

EDUC 618, Fall 2013

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Chaminade University

O F H O N O L U L U

Semester/Year	Fall 2013
Course Title	Elem. Social Studies Methods
Course Number(s)	EDUC 618
Credit Hours	3
Program	B. S. Elementary Education with K-6 Licensure (Undergraduate)
Class Day/Time	Online: eCollege
Class Location	Online: eCollege
Instructor	The Rev. Dale C. Hathaway
Office Hours	Tuesdays and Thursdays 1:00 - 3:00. I am very happy to see you at other times. Please email me to make an appointment.”
Office Location	Brogan 128
Contact Information	Office: 808-440-4215 Cell: 808-780-2573
Email:	dale.hathaway@chaminade.edu

1 Calendar

Fall 2013 Term:	October 7-December 19, 2013
Registration begins	September 3, 2013
First day of class	October 7, 2013
Last day to register	October 15, 2013
Last day to add/drop	October 15, 2013
Last day to withdraw from class	November 25, 2013
Last day of class	December 13, 2013

Modules	Reading
10/07/13 Introductions	Ch. 1,12
10/14/13 Citizenship	Ch. 2
10/21/13 Standards	Ch. 5
10/28/13 Diversity	Ch. 3
11/04/13 Planning	Ch. 6
11/11/13 Strategies, Learning styles	Ch. 7
11/18/13 Inquiry and Problem solving	Ch. 9
11/25/13 Geography	Ch. 10, 11
12/02/13 Assessment	Ch. 8
12/09/13 Social Studies and Literacy	Ch. 13

2 Course information

2.1 Catalog Course Description:

Focuses on strategies and methods for teaching social studies in the K-6 classroom. Three primary standards are addressed: (a) Change, continuity, and causality; (b) Inquiry, empathy, and perspective; and (c) Historical content. Requires *Observation and Participation*

2.2 O&P

Five (5) hours in an elementary classroom setting (social studies).

2.3 Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

2.4 Program Learning Outcomes

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. Program Learning Outcome 1: **Content Knowledge** (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
2. Program Learning Outcome 2: **Developmentally Appropriate Practice** (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. Program Learning Outcome 3: **Pedagogical Content Knowledge** (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4. Program Learning Outcome 4: **Educational Technology** (Knowledge of and application of appropriate technology for student learning).
5. Program Learning Outcome 5: **Assessment for Learning** (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. Program Learning Outcome 6: **Diversity** (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. Program Learning Outcome 7: **Focus on Student Learning** (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8. Program Learning Outcome 8: **Professional & Ethical Dispositions and Communication**: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

2.5 Course Learning Outcomes (CLOs)

1. Course Learning Outcome 1: Identify, access, and evaluate social studies content area specific instructional resources used for planning and implementation in the classroom (i.e. geography, economics, etc.).
2. Course Learning Outcome 2: Understand and be familiar with national and state standards in social studies.
3. Course Learning Outcome 3: Plan and implement social studies lessons that consider differences in learning abilities/styles, gender, ethnic, cultural, and socioeconomic status and the need to understand and respect these differences.
4. Course Learning Outcome 4: Analyze a current social studies topic and discuss in depth the problem, solution and effect.
5. Course Learning Outcome 5: Demonstrate knowledge of instructional technology to assist acquisition of social studies content.

2.6 PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X	X					X	
CLO 2	X	X	X			X	X	
CLO 3	X						X	
CLO 4			X			X		X
CLO 5				X				

2.7 Big Ideas and Essential Questions

2.8 Course Requirements

Signature Assignment

Your final assignment (signature assignment) will be a unit plan consisting of 3 or more lessons.

Discussions

Weekly discussion threads will be an essential component of this class. It is vital that the deadlines be followed so that there is genuine class discussion and an opportunity for peer review and learning.

Rubric	Exceeds	Meets	Exceeds
Length		Reflection is a substantive contribution to the conversation.	
Depth of discussion		Specific position acknowledges different sides of an issue.	
Written communication		There are few errors in spelling and grammar	
Responses		Substantive responses were made to at least two colleagues	

O & P

As part of this social studies methods course you are required to complete five (5) hours of observation and participation in an elementary classroom setting. These O&P hours must be completed prior to the final day of instruction for this EDUC 618 course. If you are not currently teaching, you must get your paperwork in to Rachel immediately, rachel.omick@chaminade.edu

There will be two assignments, and you will keep a log and a reflective journal for each O&P visit.

Portfolio

Your portfolio will be submitted to LiveText where we will all contribute to a shared document. The purpose will be to gather resources for your use in the classroom. This will include: content, standards, design strategies, and assessment strategies.

Technology

Identify a classroom activity for grades K - 12 that uses technology appropriately; demonstrate to the class .

Textbook

Ellis, Arthur K. (2010) *Teaching and Learning Elementary Social Studies, 9/E*, Pearson. ISBN-10: 0137039492 ISBN-13: 9780137039494

Web Resources (Initial List)

- eCollege: <http://chaminade.ecollege.com/>
- LiveText: <https://college.livetext.com>
- APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

- Framework for 21st Century Learning: <http://www.p21.org/>
- HI-DOE Standards Toolkit: <http://standardstoolkit.k12.hi.us/index.html>
- Common Core Standards: <http://www.corestandards.org/>

3 Assessment and Grading

3.1 Grading Scale:

GRADE	PERCENTAGE
A	90 or >
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

Discussions (10)	20
O & P	20
Portfolio	10
Weekly Presentations	10
Quizzes (5)	20
Signature Assignment	20
	100

3.2 Course Ground Rules

A reiteration and emphasis of certain rules and course expectations. For example: participation is required; expected to communicate with other students in team projects; learn how to navigate in eCollege; keep abreast of course announcement.; use the assigned college or university e-mail address as opposed a personal e-mail address; address technical problems immediately; observe course netiquette at all times.

3.3 Discussion groups

Students must actively participate in threaded discussion events. No credit will be given for participating in a discussion thread after it has closed. Each student will be expected to respond to at least **two** other students in any single discussion. Students are expected to communicate with the instructor as a learning resource. Students must check the course bulletin board frequently for announcements.

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the “Reply” button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

3.4 Academic Honesty:

All university policies regarding academic honesty apply to this class. Cheating and plagiarism will result in an automatic failing grade and immediate notification of the Academic Dean or appropriate Department Head. Plagiarism includes (but is not limited to) writing a paper, which includes information, statistics, passages or quotes from another source without properly identifying the source. This is a serious offense. If you are unsure about what plagiarism is, please consult your instructor OR any faculty member OR a university librarian.

3.5 Email:

- Use the Chaminade email account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

4 Other important information

4.1 Library

There is a considerable wealth of valuable information, tutorials, and guides available at the Chaminade library which can be accessed at <http://www.chaminade.edu/library/>.

4.2 Students With Disabilities

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Initial contact should be made with the staff at the school in Chuuk. For further information contact the Director of Personal Counseling at (808) 739-4603 or email: jyasuhar@chaminade.edu.

4.3 Technical Support

There are various levels of help available to us. There will be adult and student assistants at the school in Chuuk. Most technical questions should first be directed to them. The Chaminade eCollege helpdesk is available at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654. eCollege Account Support Call 808-739-8327 or email jnakason@chaminade.edu.

4.4 Core Academic Beliefs

The faculty of Chaminade University of Honolulu pledges our commitment to the five Core Academic Beliefs. These beliefs are grounded in the Marianist tradition. We pledge to you:

- An Education for formation in Faith
- An Integral and Quality Education
- An Education in the Family Spirit
- An Education for Service, Peace and Justice
- An Education for the Adaptation and Change.

4.5 Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive I agree responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Dont use up other peoples time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Dont forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.