MGED 4261  METHODS FOR INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES

Semester Hours: 2  
Semester/Year: Fall 2012  
Time/Location: Fridays, 1-2:30 pm in Coliseum 3009  
Tuesdays and Thursdays, 8am-4pm, Sep 4 – Nov 29; field placement  
Instructor: Dr. Robyn Huss  
E-mail: rhuss@westga.edu  
Telephone: 678-839-6187  
Office Location: Coliseum 2046  
Office Hours: Tuesdays and Wednesdays 9:00am-noon and 1:00-3:00pm; Other days/times may be arranged by appointment, or Online via email.  
Fax: 678-839-6195

REQUIRED TEXTS AND READINGS

Tk20 Subscription. These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have previously purchased a subscription, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

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

Prerequisite: Admission to Teacher Education. Students will explore techniques and strategies for the effective teaching and integration of language arts and social studies. They will also investigate current issues, practices, materials, and curriculum development appropriate for teaching/learning in the middle grades.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (e.g., INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 20% online. This requires the online equivalent of approximately 300 minutes of instruction and an additional 600 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>250 minutes</td>
</tr>
<tr>
<td>Assignment posts</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. recognize the integrated holistic nature of the language arts -- reading, writing, speaking, viewing and listening (Georgia Performance Standards, 2011; Hennings, 1997; Lindquist, 2002);
   (Knowledgeable; INTASC 2)
2. demonstrate an understanding of the appropriate content for the various social sciences and language arts as reflected in adopted standards (Allen & Stevens, 1994; Beal, Bolick, & Martorella, 2009; Dynneson, Gross & Berson, 2003; Georgia Performance Standards, 2011; National Council for the Social Studies, 2010; Wilhelm, 1996); (Knowledgeable; INTASC 1)

3. develop plans which incorporate teaching of language arts and social studies skills to middle level children from a variety of language patterns and cultural backgrounds. Emphasis will be given to developing respect for and appreciation of diversity and multicultural ethnicity (Banks & Banks, 2008; Wiggins & McTighe, 2006); (Knowledgeable, Adaptive, Culturally Sensitive, Empathetic, Decisive; INTASC 3, 7, 8)

4. develop plans which demonstrate the effective integration of language arts and social studies content appropriate for the middle level (Beal, Bolick, & Martorella, 2009; Georgia Performance Standards, 2011; Wiggins & McTighe, 2006); (Decisive, Collaborative, Knowledgeable, INTASC 1, 2, 4, 7, 8)

5. understand the relationships between disciplines, especially language arts and the social studies, within the middle level curriculum (Beal, Bolick, & Martorella, 2009; Lindquist, 2002); (Knowledgeable; INTASC 1)

6. become familiar with materials, resources, and technology available for teaching language arts and social studies at the middle level (Beal, Bolick, & Martorella, 2009; Lindquist, 2002); (Knowledgeable, Reflective; INTASC 4, 7)

7. become familiar with the content required for the middle grades in language arts and social studies, as reflected in the Georgia Performance Standards (2011); and (Knowledgeable; INTASC 4, 7)

8. become familiar with methods of assessment appropriate to teaching language arts and social studies (Beal, Bolick, & Martorella, 2009; Chase, 1999; Gredler, 1999; Lindquist, 2002). (Decisive, Adaptive, Knowledgeable; INTASC 8)

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 Connection and Student Handbook and the Graduate Catalog.

Attendance:
Attendance is required either in person or online for all class meetings and field experience dates.
Disability:
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. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit:
There is no extra credit option in this course.

Late Work:
Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, turned in early.

Professional Conduct:
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.
Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average are as follows:

- **Life in America** 40 points
- **Annotated Booklist** 50 points
- **Literature Unit** 100 points
- **Annotated Websites** 50 points
- **Bulletin Board** 20 points
- **Artifacts**
  - newspaper 10 points
  - story board, story ladder, flip book, etc. 10 points
  - travel brochure 10 points
- **Field Experience Evaluations by cooperating teacher**
  - **Dispositions** 20 points
  - **Intern Keys II** 20 points
- **Unit Plan** 200 points
- **Microteaching** 20 points
- **Reflective Essay** 50 points

**Class Grade**

- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

**600 points TOTAL**