

TE 401: Teaching Social Studies to Diverse Learners
Fall 2008
Michigan State University
Detroit Area Elementary Team, Section 11
Syllabus

Professor: Anne-Lise Halvorsen
Office: 359 Erickson Hall
Phone: 517.355.9603 (office)
e-mail*: annelise@msu.edu
Office Hours: Tuesdays, 10 a.m. to 12 p.m. and by appointment
Meeting Time: Mondays, 12:40 – 3:30 p.m. please do not be tardy
Meeting Room: 132 Erickson – note this is a special technology classroom and no food and no drink other than water are permitted.

* email is the most reliable and efficient way to communicate with me

I. Course Rationale and Objectives

Welcome to your next professional education course in the Detroit Area Elementary Team (DAET, K-8). This course is designed to complement your learning in TE 301 where you focused on developing your identity as teachers and where you began to think about how children learn, about lesson planning, and about how classrooms are organized. In contrast to TE 301, which focused on issues related to teaching and learning in various subject matters, this course focuses primarily on introducing you to teaching and learning in *social studies*.

What is social studies education? What is the purpose of social studies education? What does teaching for civic competency mean? What content belongs in social studies? What are the most effective ways to increase students' knowledge and skills in social studies? What values should social studies promote? This course seeks to answer these questions.

According to the National Council for the Social Studies (NCSS), "Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences."¹ Typically, at the elementary level, while social studies focuses on fewer subjects – for example, civics, economics, geography, and history as well as anthropology, psychology, and sociology – this curriculum still covers a large area of subject content.

¹ The National Council for the Social Studies (1994). *Expectations for excellence: Curriculum standards for social studies*. Washington, DC: National Council for Social Studies, vii.

The NCSS states that the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. To do that, social studies education must develop **social understanding** and **civic efficacy in students**. Social understanding is knowledge of the social aspects of the human condition, the effects of physical environments and cultural settings on people, and the trends likely to shape the future. Civic efficacy is the readiness and willingness of people to assume citizenship responsibility.

To develop social understanding, teacher candidates in this course study ideas from the academic disciplines of history, civics and government, geography, and economics. They learn how to guide elementary students in understanding these ideas and in practicing the skills necessary for thinking about society. These intellectual skills include developing concepts, conducting social-scientific inquiry, and producing oral and written discourse about public issues.

To develop civic efficacy, teacher candidates in this course learn how to encourage in elementary students a reasoned respect for and commitment to the core values of democracy. Teacher candidates also learn how to encourage students' interest in public affairs so that as adults they may become active participants in civic life.

In this course, we examine theoretically grounded and empirically supported instructional methods specific to social studies education. These methods show the teacher candidates (a) how to assess and prepare students; (b) how to evaluate and use textbooks and other print materials to meet elementary students' diverse interests and needs; and (c) how to assess students' social studies knowledge. We also explore the relationship between students' out-of school lives and their in-school lives in order to bridge connections between home and school and learn ways to make school learning more relevant to students.

II. Course Goals

Good social studies teaching requires much more than technical proficiency in the presentation of a single lesson or textbook chapter. It requires, first, a sophisticated understanding of the content material you are teaching. This understanding will enable you to critically evaluate the teaching materials available to you, to teach students to think critically about multiple perspectives, and finally to develop understanding of the social and ethical implications of your subject matter. This process is equally applicable to teachers of kindergarteners and eighth graders. Even teachers who have substantial college level preparation in the social studies content areas begin curriculum design by researching content areas and researching strategies. Second, good teaching requires the creative synthesis of resources and strategies to create engaging curriculum units that extend your teaching objectives over weeks.

At the end of the course, you will be able to:

1. Identify problems teachers face in planning to teach social studies, such as:
 - Acquiring an understanding of the key concepts and methods of inquiry/practice in the social science disciplines
 - Engaging all students in learning content and acquiring thinking skills
 - Preparing students to meet state and district requirements
 - Adhering to state and national standards
 - Designing classroom experiences based upon culturally relevant pedagogy
 - Thinking critically about how students make sense of social studies concepts and processes
 - Recognizing that students construct knowledge and unique understandings and forge personal connections to social studies concepts and themes as they filter learning through the lens of their personal and cultural experiences
2. Apply a professional design procedure to create social studies lessons by:
 - Choosing and articulating objectives for social studies lessons
 - Developing assessments, including a performance task, that align with lesson objectives
 - Designing lessons that use instruction strategies such as forming concepts and conducting inquiry
 - Using a range of resources for teaching social studies, including standards documents, curriculum materials, technology, and children's literature
 - Enacting lessons in the field and reflecting on these experiences
 - Selecting instructional strategies, grouping patterns, and assessments to address a wide range of teaching objectives, knowledge domains, learning styles
3. Further develop techniques for integrating social studies pedagogy with the following areas of foci:
 - global education
 - needs of special education students
 - classroom management and building classroom community
 - technology
4. Develop self-knowledge as you exchange your role of student to teacher: your thinking, confidence and confusion, noting your teaching strengths and weaknesses
5. Evaluate selected elementary social studies curriculum materials

Two Unique Foci to Section 11, DAET:

1) Urban-Infused Program

This section is one of three TE401 sections with a unique focus on urban education. The Urban-Infused Program is designed as a pilot program to create teacher preparation experiences that will prepare our teaching candidates specifically for work in urban settings (we realize that all our of teacher preparation courses aim to do this to a certain degree, but these pilot sections will have an explicit focus). We will have course readings and activities especially designed to introduce candidates to the challenges and rewards of teaching in these settings. We recognize that not all of you will go on to teach in urban settings, but we believe this preparation will be vital in a time in which children in our urban centers need dedicated and well-trained teachers.

2) Special Preparation as Teacher Discussion Facilitators

This section is also uniquely focused on preparing teacher candidates to be skilled at both participating in and leading discussions of public issues, of often controversial topics. Schools, and especially social studies classrooms, are the places where future citizens are expected to develop skills of critical thinking and civil discourse. Yet social studies teachers themselves often lack the training needed to engage students in substantive, controversial discussions or to facilitate these discussions. Leading classroom discussions is a skill *that can be taught* although, in higher education, our pedagogy rarely addresses the task in an organized and dedicated program.

I have designed a study to implement in our TE401 section, for which I received a teaching fellowship from MSU. I will be collecting and analyzing student work (with your permission) throughout the semester.

Note: neither of these foci will require “extra” work on your part as students; these foci will be embedded in the regular course of classroom activities and assignments.

III. Course Requirements and Grading

Assignments

- Write a response to “seeing student thinking” activity with students in your field placement [**individual project**]
- Critically evaluate sources using a web-based tool called “critical web reader” to explore a public policy issue [**individual project**]

- Create a digital storyboard based upon the materials and resources at the Michigan Historical Center [**group project**]
- Create and enact a lesson for your field placement and write a reflection component [**individual project**]
- Create and teach a lesson (to other TE 401 students) following an assigned instructional strategy (micro-teaching) [**group project**]

Note that there will also frequently be short write-ups on the readings assigned. These are graded pass/fail and factor into the participation and attendance grade. Typically, these write-ups are two to three paragraph responses to questions on the reading(s).

Grading

Grades are assigned using the university grading scale of 4.0 to 2.0. Six course requirements are graded and weighted as follows:

25%	Participation and attendance
10%	Critical web reader
10%	Seeing student thinking project
10%	Museum lesson project
25%	Field-based lesson
20%	Micro-teaching lesson

Your final grade in the course will be a composite of your grade in the social studies methods course and the science methods course. Each course is weighted equally in this calculation (we will average the two course grades for a final grade). You cannot pass the course unless you have completed all the assignments in both courses and have a passing grade in both segments and field components. Students who have a satisfactory grade in one segment but having been prevented by circumstance from completing the work for the other segment will get an incomplete which will be changed to a grade for the course when they complete the work for both segments.

Ordinarily, no make up assignments are permitted. Late submissions are allowed only in the case of formally documented situations that are serious enough to prevent a student from completing the work and are outside the student's control, such as documented medical emergencies. Extracurricular activities do not fall into this category. In the absence of a verifiable emergency, prompt notification to the instructor is required well before the assignment due date. If you are absent on the day an assignment is due and do not make other arrangements to get the assignment to me, it will be considered late.

General Grading Rubric

Points	4 Point Scale	Description
95-100	4.0	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
90-94	3.5	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
85-89	3.0	This represents good quality work, performing at expected level for senior year. The student uses some readings, classroom discussions, and field experiences to inform writing. Meets all requirements of assignment, shows attempt to engage with the purposes of the assignment, provides details and examples to support writing. The writing contains few errors in grammar, spelling, and punctuation.
80-84	2.5	This represents work below expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, spelling, and punctuation.
75-79	2.0	This represents work significantly below expected level of quality. The student's writing includes many errors in grammar, spelling and punctuation. The work shows little evidence of having read course readings, of uses of classroom discussions or of field experiences. The writing meets few of the assignment's requirements. The student demonstrated a shallow attempt to engage with the purposes of the assignment, no details or examples to support the writing.

TE 401 has both a campus-based and a field-based component. In addition to the on-campus meetings of this course, students are scheduled into a field placement for either one five hour block or two, two hour blocks during the week. Groups of MSU students are matched with one classroom throughout the semester and carry out science and social studies activities in conjunction with their campus courses during this time.

For all components in the course, a passing grade in each is required to pass the course. The campus-based component involves competency in the disciplinary aspects of the course, namely science and social studies teaching to diverse learners. Each of these disciplinary components must be independently passed with a minimum grade of 2.0 to receive a passing grade for the course. In addition a satisfactory report must be received from the teachers for your science and social studies field-based experiences. These components will be part of regular course work. However, failure to meet these requirements (due to absences) can result in a failing grade. For further information about grades and criteria for progression to the internship, see pages 9-21 of the "Team One Junior/Senior Student Handbook."

Communication

Students should check their e-mail frequently for messages from the instructor or from classmates. Note: on the occasion that you must be absent or tardy, call or email **in advance**. I welcome frequent communication from each of you via office hours visits, questions after class, and email. **A word of caution, however, when using email: please re-read your messages for clarity and tone.** If your questions are unclear, or if your questions and/or my responses are complicated, I may suggest a meeting in place of an email conversation. Also, do not email attachments of assignments requesting review. I may suggest you send me an excerpt from an assignment if I think your question can be best answered by a quick look at your work. However, as a principle, I do not review entire drafts of assignments except when such drafts are assigned (such as for the field-based lesson).

Incomplete Grades

University policy: When special or unusual circumstances occur, the instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete. *The I-Incomplete may be given in the following circumstances:* The student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; (b) has completed satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Teacher Education policy: Teacher candidates may not enter TE 402 without having successfully completed TE 301 and TE 401. Therefore, incompletes must be cleared before the first meeting of TE 402.

Problem Solving

If you have problems with the course or the instructor, you must first speak with the instructor about the situation. If the problem is not resolved, then you may contact Angie Calabrese-Barton, the DAET Team Leader.

Your instructors encourage you to consult with them regarding problems in the course. Please don't hesitate to speak with any of us, and also consider contacting the Office of Student Affairs and Services Counseling Center (207 Student Services Building, 517.355.8270, <http://www.counseling.msu.edu/>).

Students with disabilities should contact the Resource Center for Persons with Disabilities (120 Bessey Hall, 517.353.9642 or <http://www.rcpd.msu.edu/Home/>) to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Students Accommodations Form) from a student requesting services.

A helpful resource for writing advice is the Writing Center (300 Bessey Hall, 517.432.3610, <http://writing.msu.edu/>). The grammar hotline is 517-432-1370.

Attendance and Participation

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and the Program. It is your responsibility to familiarize yourself with the policy which is in your Team Handbook and on the web at <http://ed-web3.educ.msu.edu/infostu/conductpolicy.htm>. Recurring absences (more than two) or tardiness are cause for serious concern and will necessitate a conference with the DAET/LAET staff and may result in a failing grade for the course.

Regular on-time attendance and full participation in class is critical to learning. This course is planned on the assumption that you will come on time and come prepared to participate. You must attend each class. This is especially crucial since we often will meet only once a week. The discussions, activities, curriculum development and collaborative work with teachers and students cannot be reproduced outside class or outside your field experience. Of course, absences due to illness, observation of religious holidays, and emergencies cannot be avoided. If you are unable to attend a class session, you must call or email the instructor in advance. If you miss a class, you are responsible for catching up on any missed material and assignments. This will entail handing in any missing work, finding out from another classmate what we did in class, and making up the work conducted in class by completing an appropriate replacement assignment to be determined by the instructor.

Your attendance in your field placement is also mandatory. If you are unable to attend school, you need to call your collaborating teacher in advance. Do not rely on your

peers to relay messages – make sure you communicate directly with your CT. The teachers and students need you in an even more practical way since they sometimes plan activities that require extra hands on the days they know you will be there; they can be left high and dry if even one TE 401 student is absent. You will make up all field absences.

Learning to teach is, in part, a function of being a member of a community of learners who interact to build knowledge about teaching and learning. We expect you to make regular contributions to class activities, discussions, and group projects. Your active participation, in which you knowledgeably discuss readings and assignments for the day, is expected. Thoroughly preparing for class by careful reading and reflection, timely completion of assignments, and thoughtful in-class participation is expected in order for all students to have a good learning experience in this course. Our many and diverse ideas enrich all our experiences. Therefore, we work to create an environment where students can respectfully and thoughtfully disagree since different perspectives are often central to substantive conversation. Learning to question, argue, support one's viewpoints, compromise, and consider alternative perspectives are all part of democratic participation.

This approach to discussion is also practice for your own classroom experience where you will undoubtedly have students with varying viewpoints. As social studies teachers, you will be responsible for engaging children in discussion of difficult and often controversial topics. To become a productive leader of such discussions, you must learn to use effective discussion skills yourselves. To prepare you for this responsibility, this course requires your oral participation in small and large group contexts. Participating is *not* the equivalent of talking. Often just one comment or question may demonstrate deep thinking and curiosity.

Active participation is up to you, but there are also some requirements we ask to ensure that as few distractions as possible interfere with everyone's learning. Cell phones must be switched off during the class. Receiving calls or text messages or writing text messages is highly distracting to you, your classmates, and the instructor. Other distractions such as crossword puzzles and surfing the internet are also not permitted. We encourage you to bring your laptop for educational use – not for email, instant messaging, or web surfing. We require this for the benefit of everyone's maximum learning. There will be a ten minute break during every class period during which you are permitted to check email and use cell phones, of course.

These expectations align with the program's professional conduct policy. For further information, see <http://www.educ.msu.edu/students/undergraduate/default.htm>

Focus for the Field. We are eager to build substantive connections between your work here at the university and your work in the field. Each can inform the other, to make both more meaningful – that is, we hope that your readings and activities in the course help make you a more observant and effective participant in the field, and we hope your field

experiences help you make better sense of the theories and readings we discuss in class. Because there are not always significant chunks of time in class to devote to sharing experiences from the field, we have decided to create an “online forum” for the exchange of ideas. Part of your participation grade will be based upon your contributions in class and online (in an ANGEL Discussion Board). For a series of three weeks, we will ask you to focus your attention on a particular aspect of the field. We will divide the class into small discussion board groups to keep the exchanges intimate and manageable. For the first topic, we will discuss your reactions in class, and then for the following topics, we will use the discussion board function.

Following the initial posting (around 250 words), students then post at least one follow up posting (around 150 words) in response to others’ questions, comments, and ideas. You can be critical, although you must do so civilly and you must back up your argument with evidence. Tone can be very difficult to decipher in this medium, so re-read your posting to be sure it’s not only clear and easy to follow, but also respectful. You can ask questions, provide alternative perspectives, or agree with and extend the ideas posed.

Academic Honesty and Citations

We assume that the student is honest and that all course work and examinations represent the student’s own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University’s student conduct code.

The principles of truth and honesty are recognized as fundamental to the community of teachers and scholars. This means that all academic work is prepared by the student to whom it is assigned, without unauthorized aid of any kind (see *General Student Regulation 1.00, Scholarship and Grades*, for specific regulations). Pre-service teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection.

Incidents of plagiarism are taken very seriously and will be pursued. **Students are warned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments unless they have used quotation marks and source citations. Copying and pasting from a website and then changing a few of the words or sentences here and there is considered plagiarism. This is a very dangerous habit to fall into. If you ever have any questions about what constitutes plagiarism, please ask!**

Directions for APA style for references and citations are available at http://webster.commnet.edu/apa/apa_index.htm and many other places on the web. Students may also wish to purchase the *Publication Manual of the American Psychological Association* (5th ed. American Psychological Association: New York, 2001).

For university regulations on academic dishonesty and plagiarism, refer to

<http://www.vps.msu.edu/SpLife/rule32.htm>

<http://www.msu.edu/unit/ombud/plagiarism.html>

Written Assignments

All assignments should be typed, double spaced, with one inch margins and a standard 12 point font, preferably “Times New Roman.” Include your name and course section number. References to course readings or outside texts should be cited using APA style, the citation protocol for the social sciences (which includes the field of education).

Scholarly work is more than opinion and the simple description of readings. It requires reflection and inquiry as well as citation of readings and the literature as evidence in support of your position(s). Good writing is critical in communicating effectively to your future students and their families.

Because communication is so important in school settings, good writing skills are critical. As teachers, you will write report cards, student evaluations, lesson plans, curricular documents, letters home to parents, memos to other staff, reports, emails with parents, your principal, and other staff members, among other things. It is very important you communicate clearly, efficiently, with proper grammar, and with an appropriate tone. Thus, we hold your writing for this course to these same high expectations. We will discuss methods of improving the readability, clarity and content of your written communication. We will inform you right away if your writing does not meet these standards, and may ask you to rewrite assignments. Proofreading is essential! If you are prone to making errors, and have difficulty catching them yourself, get in the habit of having someone else read your work.

IV. Course Readings

The five books are available for purchase at the Spartan Bookstore in the International Center. The rest of the readings are available online (on ANGEL).

Books

Anderson, L. H. (2000). *Fever, 1793*. New York: Simon & Schuster Books for Young Readers, 2000.

Brophy, J. and Alleman, J. (2006). *Powerful social studies for elementary students*. Belmont, CA: Thomson Wadsworth.

McBrier, P. (2001). *Beatrice's goat*. New York: Atheneum Books for Young Readers.

Nelson, S.R. (2008). *Ain't nothing but a man: My quest to find the real John Henry*. Washington, D.C.: National Geographic.

Mochizuki, K. (1993). *Baseball saved us*. New York: Lee & Low.

We strongly recommend you “surf” each of these books at the beginning of the semester. By “surfing,” we don’t mean reading the books in entirety, but skimming them to get a sense of their contents and purposes. You will surf a textbook (the Brophy and Alleman book) differently than you would a tradebook. When surfing a textbook, you should examine the table of contents, the index, the chapter highlights, the preface, etc. to understand the main goals and topics. For tradebooks, you should examine the pictures, the introduction, perhaps the back cover, to get a sense of content, purpose, length, and age-level. Sometimes tracking down book reviews of tradebooks gives you a deeper sense the books’ strengths and weaknesses (but sometimes it’s better to read reviews after you’ve formed an impression of the book yourself). These reading skills are important to helping you get a sense of the books’ purposes – skills you will teach to your future students.

There is also a coursepack which is available at Ned’s Bookstore on Grand River.

V. Course Schedule

Date	Session Topic <i>[Guiding questions for reading and discussion]</i>	Reading for Class (note: there may also be short, additional reading and writing assignments required)	Focus for the Field (for about 3 weeks at a time, we ask you to focus on and comment on a particular aspect of the field to build your observations skills and help you make connections between the course and the field)	Assignment Due (unless noted otherwise, all assignments must be posted to ANGEL before the start of class)
August 25	Introduction to the course and to social studies education <i>[What is social studies education? Why is it important? Who are you? What do you bring to the course?]</i>	None	First Days of School: Find a teacher (and/or student or parent) learn about the first days of school – how do teachers set up their classroom? Set norms for classroom routines? How do parents prepare their children? What are children’s excitements and fears? (you can also investigate these questions through newspaper articles)	Watch/listen to at least one hour of coverage of the Democratic National Convention Register to vote!
Sept. 3 (during the field-based time) 9:10 – 12:00 location: 109 Erickson Hall	The purposes, content, and representation of social studies/Social studies as citizenship education: diversity and democracy <i>[Why do we teach what we teach to whom we teach?]</i>	Brophy and Alleman, Chapters 1, 3 NCSS (ANGEL) Syllabus (and bring questions) SKIM: Michigan Department of Education (coursepack)	First Days of School (cont’d) – see above.	Watch/listen to at least one hour of coverage of the Republican National Convention

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Sept. 8	Inquiry and social studies: evaluating content and materials/Critical Web Reader/Teaching in urban settings <i>[How and why do we question content and materials?]</i>	Brophy and Alleman, Chapters 4, 14 Weinstein and Mignano, Chapter 7 Michie (coursepack)	First Days of School (cont'd) – see above.	
Sept. 15	Knowing the students we teach/Multiculturalism in social studies education <i>[Who are our students? Why multicultural education? What is culturally relevant pedagogy? What does it look like?]</i>	Brophy and Alleman, Chapter 2 Ladson-Billings (coursepack) Banks et al. (2005) (coursepack) Corwin (coursepack)	Classroom Community: In your field placements (once they've started), observe and comment on how your cooperating teacher builds classroom community (e.g., rules, routines, schedules) (POST AN ENTRY ON ANGEL AND A RESPONSE TO A CLASSMATE'S ENTRY)	Critical Web Reader
Sept. 22	Teaching history for democratic citizenship <i>[How do we make history meaningful to students?]</i>	Brophy and Alleman, Chapter 5 Levstik and Barton, Chapter 1 (coursepack) Hakim (coursepack)	Classroom Community – (cont'd) – see above.	

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Sept. 29	Teaching history for democratic citizenship <i>[How can we incorporate history into the language arts and literacy curricula? How do we make historical fiction “historical” for students?]</i>	Nelson Muir (coursepack) Brookfield & Preskill, Chapter 3 (ANGEL)	Classroom Community cont’d – see above.	Draft: Pre-Planning for Field-Based Lesson
Oct. 6	Children’s literature/ Preparation for museum visit/Introduction to micro-teaching <i>[How can we incorporate history into the language arts and literacy curricula? How do we make historical fiction “historical” for students?]</i>	Anderson Friggens (coursepack) Weinstein and Mignano, Chapter 9	Student Focus: Make observations of a focal student (e.g., his/her dispositions toward learning, social relationships, teacher relationship, interests, etc.) (POST AN ENTRY ON ANGEL AND A RESPONSE TO A CLASSMATE’S ENTRY)	
Oct. 13 a.m. – meet in 107 Erickson Hall)	Assessment/Multicultural Literature/Micro-teaching workshop day <i>[How do we know what children have learned? Why is assessment so important to instruction? How do we select and teach literature reflective of our diverse population?]</i>	Brophy and Alleman, Chapter 12 Mochizuki Brookfield & Preskill, Chapter 4 (ANGEL)	Student Focus cont’d – see above.	Come to class with ideas for microteaching lesson

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Oct. 13 – p.m. (visit to the Michigan Historical Center)			Student Focus cont'd – see above.	Seeing Student Thinking
Oct. 20	Authentic Instruction/ Micro-teaching literature circles <i>[What is authentic pedagogy? What is constructivism? How do we design instruction that both teaches valuable content and skills and also engages students? What are ways to use literature to teach social studies content effectively?]</i>	Brophy and Alleman, Chapters 9 and 10 Newmann, Marks, and Gamoran (coursepack) Brookfield & Preskill, Chapter 5 (ANGEL)	Observation of social studies curriculum (e.g., what topics are covered? What resources do teachers use? GLCES? Pacing guides? Textbooks?) (POST AN ENTRY ON ANGEL AND A RESPONSE TO A CLASSMATE'S ENTRY)	Museum Project
Oct. 27	Field Trip Teaching students to form concepts/2008 Election/Micro-teaching simulation <i>[How do humans organize knowledge? What is the history of voting rights in the U.S. and why don't more citizens vote? How is simulation an effective</i>	Parker (coursepack) – focus especially on pp. 310-324 Social Education (coursepack) Brookfield & Preskill, Chapter 9 (ANGEL)	Observation of social studies curriculum – cont'd (see above)	Micro-teaching literature circles write-up Draft: Field-based lesson plan – Part IV a – lesson procedure – bring two hard copies to class for peer feedback (not required to be turned in on ANGEL)

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	<i>tool for social studies education?]</i>			
Nov. 3	Teaching students to conduct inquiry/Micro-teaching inquiry <i>[Why is inquiry so critical to developing social scientific knowledge? What are the steps to inquiry?]</i>	Banks (1985) (coursepack) Parker (coursepack) – focus especially on pp. 324-329 Brookfield & Preskill, Chapter 10 (ANGEL)	Observation of social studies curriculum – cont'd (see above)	Micro-teaching simulation write-up
Nov. 10	Teaching values and controversial issues/ Micro-teaching case study <i>[What makes something controversial? Why teach these issues? How is case study an effective instructional approach to teaching social studies?]</i>	Lockwood and Harris (coursepack) McBee (coursepack) Weinstein and Mignano, Chapter 11	Observations of cooperating teacher's social studies pedagogy (e.g., does she/he use lecture? cooperative groups? Centers? How does she/he attend to students with special needs? Add a question you would have liked to ask the cooperating teacher regarding an instructional decision she made. (POST AN ENTRY ON ANGEL AND A RESPONSE TO A CLASSMATE'S ENTRY)	Micro-teaching inquiry write-up

Date	Session Topic <i>[Guiding questions for reading and discussion]</i>	Reading for Class (note: there may also be short, additional reading and writing assignments required)	Focus for the Field (for about 3 weeks at a time, we ask you to focus on and comment on a particular aspect of the field to build your observations skills and help you make connections between the course and the field)	Assignment Due (unless noted otherwise, all assignments must be posted to ANGEL before the start of class)
Nov. 17	Teaching civics and government and economics for democratic citizenship/ Micro-teaching discussion <i>[Why are knowledge and skills in civics and economics critical to social studies education? To development for citizenship?]</i>	Brophy and Alleman, pp. 146-156; 156-165 McBrier Schug (coursepack) Saunders and Gilliard (coursepack)	Observations of cooperating teacher's social studies pedagogy cont'd (see above)	Micro-teaching case study write-up
Nov. 24	Teaching with centers/Teaching geography for democratic citizenship <i>[Why are knowledge and skills in geography critical to social studies education? To development for citizenship? How can centers be use to engage students and teach them valuable content in social studies?]</i>	Joint Committee on Geographic Education (coursepack) Brophy and Alleman, Chapter 6 Muir and Frazee (coursepack)	Observations of cooperating teacher's social studies pedagogy cont'd (see above)	Micro-teaching discussion write-up Field-Based Lesson Write Up (Final)
Dec. 1	No Class			
Dec. 12 (12:45-	Course Wrap-up & Evaluations			

Date	Session Topic <i>[Guiding questions for reading and discussion]</i>	Reading for Class (note: there may also be short, additional reading and writing assignments required)	Focus for the Field (for about 3 weeks at a time, we ask you to focus on and comment on a particular aspect of the field to build your observations skills and help you make connections between the course and the field)	Assignment Due (unless noted otherwise, all assignments must be posted to ANGEL before the start of class)
2:45 p.m.)				