



EDUC 618
Elementary Social Studies Methods
Winter 2019
3 Credits

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Office Hours: By Appointment
Office Location: Online

Required Texts:

Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades by Mary Cowhey (ISBN: 978-1571104182)

Civic Education in the Elementary Grades: Promoting Student Engagement in an Era of Accountability by Dana Mitra and Stephanie Serriere (ISBN: 978-0807756348)

Course Catalog Description:

This course focuses on strategies and methods for teaching social studies in the K-6 classroom. Over the course of the semester, students will analyze the role of the teacher in the social studies classroom, study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students' experience and interests. Requires Observation and participation. Observation and Participation fee applies.

Essential Questions:

1. What is the purpose of social studies education at the elementary level?
2. What does engaged citizenship look like in the elementary classroom?
3. How can elementary social studies teachers embrace the ideal of social justice in their pedagogy?

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	Define social studies education and explain its role in the K-6 curriculum.
2	Design cross-curricular, thematic lessons infused with social studies themes.
3	Develop a pedagogical vision grounded in social justice education that could be implemented in an elementary classroom.
4	Articulate strategies to help students make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Essential Questions	1	2	2, 3	2, 3
Marianist Values	2, 4	2, 4	2, 4	2, 4, 5
WASC Core Competencies	1, 4	1, 4	1, 4	1, 4
Program Learning Outcomes	3	3, 7	3, 7	3, 7, 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 following pages.

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:

Online Discussions
O&P Reflection

180 Points
50 Points

Book Review
Unit Plan Concept
Total:

100 Points
100 Points
430 Points

Letter grades are defined as follows:

A (430-387 points)	B (386-344 points)	C (343-301 points)	F (300-0 points)
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Note: Education majors need to earn a grade of "B" or better.

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.*

O&P Reflection Paper

This semester you are expected to complete a minimum of 5 hours of O&P (either in your own classroom or another teacher's classroom). 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 a 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. O&P reflections will be graded according to the rubric in the syllabus.

Social Studies Book Review

In this assignment you will be creating a book review based on the requirements for the educational journal, *Social Studies and the Young Learner*. You are strongly encouraged to use the feedback they receive on this assignment to polish their review and submit for publication! Submitting your review to the journal is not required for this assignment, but you will have already done the work, so why not share your great ideas with elementary social studies teachers across the United States!

A book review briefly explains how you used a book or a set of books to teach one social studies activity to students in a K-6 grade (e.g. to teaching about families, wants and needs, a figure in U.S. history, or different cultures around the world). Your book review should be between 600-800 words in length. **(Note: You cannot use one of the books discussed in Week 5.)**

Here are some guidelines about what to include:

- Share specific details on how you would use the book (e.g. read aloud, group study, comparison and sourcing);
- Describe the social studies content of the lesson; explain how the book would be integrated with any other disciplines
- Cite other texts or resources you may have used during the lesson or in preparation (e.g. websites, videos, maps, background reading for teachers)
- Include any handout for students that you created to be used in the lesson;
- Employ books published within the last ten years or a classic/award winning title that has stayed in print. Consider especially books included in the following:
 - Notable Social Studies Trade Books
(www.socialstudies.org/resources/notable)
 - Carter G. Woodson Book Award Winners
(www.socialstudies.org/awards/woodson).

Additional Considerations:

- Include bibliographic information (title, author, publisher, date of publication), Lexile level, the major theme(s) of the book, and any awards the book has received (such as a Notable Social Studies Trade Book listing)
- Specify the grade or developmental level of this lesson

- Assume that the teacher may have only one copy of the book, and may be able to photocopy only two or three pages of the book for handing out to students (per allowable educational use under copyright laws). Do not assume, in your lesson plan, that readers will be able to purchase classroom copies of the book (e.g., one for each of 25 students)

Please upload your book review to Canvas before the due date. Pay close attention to the rubric in order to earn full credit on your work. If you decide to submit your book review for publication, additional details can be found at <https://www.socialstudies.org/publications/ssyl> by clicking on the "Children's Literature" tab.

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

Week	Assigned Readings
1	Topic: Course Introduction Assigned Readings: Civic Education, Chapter 1
2	Topic: Classrooms Grounded in Social Justice Assigned Readings: Black Ants and Buddhists, Preface

3	Topic: Philosophical Foundations Assigned Readings: See Canvas for Details
4	Topic: Theory into Practice Assigned Readings: Black Ants and Buddhists, Chapters 1 & 2 Civic Education, Chapter 3
5	Topic: Classroom Dialogue Assigned Readings: Black Ants and Buddhists, Chapter 5 Civic Education, Chapter 2
6	Topic: Community Connections Assigned Readings: Black Ants and Buddhists, Chapter 4 Civic Education, Chapter 9
7	Topic: Student Activism Assigned Readings: Black Ants and Buddhists, Chapter 6 Civic Education, Chapter 4
8	Topic: Student Inquiry Assigned Readings: Black Ants and Buddhists, Chapter 8 Civic Education, Chapter 8 Assignment Due: O&P Reflection Paper
9	Topic: Addressing Challenges to Teaching for Social Justice Assigned Readings: Black Ants and Buddhists, Chapter 11 Civic Education, Chapter 10 Assignment Due: Social Studies Book Review
10	Topic: Course Reflections Assigned Readings: Black Ants and Buddhists, Chapter 12 Civic Education, Chapter 11 Assignment Due: Lesson Concept Paper