



EDUC625 Course Syllabus (Spring 2022, 3 Credits)
Secondary Methods I: Social Studies -- Online
School of Education and Behavioral Sciences
[Chaminade University Honolulu](#)
3140 Waialae Avenue - Honolulu, HI 96816

Instructor: Scott Wylie
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Office Hours: [By Appointment](#)
Office Location: N/A

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).

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. Observation and Participation fee applies.

Course Overview:

In this course you will explore various approaches to social studies education. We will discuss the purpose of social studies education, examine how teachers can make social studies education accessible for all learners, and identify curriculum and materials that are appropriate for the social studies classroom. Ultimately, you will learn to develop lessons and units that align with curriculum standards and address issues of equality, fairness, and social justice.

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course offers a critique of traditional names-and-dates social studies classes, and offers an alternative approach that incorporates diverse voices and experiences. Ultimately, we will seek

to incorporate complex questions of equality, fairness, and social justice into the social studies curriculum in a way that is student-centered and builds from students' interests and experiences. You will demonstrate your understanding of these approaches through weekly discussions, reflection essays, and the creation of unit/lesson plans.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

CUS Core Competencies:

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

Program Learning Outcomes (PLOs):

Upon completion of the M.A. in Teaching, Secondary Education program, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.

5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

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
Marianist Values	2, 4	2	2	4
CUS Core Competencies	1, 4	1, 4	1, 4	1, 4
Program Learning Outcomes	2, 4, 5	1, 2	4, 5	3, 4

Required Texts:

- *Essentials of Middle and Secondary Social Studies*
by William B. Russell III, Stewart Waters, and Thomas N. Turner
(2019, Routledge) ISBN: 978-1-138-61774-2
- *Handbook on Teaching Social Issues, 2nd Edition*
Edited by Ronald W. Evans
(2021, Information Age Publishing) ISBN: 978--1-64802-564-8

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials

- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (100 - 90%)	B (89 - 80%)	C (79 - 70%)	F (69 - 0%)
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Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

University Policies

Disability Access:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy:

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online,

internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Activities Schedule




































































☰	▼ Module 1 - The Purpose of Social Studies Education	✓	+	⋮
☰	Week 1 (4/11 - 4/17)	✓		⋮
☰	📄 ✓ The Purpose of Social Studies Education: Overview and To Do List (0:15)	✓		⋮
☰	📄 🚀 Presentation: The Purpose of Social Studies Education (0:15)	⊘		⋮
☰	📄 ✎ Assignment: Student Introduction (1:00) 10 pts	✓		⋮
☰	💬 Discuss: The Purpose of Social Studies Education (2:00) Apr 14 10 pts	✓		⋮
☰	📄 Reply to a Classmate in the Week 1 Discussion (1:30) Apr 17 10 pts	✓		⋮
☰	📄 📖 Read: Different Perspectives on Social Studies Education (3:00)	✓		⋮
☰	📄 ✎ Assignment: Different Perspectives on Social Studies Education (2:30) Apr 17 10 pts	✓		⋮
☰	📄 📖 Read: Essentials of Middle and Secondary Social Studies, Ch 2 (1:45)	✓		⋮
☰	📄 ✎ Assignment: Essentials of Middle and Secondary Social Studies, Ch 2 Reading Response (1:30) Apr 17 10 pts	✓		⋮
☰	📄 🧑🏫 The Purpose of Social Studies Education: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼ Module 2 - Adopting a "Problems Approach" to the Social Studies	✔	+	⋮
☰	Week 2 (4/18 - 4/24)	✔		⋮
☰	📄 ✔ Adopting a "Problems Approach" to the Social Studies: Overview and To Do List (0:15)	✔		⋮
☰	📄 🗨️ Presentation: Adopting a "Problems Approach" to the Social Studies (0:15)	⊘		⋮
☰	📄 📖 Read: The Banking Concept of Education (1:30)	✔		⋮
☰	📄 📖 Read: Overview of Freire's Critique of the Banking Concept of Education (0:45)	✔		⋮
☰	📄 🖋️ Assignment: The Banking Concept of Education Reading Response (2:00) Apr 21 10 pts	✔		⋮
☰	📄 📖 Read: Teachers as Transformative Intellectuals (1:30)	✔		⋮
☰	📄 📖 Read: Setting and Maintaining High Behavioral Expectations (1:30)	✔		⋮
☰	📄 🖋️ Assignment: Technocratic Rationality Reading Response (2:00) Apr 24 10 pts	✔		⋮
☰	📄 📖 Read: Essentials of Middle and Secondary Social Studies, Ch 10 (1:30)	✔		⋮
☰	📄 🖋️ Assignment: Essentials of Middle and Secondary Social Studies, Ch 10 Reading Response (1:00) Apr 24 10 pts	✔		⋮
☰	📄 📖 Read: C3 Framework, Dimension 1 (1:00)	✔		⋮
☰	📄 🖋️ Assignment: C3 Framework, Dimension 1 Reading Response (1:30) Apr 24 10 pts	✔		⋮
☰	📄 🗨️ Adopting a "Problems Approach" to the Social Studies: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰	▼	Module 3 - Planning an Issues-Centered Social Studies Unit	✔	+	⋮
☰		Week 3 (4/25 - 5/1)	✔		⋮
☰	📄	✔ Planning an Issues-Centered Social Studies Unit: Overview and To Do List (0:15)	✔		⋮
☰	📄	🚀 Presentation: Planning an Issues-Centered Social Studies Unit (0:15)	⊘		⋮
☰	📄	📖 Read: Handbook on Teaching Social Issues, Chapter 2 (1:30)	✔		⋮
☰	📄	📖 Read: Essentials of Middle and Secondary Social Studies, Ch 3 (1:45)	✔		⋮
☰	💬	💬 Discuss: Planning in a Democratic Classroom (1:30) Apr 28 10 pts	✔		⋮
☰	📄	💬 Reply to a Classmate in the Week 3 Discussion (1:30) May 1 10 pts	✔		⋮
☰	📄	📖 Read: Handbook on Teaching Social Issues, Part II - Two Chapters (3:00)	✔		⋮
☰	📄	✍️ Assignment: Critical Social Issues in the Curriculum - Summary and Reflection (2:00) May 1 10 pts	✔		⋮
☰	📄	📖 Read: C3 Framework, Dimension 2 (1:30)	✔		⋮
☰	📄	✍️ Assignment: C3 Framework, Dimension 2 Reading Response (1:30) May 1 10 pts	✔		⋮
☰	📄	👤 Planning an Issues-Centered Social Studies Unit: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰	▼ Module 4 - Converting a Textbook Unit to an Issues-Centered Unit	✔ + ☰
☰	Week 4 (5/2 - 5/8)	✔ ☰
☰	📄 ✔ Converting a Textbook Unit to an Issues-Centered Unit: Overview and To Do List (0:15)	✔ ☰
☰	📄 🎤 Presentation: Converting a Textbook Unit to an Issues-Centered Unit (0:15)	⊘ ☰
☰	📄 📖 Read: Lies My Teacher Told Me (Ch 9) (1:30)	✔ ☰
☰	📄 📖 Read: The Vietnam War Years (Americans Textbook, Ch 30) (1:30)	✔ ☰
☰	📄 📖 Read: Peoples History of the United States (Ch 18) (1:30)	✔ ☰
☰	💬 Discuss: Rethinking Textbook Units (1:45) May 5 10 pts	✔ ☰
☰	📄 Reply to a Classmate in the Week 4 Discussion (1:30) May 8 10 pts	✔ ☰
☰	📄 📖 Read: Handbook on Teaching Social Issues, Chapter 26 (1:30)	✔ ☰
☰	📄 ✎ Assignment: Framing an Issues-Centered Unit on the Vietnam War (1:30) May 8 10 pts	✔ ☰
☰	📄 📖 Read: Handbook on Teaching Social Issues, Chapter 25 (1:30)	✔ ☰
☰	📄 ✎ Assignment: Facilitating an Issues-Centered Discussion (2:00) May 8 10 pts	✔ ☰
☰	📄 🎤 Converting a Textbook Unit to an Issues-Centered Unit: Wrap-up and Looking Ahead (0:15)	✔ ☰

	Module 5 - Assessing an Issues-Centered Unit	
	Week 5 (5/9 - 5/15)	
	<input checked="" type="checkbox"/> Assessing an Issues-Centered Unit: Overview and To Do List (0:15)	
	Presentation: Assessing an Issues-Centered Unit (0:15)	
	Read: Essentials of Middle and Secondary Social Studies, Ch 4 (1:45)	
	Discuss: Essentials of Middle and Secondary Social Studies, Ch 4 Reading Response (1:45) <small>May 12 10 pts</small>	
	Reply to a Classmate in the Week 5 Discussion <small>May 15 10 pts</small>	
	Read: Choices - Westward Expansion, Part 1 (1:30)	
	Read: Choices - Westward Expansion, Part 2 (1:30)	
	Assignment: Analyzing the Choices Approach to Assessment (2:45) <small>May 15 10 pts</small>	
	Read: Handbook on Teaching Social Issues, Chapter 27 (1:30)	
	Assignment: Defining Authentic Assessment in Issues-Centered Education (2:00) <small>May 15 10 pts</small>	
	Assessing an Issues-Centered Unit: Wrap-up and Looking Ahead (0:15)	

	▼ Module 6 - Rethinking Maps and Museums			
	Week 6 (5/16 - 5/22)			
	  Rethinking Maps and Museums: Overview and To Do List (0:15)			
	  Presentation: Rethinking Maps and Museums (0:15)			
	  Read: Essentials of Middle and Secondary Social Studies, Ch 7 (1:30)			
	  Read: Maps as Stories About the World (1:00)			
	  Discuss: Rethinking Maps in the Social Studies Curriculum (2:00) <small>May 19 10 pts</small>			
	  Reply to a Classmate in the Week 6 Discussion <small>May 22 10 pts</small>			
	  Read: Understanding Historical Thinking at Historic Sites (1:30)			
	  Read: The Public Museum and Identity (1:30)			
	  Assignment: Rethinking Museums in the Social Studies Curriculum (1:45) <small>May 22 10 pts</small>			
	  Read: C3 Framework, Dimension 3 (1:30)			
	  Assignment: C3 Framework, Dimension 3 Reading Response (1:30) <small>May 22 10 pts</small>			
	  Rethinking Maps and Museums: Wrap-up and Looking Ahead (0:15)			

☰	▼ Module 7 - Rethinking Documentary and Feature Film	✔	+	⋮
☰	Week 7 (5/23 - 5/29)	✔		⋮
☰	📄 ✔ Rethinking Documentary and Feature Film: Overview and To Do List (0:15)	✔		⋮
☰	📄 🚀 Presentation: Rethinking Documentary and Feature Film (0:15)	⊘		⋮
☰	📄 📖 Read: Pedagogy and the Historical Feature Film (1:00)	✔		⋮
☰	📄 🎬 Watch the film "Glory" starring Denzel Washington and Matthew Broderick (2:00)	✔		⋮
☰	💬 🗨️ Discuss: Teaching Historical Literacy with Feature Films (1:30) May 26 10 pts	✔		⋮
☰	📄 🗨️ Reply to a Classmate in the Week 7 Discussion May 29 10 pts	✔		⋮
☰	📄 📖 Read: Documentary Films as Perspective-Laden Narratives (1:00)	✔		⋮
☰	📄 🎬 Watch the documentary "When the Levees Broke (Act 1)" Directed by Spike Lee (1:30)	✔		⋮
☰	📄 🗨️ Assignment: Analyzing Perspective in Documentary Film (1:45) May 29 10 pts	✔		⋮
☰	📄 📖 Read: Essentials of Middle and Secondary Social Studies, Ch 11: Teaching with Film (1:00)	✔		⋮
☰	📄 📖 Read: C3 Framework, Dimension 4 (1:30)	✔		⋮
☰	📄 🗨️ Assignment: Teaching With and Assessing Through Film (1:30) May 29 10 pts	✔		⋮
☰	📄 🎬 Rethinking Documentary and Feature Film: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰	▼ Module 8 - Building a Professional Network and Locating Resources	✔	+	⋮
☰	Week 8 (5/30 - 6/5)	✔		⋮
☰	📄 ✔ Building a Professional Network and Locating Resources: Overview and To Do List (0:15)	✔		⋮
☰	📄 🚀 Presentation: Building a Professional Network and Locating Resources (0:15)	⊘		⋮
☰	📄 📖 Read: Essentials of Middle and Secondary Social Studies, Ch 1 (1:00)	✔		⋮
☰	💬 Discuss: Building a Professional Network (2:00) Jun 2 10 pts	✔		⋮
☰	📄 Reply to a Classmate in the Week 8 Discussion Jun 5 10 pts	✔		⋮
☰	📄 📖 Read: Handbook on Teaching Social Issues, Chapter 31 (1:30)	✔		⋮
☰	📄 ✍️ Assignment: Identifying Issues Centered Resources (4:45) Jun 5 10 pts	✔		⋮
☰	📄 📖 Read: Handbook on Teaching Social Issues, Any Unassigned Chapter (1:30)	✔		⋮
☰	📄 ✍️ Assignment: Exploring Your Own Interests (2:00) Jun 5 10 pts	✔		⋮
☰	📄 🧠 Building a Professional Network and Locating Resources: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰	▼ Module 9 - Putting It All Together	✔	+	⋮
☰	Week 9 (6/6 - 6/12)	✔		⋮
☰	📄 ✔ Putting It All Together: Overview and To Do List (0:15)	✔		⋮
☰	📄 🚀 Presentation: Putting It All Together (0:15)	✔		⋮
☰	📄 ✍️ O&P Reflection Paper (4:45) Jun 12 25 pts	✔		⋮
☰	Week 10 (6/13 - 6/19)	✔		⋮
☰	📄 ✍️ Assignment: Design an Inquiry-Based Lesson (8:00) Jun 19 60 pts	✔		⋮
☰	📄 ✍️ Assignment: Course Reflection (1:30) Jun 19 10 pts	✔		⋮
☰	📄 🧠 Putting It All Together (0:15)	✔		⋮

