MSED 5300
Social Studies Methods for Middle Grades and Secondary Education
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/geom/ProposedNewLearningOutcomes.shtml.

INSTRUCTOR

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REQUIRED TEXTBOOKS


COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MSED 6100. Examine teaching methods appropriate for middle (4th-8th) and secondary (6th-12th) social studies in accordance to national and state standards. A field experience is required.

COURSE OBJECTIVES (CO):
Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

Students will be able to:

1. Explain the historical development of social studies with the aid of various activities handouts, and readings throughout the course. (InTASC 4; CPL 1.1, CPL1.2)
2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in social studies. (InTASC 4; CPL 1.1, CPL1.2, CPL1.3)
3. Create a social studies lesson based on the development of concepts and generalizations on a defined social studies theme. (InTASC 5, 7, 8)
4. Plan a lesson through the listing of objectives, activities, materials and evaluation. (InTASC 5, 7, 8)
5. Summarize various philosophical and theoretical approaches to social studies, including thematic social studies, social studies for a democratic society, service learning in social studies, and critical thinking based social studies. (InTASC 1, 2, 3; CPL 1.1, CPL1.2.)
6. Use technology to assist in students’ learning social studies content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; TL3.1).
7. Use a variety of strategies, motivational techniques, and assessment procedures for social studies (InTASC 3-9, AL2.1, CPL 2.3).
8. Develop and teach activities that reflect the Common Core Georgia Performance Standards (InTASC 5, 7 CPL 2.1)
9. Bring multiple perspectives to discussions of content, including attention to learners’ personal, family, and community experiences and cultural norms. Identify the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Use understanding of individual differences and diverse cultures and communities (Diversity Theme DL 2.1, 2.2, 2.3)
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)
11. Demonstrate knowledge of state and national professional social studies organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

1. *Class Participation and Attendance:* See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).

2. *Clinical Practice Planning and Teaching:* (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will answer the analysis questions and submit them in the correct assignment section (CO 1, 2, 8, 9).

3. *Student based, Middle Grades or Secondary appropriate lesson incorporating social studies methodologies:* Students will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).

4. *Review of a social studies (or history) professional journal:* Each student will choose a peer reviewed journal applicable to the social studies field, and review said article as determined within posted directions. This assignment will be uploaded into your *LiveText* Portfolio (CO 1, 7).

5. *Teaching Simulations:* Students will prepare and present a given social studies topic or standard to a group of their peers within the class setting (CO 4, 5, 9).

6. *Chapter Quizzes:* Students will participate in multiple, short quizzes based on their chapter readings of the textbook. (CO 1, 2, 6, 7).
COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

Assessment/Evaluation

No Program Key Assessments are designated for this course

Grading Scale

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<tr>
<td>A</td>
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<td>B</td>
<td>89 - 80</td>
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<td>D</td>
<td>69 - 60</td>
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<td>F</td>
<td>59 - 0</td>
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ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose
communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

**Professionalism - Assignments**
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. **All assignments should be your original work, not group work.**

**Professionalism - Diversity**
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Statement on Academic Integrity**
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at [http://www.gapsc.com/Professionalpractices/NEthics.asp](http://www.gapsc.com/Professionalpractices/NEthics.asp) ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using **APA style** – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**Description of Academic Dishonesty**
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.
While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

Positively Impacting Learning Through Evidence-Based Practices
STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

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