



EDUC 625 -
Secondary Methods I: Soc Studies
Fall 2018
3 Credits
Online

Instructor: Scott Wylie
Email: scott.wylie@chaminade.edu

Office Hours: By Appointment
Office Location: Online

Required Texts:

There are no required texts to purchase for this class. All course readings will be provided as PDF documents on the course Canvas page.

Course Catalog Description:

Demonstrates a variety of instructional methodologies and approaches that are workable in the social studies classroom. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires observation and participation.

Essential Questions / Course Overview:

In this course you will answer the following essential questions...

1. What is the purpose of social studies education?
2. How do teachers make social studies education accessible for all learners?
3. What curriculum and materials are appropriate for the social studies classroom?
4. How do teachers develop lessons and units in accordance with state and national standards?

The purpose of this course, however, is not to provide you with a “bag of tricks” to use in your social studies classroom, or to provide you with simple solutions to the pedagogical dilemmas that will be an ever-present part of your career in education. Instead, this course will challenge you to think differently about your position in the classroom and reexamine the situations from which educational issues arise.

As we undertake this course, I hope that you will make yourself vulnerable in the service of learning. Together we will create a shared space to reexamine our understandings of pedagogy and grow as social studies educators.

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Content Knowledge (Knowledge of subject matter)
2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
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	Educational Technology (Knowledge of and application of appropriate technology for student learning)
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	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	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	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).

Course Learning Outcomes (CLOs):

1	Analyze diverse perspectives about the purpose of social studies education and will begin to develop their own theories of social studies pedagogy.
2	Describe the needs of diverse learners and demonstrate how curriculum will be tailored to meet the needs and interests of all students.

3	Evaluate curriculum and materials for suitability for use in a secondary social studies classroom.
4	Develop lesson and unit plans in accordance with Hawaii state standards and the National Council for the Social Studies C3 Framework.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Essential Questions	1	2	3	4
Marianist Values	4	5	2	2
WASC Core Competencies	1, 4, 5	1, 4, 5	1, 4, 5	1, 4, 5
Program Learning Outcomes	1, 3, 8	3, 5, 6	3, 6, 7	3, 8

Course Requirements:

Readings

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the course Canvas page.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Grading:

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

Course Overview (see Canvas for details)	25 Points
Online Discussions	200 Points (20 points x 10 weeks)
O&P Reflection	25 Points
Unit Concept Project	100 Points
Total:	350 Points

Letter grades are defined as follows:

A (350-315 points)	B (314-280 points)	C (279-245 points)	F (244-0 points)
--------------------	--------------------	--------------------	------------------

Note: Education majors need to earn a grade of "B" or better.

Course Overview

See Canvas for details.

Class Discussions (Due Every Week / Weeks Begin on Monday)

You will participate in one online discussion thread each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 300 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. A rubric for this assignment can be found below.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 300 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

Unit Concept Project

For this assignment, you will develop a unit concept that explicitly demonstrates your engagement with the ideas, discussions, readings, and other texts we have discussed in this course. A unit concept is a

“work-in-progress version” of a complete lesson. Although the lesson concept is only in skeletal form, the ideas, strategies, and resources are no different from a lesson implemented in a classroom. Your work could be a variant of existing products (e.g. textbook chapter, commercial curriculum) or it could be a new lesson you have designed from scratch. The unit concepts should be suitable for an secondary-level classroom, but you are free to focus on the grade of your choice.

Your paper should be approximately 5 pages long, double-spaced, with 12-point font, and 1-inch margins. It should be divided into three sections, guided by the following questions:

Concept: What is the content you plan to teach (e.g. Revolutionary War, Manifest Destiny, Civil Rights Movement)? What grade level and student population are you aiming to teach in this lesson (e.g. 10th grade / ELL / Lower-SES)? What are the key ideas and/or concepts do you want students to learn? This section should be written in narrative form (1 page, double spaced).

Rationale: What will you add to the traditional curriculum to address a perceived gap in students' social studies education? (i.e. What is missing from the traditional curriculum and how does this lesson address that gap?) What was it from this course sparked your interest in pursuing this subject/theme? Why is this an important concept for students to learn? This section should be written in narrative form (2 pages, double spaced).

Articulation of Concept: What learning objectives will be addressed in this unit? What instructional strategies ought to be used to teach this concept? What resources would you employ? How might you assess students' understanding, skill attainment, or change of disposition? This section can be in outline/bullet form (1-2 pages, double spaced).

Your paper will be graded using the rubric on the course Canvas page. Please review each section of the rubric closely to ensure that you receive full credit for your work.

O&P Reflection

This semester you are expected to complete a minimum of 10 hours of O&P. Remember, O&P stands for Observation *and Participation*. So, don't just sit in the back of the room watching, get involved! Ask your cooperating teacher what you can do to help. The extent to which you will be able to participate will vary by school, so I'm not going to be prescriptive in this assignment. However you can participate works for me, as long as you are participating!

Based on your time in the classroom, you will write two 300-word reflection describing a key moment or observation related to the concepts presented in this course. Your reflection must relate to, draw upon, and reference the assigned readings from the course. A rubric for this assignment can be found on our course Canvas page.

Course Policies:

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Activities Schedule

Date	Topic / Assignments Due	Readings
Week 1	The Purpose of Social Studies Education	Wineburg <i>Historical Thinking (Ch 1)</i> Ochoa-Becker <i>Democratic Education (Ch 1)</i> Rochester <i>The Training of Idiots</i>
Week 2	Education as a Political Endeavor	Freire (1970) <i>Pedagogy of the Oppressed (Ch 2)</i>
Week 3	Adopting a Critical Lens	Ayers <i>The Challenge of Teaching</i> Palmer <i>The Heart of a Teacher</i> Lemov <i>Setting and Maintaining High Behavioral Expectations</i>
Week 4	Rethinking Unit and Lesson Plans	See Canvas for Assigned Readings

Week 5	Rethinking Geography	Segall <i>Maps as Stories About the World</i> Schmidt <i>Making Space for the Citizen in Geographic Education</i>
Week 6	Rethinking Museums	Trofanenko <i>The Public Museum and Identity: Or, The Question of Belonging</i> Baron <i>Understanding Historical Thinking at Historic Sites</i>
Week 7	Rethinking Assessments	Christensen (2010) <i>Reading Between the Bubbles</i> Cruz & Thornton (2009) <i>Ch 2.4 – Enacting the Social Studies Curriculum</i> Wineburg & Martin (2009) <i>Tampering with History: Adapting Primary Sources for Struggling Readers</i>
Week 8	Rethinking Feature Films	Stoddard & Marcus <i>The Burden of Historical Representation: Race, Freedom, and “Educational” Hollywood Film</i> Metzger <i>Pedagogy and the Historical Feature Film: Toward Historical Literacy</i>
Week 9	Rethinking Documentary Films ASSIGNMENT DUE: O&P Reflection Paper	Hess <i>From Banished to Brother Outsider, Miss Navajo to An Inconvenient Truth: Documentary Films as Perspective- Laden Narratives</i> Marcus & Stoddard <i>The Inconvenient Truth about Teaching History with Documentary Film: Strategies for Presenting Multiple Perspectives and Teaching Controversial Issues</i>

Week 10	Course Reflection ASSIGNMENT DUE: Unit Concept Project	<i>No assigned reading this week.</i>
---------	--	---------------------------------------