Investigating Social Studies and ECED 7264

Semester Hours  3
Semester/Year  Fall 2014
Time/Location  Fully Online
Instructor  Dr. Francis Stonier
Office Location  Education Annex 122
Office Hours  Tue  10:00am-2pm
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Online Support  CourseDen Home Page
                https://westga.view.usg.edu/
                CourseDen Help & Troubleshooting
                http://www.westga.edu/~distance/webct1/help
                UWG Distance Learning
                http://distance.westga.edu/
                UWG On-Line Connection
                http://www.westga.edu/~online/
                Distance Learning Library Services
                http://westga.edu/~library/depts/offcampus/
                Ingram Library Services
                http://westga.edu/~library/info/library.shtml
                University Bookstore
                http://www.bookstore.westga.edu/
COURSE DESCRIPTION
Students will be provided with a research basis for developing perspectives, methods, and materials for teaching social studies in grades P-5.

COE VISION
The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION
For this course we will draw on several pedagogical methods including hands on activities, lectures, videos, small group discussions, reflective activities, and interactive discussions.

COMMUNICATION
For this course is it best to e-mail through Course Den. In nearly all instances Course Den e-mails will be responded to inside of 24 hours during the week M-F. Weekends may take longer.

COURSE OBJECTIVES
Students will:

1. comprehend the current trends and issues that affect social studies education (Berson, et.al., 2004; Dynneson, et. al., 2003; Farris, 2004; Maxim, 2003; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Turner, 2004; Zarillo, 2004); *(Lifelong Learners, Knowledgeable; NBPTS 2)*

2. comprehend global community and changing society issues through social science perspectives (Chaplin & Messick, 2002; Hoge, et. al., 2004; Martorella & Beal, 2002; McEachron, 2001; Zarillo, 2004); *(Lifelong Learners, Knowledgeable; NBPTS 2)*

3. apply inquiry, reflective, and critical thinking methods for elementary social studies curriculum reform (Ellis, 2002; Farris, 2004; Hoge, et. al., 2004; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Zarillo, 2004); *(Leaders; NBPTS 1 & 2)*
4. demonstrate decision making and leadership processes that affect social studies curriculum development (Berson, et.al., 2004; Hoge, et. al., 2004; Obenchain & Morris, 2003); 
(Decision Makers, Leaders; NBPTS 2)

5. comprehend and apply strategies to meet the needs of diverse student populations and to integrate cultural diversity (Chaplin & Messick, 2002; Dynneson, et. al., 2003; Farris, 2004; Hoge, et. al., 2004; Turner, 2004; Zarillo, 2004); 
(Adaptive, Culturally Sensitive, Empathetic; NBPTS 1)

6. apply cooperative learning concepts and strategies to enhance group interaction skills (Martorella & Beal, 2002; Maxim, 2003; Obenchain & Morris, 2003; Savage & Armstrong, 2004; Turner, 2004; Zarillo, 2004); 
(Adaptive; NBPTS 1 & 2)

7. integrate appropriate instructional technology into an elementary social studies curriculum (Dynneson, et. al., 2003; Maxim, 2003; Turner, 2004); and 
(Leaders, Adaptive; NBPTS 2)

8. comprehend and apply principles of ethics, social values, and character education in social studies education (Lickona, 1991; Martorella & Beal, 2002). 
(Leaders, Knowledgeable; NBPTS 1 & 2)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)
ISBN: 9780743296281

References

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Video Introduction, Update Course Den Profile, Respond to 5 classmate’s videos</td>
<td>40 Total 25 Video, 5 Profile, 10 Peer</td>
<td>Checklist</td>
<td>8/31</td>
<td>6, 7</td>
</tr>
<tr>
<td>3. Reading Discussion Posts and Responses (13 total)</td>
<td>260 Total 20 Points – 11 Main, 9 Peer</td>
<td>Checklist</td>
<td>See Outline Below</td>
<td>1-4, 8</td>
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<tr>
<td>4. Web Quest</td>
<td>50</td>
<td>Rubric</td>
<td>10/19</td>
<td>5, 7</td>
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<tr>
<td>5. Google Earth Scavenger Hunt</td>
<td>30</td>
<td>Rubric</td>
<td>11/2</td>
<td>5, 7</td>
</tr>
<tr>
<td>6. Position Papers</td>
<td>130</td>
<td>Rubric</td>
<td>11/16</td>
<td>1, 2, 3, 4, 8</td>
</tr>
<tr>
<td>7. Community Outreach Project</td>
<td>150</td>
<td>Rubric</td>
<td>12/7</td>
<td>4, 8</td>
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<tr>
<td>8. Unit Plan</td>
<td>100</td>
<td>Rubric</td>
<td>12/8</td>
<td>1-8</td>
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<tr>
<td>Total possible points =</td>
<td>1000</td>
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***See Course Den for Assignment Details***

Please note:
Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. Excessive grammar issues on any assignment may result in a failing grade for an assignment (possibly as low as a zero).
Grading
Assignments will be graded as promptly as possible. Regular weekly assignments will generally be graded before the next week’s is due. Larger assignments may take longer to grade depending on the complexity and scale. Please feel free to inquire if it has been more than two weeks on a larger assignment.

A = 1000-900   B = 899-800   C = 799-700   F = 699 and below

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance / Participation: As this course is entirely online regular attendance will not be taken. However, with the frequency of assignment deadlines your attendance of the class and attention to assignments will require a continued effort on your part. You may complete all work ahead of time but late work will not be accepted after the time of the due date.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Extra credit is not currently planned for this course.

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCaers/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.
Course Schedule

DP = Discussion Post

***Unless otherwise noted assignments needs to be turned in by 10pm***

The order of class meetings serves as a guide to the course and is subject to change!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 25-31 Introduction/Profile/Discussion on school and Social Studies</td>
<td>Intro Video, Profile, DP – 8/31</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 1-7 Unit Planning, Text, Resources</td>
<td>DP – 9/7</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept 8-14 Chapters 1 &amp; 2 Lies My Teacher Told Me (LMTTM), Community</td>
<td>DP – 9/14</td>
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<tr>
<td>Week 4</td>
<td>Sept 15-21 Assessment</td>
<td>DP – 9/21</td>
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<tr>
<td>Week 5</td>
<td>Sept 22-28 Chapters 3 &amp; 4 LMTTM, Resources</td>
<td>DP – 9/28</td>
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<tr>
<td>Week 6</td>
<td>Sept 29-Oct 5 Differentiation</td>
<td>DP – 10/5</td>
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<tr>
<td>Week 7</td>
<td>Oct 6-12 Chapters 5 &amp; 6 LMTTM, Technology</td>
<td>DP – 10/12</td>
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<tr>
<td>Week 8</td>
<td>Oct 13-19 Web Quests, Ethics</td>
<td>DP – 10/19 Web Quest (Drop Box)</td>
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<tr>
<td>Week 9</td>
<td>Oct 20-26 Chapters 7 &amp; 8 LMTTM, Integrated Lessons, Checkup on Community Outreach</td>
<td>DP – 10-26 Checkup (Drop Box)</td>
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<tr>
<td>Week 10</td>
<td>Oct 27-Nov 2 Virtual Fieldtrips</td>
<td>DP – 11/2, Google Earth Scavenger Hunt (Drop Box)</td>
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<tr>
<td>Week 11</td>
<td>Nov 3-9 Chapters 9 &amp; 10 LMTTM, Current Events</td>
<td>DP – 11/9</td>
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<td>Week 12</td>
<td>Nov 10-16 Position Papers Due</td>
<td>Papers turned into Drop Box by 11/16</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov 17-23 Chapters 11, 12, &amp; 13 LMTTM, SS in your current or future classroom</td>
<td>DP – 11/23</td>
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<tr>
<td>Week 14</td>
<td>Nov 24-30 Thanksgiving</td>
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<tr>
<td>Week 15</td>
<td>Dec 1-7 Community Outreach Project Due</td>
<td>Turned into Drop Box – 12/7</td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec 8 Unit Plans Due</td>
<td>Turned into Drop Box – 12/8 MONDAY</td>
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