

**Central Michigan University**  
**Social Studies Methods**  
**Fall 2008**

**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 11:00 am so if you need to see me come by or call.

Phone No.     Office: 774-3442  
                  Home : 231-843-4248 ( rule of 3's)

E-Mail: [Niels1kl@cmich.edu](mailto:Niels1kl@cmich.edu) or [nielsenkl@verizon.net](mailto:nielsenkl@verizon.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 and MME writing prototype
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 one time.....)

## **Required Texts and Reading:**

Dynneson Thomas , Gross Richard, and Berson Michael: Designing Effective Instruction For Secondary Social Studies

## **Texts on Reserve in the Library**

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

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

Stockard, James W.: Handbook for Teaching Secondary Social Studies

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 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. MME prototype Writing Assignment
4. Unit Plan: each student will plan a complete unit to teach his/her chosen topic.
5. 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. (These lesson plans should be part of a larger unit.)
6. Teaching a "mini/micro" lesson to our class. ( we will determine at a later date the length of these presentations.)
7. Professional articles review (10)

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 paper s projects 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 (90 pts.)  
Reflective Essays (25 pts each)  
Annotated Curriculum Guide (100 pts.)  
MME Prototype Writing (100 pts)  
Unit Plan (100 pts.)  
Course Outline (50 pts)  
Lesson Plans (100 pts)  
Micro Teaching (50 pts)  
Professional Journal Reviews (100 pts)  
Final Exam (100 pts)  
Quizzes (10 pts. each)  
Lesson Assignment (10 pts. each) CDv and Video Assignments

## **Grade Percentage Equivalents:**

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.”)**

## Topics and Assignments

August 25th	<p>Introduction:            Student Expectations            "Shift Happens"            Ice Breaker Activity  <b>Assignment: Reflective Essay- Why Do You Think Social Studies Should be Taught in the Public Schools?</b>  <b>Read : Dynneson Chap 1 &amp; 2 for next week</b></p>
Sept. 8th	<p>State Objectives            MME - What are You Required to Teach            What is Social Studies: Dynneson Chap 1 &amp; 2  <b>Prepare Course Outline: use either traditional - 4 or 8 block or trimester system; describe what type of social studies unit you intend to create. Due Sept 15th</b>            Read: Dynneson Chap 3 &amp; 4 for next week            Quiz</p>
Sept 15th	<p>How Do Students Learn            Learning Styles Inventory/Multiple Intelligences            Read Dynneson Chap 5, 6 and 8            Quiz            Start working on Annotated Curriculum Guide</p>
Sept 22nd	<p><b>Annotated Curriculum Guide Due</b>            Presentation of what you believe is the most outstanding site. (Send me your most outstanding site via e-mail so I can compile and give to class.)             Preparing Lesson Plans - What Do You Want Them to Learn            Understanding and Using Behavioral Objectives            "Big Ideas and Essential Questions" "Backward Design"            Quiz            Dynneson Chap 9&amp; 10 -</p>
Sept 29th	<p>Review Lesson Plans – time to work in the lab            Teaching and Evaluation Strategies  <b>One Day lesson plan due (one MS and one HS) non History</b>            Quiz            Dynneson Chap 5 -</p>
Oct.6th	<p>Micro Teaching: (you will be presenting the first 5 – 10 minutes of your lesson to the class) <b><u>you are to teach not explain</u></b></p>
Oct 13th	<p>Micro Teaching</p>
Oct 20th	<p>Class Room Methods and Techniques  <b>Writing Across the Curriculum</b>  <b>What is It?</b>  <b>Why is it Important?</b>  <b>John Collins Writing Format</b>            Writing: Create a prototype writing Assessment for a non History SS class            Dynneson Chap 13 &amp; 14            Reminder Journal Article Critiques due Nov. 13<sup>th</sup> ( don't leave to last minute)</p>

Oct 27th	<p><b>Prototype writing assignment due – use in class</b></p> <p><b>Class Room Methods and Techniques Continued</b></p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Technology</li> <li>• Textbooks</li> <li>• Games - Review – Simulations</li> <li>• Projects</li> </ul> <p><b>How to Utilize Video in Your Classroom</b> - Video Assignment for 11/13</p> <p>Teaching Students With Special Needs - Quiz</p> <p>Remember Journal Article critiques due next week</p>
Nov. 3rd	<p>Video Activity Due – Presentation of video Material</p> <p>Teaching Students With Special Needs</p> <p><b>Professional Journal Article Critiques (10) due 11/3</b></p> <p><b>CDV Assignment Explanation – due 11/10</b></p> <p>Wiggins Chap 10 and 12</p>
Nov. 10th	<p><b>CDV Assignment Due</b></p> <p>Preparing Instructional Unit</p> <p>Unit Plan and Daily Plan</p> <p>Quiz</p>
Nov. 17th	<p>Unit Lesson Plan - Lab Time</p>
Nov. 24th	<p>Micro Teaching</p>
Dec 1st	<p>Finish Micro Teaching</p> <p><b>Reflective Essay: Which of the approaches to unit planning discussed do you think are the most and least effective? Support your position with sound reasoning and evidence from reading and class discussion. due</b></p> <p>Preparing to Student Teach</p> <p>Catching up</p>
Dec 8th	<p>Final Exam</p>

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.