

Curriculum and Teaching 1 - Social Science
CTSE 4050: Fall 2011

Credit Hours: 4 hours (3 hrs. lecture, 2 hrs. laboratory)

Prerequisites: CTSE 4210 and pending internship

Instructor:

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Class Sessions:

Haley Center 1414; AJHS
Tues., Thurs.;
8:00-10:45 a.m

Office Hours: Monday 1:00-2:00, Tuesday 1:00-2:30, and by appointment

Course Description

CTSE 4050 is the second in a four-course sequence designed to prepare competent, committed, reflective social studies professionals. This course assists students in applying current educational research and instructional strategies to the design of meaningful social studies instruction and assessment. Emphasis is placed on holistic unit design that engages students in higher order thought about persistent social issues. Students will encounter and practice teaching strategies for promoting concept learning, analytical citizenship skills, and the examination of civic values and public controversy. Students will engage in and reflect upon laboratory experiences on the AU campus and in public schools as they apply and refine their pedagogical knowledge.

Course Objectives

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

1. Formulate meaningful instructional goals and instructional objectives in middle and secondary social studies.
2. Develop and implement a variety of instructional procedures appropriate to objectives and goals for diverse groups of learners.
3. Apply current scholarship to the development of instructional goals, procedures, and materials appropriate for diverse groups of learners.
4. Plan ways to motivate and involve students as active participants in learning.
5. Use technology to facilitate instructional design and student learning.
6. Critique various forms of evaluation and formulate strategies for authentically assessing student progress.
7. Reflect on lesson implementations and use feedback from peer and instructor critiques to inform practice.

Course Requirements & Evaluation

Task	Due Date	% of Course Grade
I. Conceptualizing Effective Instructional Design		
Instructional Objectives	09/08	05
Concept Lesson	09/20	15
Curriculum Archive/ Culminating Activity	11/14	25 **
Peer Teaching	TBA	10
II. Professional Development		
Competent, committed, reflective, professional performance in all course activities (See PPI on following page)	On-going	10 *
Web Resource Review	10/20	10
III. Final Exam: Revision & Critique of Instruction	12/07	25

* Core Proficiency--See # 1 in General Policies and *Professional Performance Index*

** Core Proficiency--See # 2 in General Policies

Texts: Martorella, P. A. (2005) *Teaching Social Studies in Middle and Secondary Schools*. Macmillan Pub. Co.
CTSE 4050 Course Pack (Available in Auburn Bookstores)

General Class Policies:**1. Core Proficiency: Professionalism**

- a. Students must receive at least a “Functional (C)” assessment of competency on the *Professional Performance Index* to exit the course.
 - b. Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences.
 - c. Attendance is required. Punctuality is essential. Those with more than one unexcused absence can receive no more than a “D” for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class.
 - i. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
 - ii. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
 - d. Cell phones and other mobile media devices should not be used during class or in field experiences. Devices should be turned off and put away during all professional meetings at AU or in the field.
2. This task reflects a **Core Proficiency**. Students must receive at least a “Functional (C)” assessment of competency on this task to exit the course. Those who fail to meet this standard on the first attempt may submit one revision. If functional performance is not demonstrated on the second draft, the course must be repeated.
 3. Texts will be heavily used in class. **BRING TEXT EACH DAY.**
 4. Monitor your Auburn University e-mail account regularly for class messages and course materials. Join the advising list at: <http://www.auburn.edu/pctl/community/SocialSciences/>
 5. Students who need special accommodations should make an appointment as soon as possible to discuss the Accommodation Memo with me.

Class Session Topics: A tentative list and sequence:

- Week 1: General principles for organizing social studies instruction: Implications of reform proposals. PIH videocases.
- Week 2: Developing goals and objectives. Lesson planning
- Week 3: Developing and applying concepts, generalizations and hypotheses.
- Week 4: Promoting learning through questioning, discussion, and cooperation. Peer Teaching lab. PIH videocases.
- Week 5: Designing problem-based social studies units. Peer Teaching lab. PIH videocases.
- Week 6: Assessing Learning: Traditional & Alternative assessments. Peer Teaching lab. PIH videocases.
- Week 7: Designing Culminating Activities/ Selecting powerful engaging materials. Peer Teaching lab. PIH videocases.
- Week 8: Developing citizenship skills: Establishing a context for inquiry: Interactive Slide Lectures. Field lab.
- Week 9: Developing citizenship skills: Establishing a context for inquiry: Think-Alouds. Field lab
- Week 10: Developing citizenship skills: Analysis of arguments and evidence. Field Lab
- Week 11: Developing citizenship skills: Processing and analyzing audio & visual data. Field lab.
- Week 12: Developing citizenship skills: Simulations and role playing. Field lab.

- Week 13: Developing citizenship skills: Spatial & chronological skills. Using quantitative data. Field lab.
 Week 14: Developing citizenship skills: Primary data gathering/community studies/oral history. Field lab.
 Week 15: Translating Principles into Practice: Culminating Presentations.

Professional Performance Index (PPI): Descriptive Evaluation Criteria
For Use in Assessing Contributions to Class Activities & Professionalism

Exemplary

- | | | |
|--------|----|--|
| 93–100 | A | Exceptional organization and performance in all facets of the course. |
| 90–92 | A– | Defines own standards beyond those established. Work reflects serious consideration of readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of high school students in instructional decisions. Significant leadership in contributing to content of class sessions. |

Competent

- | | | |
|-------|----|---|
| 87–89 | B+ | Formulates useful questions. Shows creativity. |
| 83–86 | B | Physically and mentally alert to standards. Places subject in context of social studies content courses. Answers questions independently. |
| 80–82 | B– | Draws some parallels to other experiences and readings. |

Functional

- | | | |
|-------|----|---|
| 76–79 | C+ | Participates with cueing. |
| 70–75 | C | Physically and mentally present. Passive acceptance of subject. |

Minimal

- | | | |
|-------|---|---|
| 60–69 | D | Inability to understand or accept basic standards. Physically and/or mentally absent too often. |
|-------|---|---|

Unsatisfactory

- | | | |
|----|---|---|
| 59 | F | Massive indifference to standards of professional behavior and scholarship or professional negligence in a laboratory experience. |
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Reading Assignments

Due Date	Reading [Preliminary Schedule Pending Final In-School Lab Dates]
8/23	Chap. 1-2: 3-35; ** Howe, G. S. (1988). Expecting miracles: How to develop a learning consciousness in high school classrooms.
8/25	Chap. 5; ** Switzer, T. J. (1980). What's worth teaching: Extracting significant content. .
8/30	** McMann, F. (1979). In defense of lecture
9/1	. Chap. 7: 178-199; ** Parker, W. C. (1988). Thinking to learn concepts
9/6	** Glade, M. E. & Giese, J. R. (1989). The children of immigrants. ** NCSS Discussion Guide (1986) ;
9/8	Chap. 6: 142-165; ** Hudson-Ross, S. (1989). Student questions: Moving naturally into the student-centered classroom
9/13	** Passe, J. & Evans, R. (1996). Discussion methods in an issues-centered classroom
9/15	Chap 7: 199-208
9/20	Chap. 9
9/22	Chapter 14; ** Merwin, W. C., Schneider, D. O., & Stephens, L. D. (1974). Evaluating Student Achievement: The Mechanics of Writing Test Items.
9/27	** Wiggins, G. (1989) Teaching to the (authentic) test; ** Marzano, R., Pickering, D., & McTighe, J. (1993). How we assess performance.
9/29	Chap. 13
10/4	Chapter 12
10/6	
10/11	**Felton, R. G. & Allen, R. F. (1990). Using visual materials as historical sources: A model for studying state and local government
10/13	
10/18	** Mohahan, D. P. (1983). How to stimulate student writing with political cartoons
10/20	
10/25	. **Hiroshima Case Study: I thought my last hour had come; ** Cates, W. M. (1990). Helping students learn to think critically: Detecting and analyzing bias in films
10/27	
11/1	Chap 8
11/3	**Mehaffy, G., Sitton, T., & Davis, O. (1979). Oral history in the classroom; **Terkel, S. (1991). The cruelest years; ** Morrison, J. & Morrison, R. (1987). Hand in hand together: Bob Zellner.
11/8	**Jamestown Site Selection Exercise **Saye, John W. (1998). Creating time for developing student thinking: Team-Teaching with Technology.
11/10	Chap. 10
11/15	
11/17	
11/29	Chap. 6: 165-176.
12/1	Chap. 3: 54-71