflect your 50 hours of observation. This will be due during our final meeting time (i.e. the final).

Note: You must complete all assignments for this class or you will receive an "incomplete" or fail this class.

Note 2: Late assignments will be docked a third of a grade for every day late.

Rubric for Discussion Participation in Class

	Excellent "A"	Proficient "B"	Developing "C"	Unacceptable ">C"
Frequency	Student frequently initiates conversation in every class.	Student initiates contribution once in each class.	Student contributes only every few classes.	Student does not initiate contribute and requires professor to solicit input.

Quality	Comments are always insightful, constructive, and demonstrate clear engagement with class material. Always employs appropriate terminology.	Comments are mostly insightful, constructive, and demonstrate engagement with class material. Frequently employs appropriate terminology.	Comments are sometimes constructive with signs of engagement and insight. Terminology and comments not always relevant to discussion.	Comments are uninformative, lacking appropriate terminology, and demonstrate lack of engagement with class material.
Listening	Student listens attentively and builds upon remarks of others.	Student mostly attentive and usually builds upon remarks of others.	Student is often inattentive and requires reminders to stay focused. Student sometimes disruptive.	Student does not listen to others, does not pay attention, and/or detracts from the discussion.

Grades:

Teaching Blog: 15%
Curriculum Portfolio: 30%
Curriculum Portfolio Presentation: 10%
Final Exam Teaching Philosophy Paper: 20%
Class Participation: 10%
Practicum and Practicum Journal: 15%
Total: 100%

Grading Scale (percentage):

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

Other Stuff:

Attendance: I will record attendance. Absences will be unexcused except in extraordinary circumstances, which will require a note from an authority explaining the absence. If you miss an assignment for a class in which you have an excused absence, you must make every effort to make up any missed assignments within a reasonable amount of time. Students who miss more than two classes will be deducted 2/3 of a grade and extra 2/3 for each absence thereafter.

Related to absences: I find it incredibly rude for students to leave in the middle of class. If, for some legitimate reason, you need to leave class early, I would appreciate the common courtesy of letting me know before class begins. Students who leave class without permission will be docked attendance for that class.

Late Work: Stuff happens. Sometimes life takes priority over schoolwork. If something comes up and you need to miss a class or cannot finish an assignment on time, let me know immediately. I do not always grant extensions on assignments, but I do try to be flexible. It is imperative, therefore, that when incidents arise you do your diligent best to keep me informed.

Electronics: All electronics must be turned off during class, unless instructed by me to use them. These include cell phones, laptops, and tablets. In some cases, laptop use may be permitted if the student has an accommodation approved by the Disability Services Office (see below).

Plagiarism: For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, ***Student Academic Standards and Disciplinary Procedures***, pages 5 -10, for the disciplinary possibilities if you are caught cheating. I will vigorously pursue all incidents of plagiarism. Also I use turnitin.com for the essays.

Equal Educational Opportunities: If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6th Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Writing/Reading Help: This is a reading and writing intensive course. If you need help you can visit the Tutoring and Learning Center in the basement of the Library. They are there to help you with papers etc. This is totally free! Their webpage is <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>. You can also call them to make an appointment at (715) 346-3568.

Notice on Copyright of Course Material: As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material that I have created onto course-sharing websites directly violates my copyright on my academic materials.

***Note: I reserve the right to alter this syllabus for any reason.**

Schedule:

	Topic	Question	Readings
Week 1	Course Introduction	Why are you here?	
Week 2	Why Social Studies Matters	<p>What is social studies and why does studying it matter?</p> <p>What are the issues involved in creating a rigorous, effective, and useful social studies curriculum?</p>	<p>* Thorton, <i>Teaching Social Studies that Matters</i>, Introduction and Chapter 1.</p> <p>* Barton and Levstick, <i>Teaching History for the Common Good</i>, chs.1- 2.</p> <p>* Grossman, "Whose Memory? Whose Monuments?"</p> <p><i>New York Times</i>, "Confederate Monuments are Coming Down across the United States." Article here.</p>
Week 3	Standards	<p>What are standards and why are they so important?</p> <p>What is the difference between a curricular framework and content standards?</p> <p>How should we approach and teach standards?</p>	<p>* Wisconsin Standards for Social Studies</p> <p>* The C3 Framework for Social Studies State Standards, beginning to 21.</p>
Week 4	Cognitive Levels	<p>What are cognitive levels and how do they inform teaching and the development of learning objectives?</p>	<p>* Wineburg and Schneider, "Inverting Bloom's Taxonomy" <i>Education Week</i>.</p> <p>* Anderson et al., <i>A Taxonomy for Learning, Teaching, and Assessing</i>" beginning through ch. 5.</p> <p>Bloom's Taxonomy Verb Chart here.</p>

Week 5	Curriculum Mapping and Backwards Design	What are the most effective ways to design a curriculum?	<p>* Wiggins & McTigh, <i>Understanding by Design</i>, Introduction, ch1- 4.</p> <p>* Stiggins, et al, <i>Classroom Assessment for Student Learning</i>, ch. 3.</p>
Week 6	Assessment	<p>How do I know if my students are learning?</p> <p>What is assessment and how do I effectively do it?</p> <p>What is fair assessment?</p>	<p>* <i>C3 Framework</i>, 59-64</p> <p>* Wiggins & McTigh, <i>Understanding by Design</i>, Introduction chs 5-6.</p> <p>* Zevin, <i>Social Studies for the Twenty-First Century</i>, ch. 8.</p>
Week 7	Unit Planning	<p>What is a unit and how do I incorporate them into the curriculum?</p> <p>What is the most effective way to design a unit plan?</p>	<p>* Wiggins & McTigh, <i>Understanding by Design</i>, chs 7-9.</p> <p>* Zevin, <i>Social Studies for the Twenty-First Century</i>, ch. 7.</p> <p>* <i>C3 Framework</i>, 23-51.</p>
Week 8	Lesson Planning and Inquiry-based Learning	<p>What are the components of an effective lesson plan?</p> <p>What is inquiry-based teaching and why should I use it?</p>	<p>* Lemov, <i>Teach Like a Champion</i>, ch.3.</p> <p>* <i>C3 Framework</i>, 52-64 and Appendix A: "Disciplinary Inquiry Matrix."</p> <p>* Barton and Levstick, <i>Teaching History for the Common Good</i>, ch. 10.</p> <p>* Wineburg, Martin, and Monte-Sano, <i>Reading Like a Historian</i>, ch 4 "Columbus Day: 1892, Not 1492."</p> <p>What is an Inquiry Lesson? Teachinghistory.org</p>
Week 9	No class.		

Week 10	Sources and Literacy	<p>Are textbooks useful sources for teaching?</p> <p>Why should I use primary sources?</p> <p>What is “literacy” and how do I teach it?</p>	<p>* Loewen, <i>Teaching What Really Happened</i>, Introduction.</p> <p>* Wineburg, Martin, and Monte-Sano, <i>Reading Like a Historian</i>, ch 8 “To Blink or Not to Blink: The Cuban Missile Crisis.”</p> <p>Cronon, “How to Read a Landscape” personal website here. (Skim this, but make sure you get the jist of his methods and approach.)</p> <p>Pesick, “Building a Conversation between Textbooks, Students, and Teachers.” Teachinghistory.org here.</p> <p>“Four Reads: Learning to Read Primary Documents.” Teachinghistory.org here.</p> <p>NPR Radio segment, “How Textbooks Can Teach Different Versions of History” here.</p>
Week 11	Digital Literacy	<p>How do we find high quality sources online?</p> <p>How should we use digital sources in the classroom?</p>	<p>Browse the website reviews at teachinghistory.org and be prepared to discuss a couple of them. Link here.</p> <p>* Beal and Bolick, <i>Teaching Social Studies in Middle and Secondary Schools</i>, ch. 9 “Using Technology to Enhance Social Studies.”</p>
Week 12	Social Justice, Diversity, & Global Awareness	<p>What is global awareness and why should all citizens have it?</p> <p>What is democratic citizenship and can it be taught?</p>	<p>* Barton and Levstick, <i>Teaching History for the Common Good</i> chs. 11.</p> <p>* Thorton, “Silence on Gays and Lesbians in Social Studies Curriculum” in <i>Social Studies Today: Research & Practice</i>.</p>

		<p>How do I build a democratic community in the classroom?</p> <p>What is meant by a multicultural social studies curriculum?</p> <p>What is diversity and why does it matter to education?</p>	<p>* Merryfield and Kasai, "How are Teachers Responding to Globalization?" in <i>Social Studies Today: Research & Practice</i>.</p> <p>Stearns, "Teaching the United States in World History" AHA website here.</p> <p>Greene, "Internationalizing History" teachinghistory.org here.</p>
Week 13	Presentations		
Week 14	Presentations		
Week 15	Presentations		
Final	Teaching Philosophy and Practicum Journal Due		