



## EDUC 4033 Teach Social Studies

COURSE SYLLABUS: Fall 2021

### INSTRUCTOR INFORMATION

Instructor: **Dr. Timothy Hinchman**

Physical Office Location: **330 Bridwell Hall**

Virtual Office: **Available through Zoom**

Office Hours: Tuesday and Thursday 8am-10:30am (others available by appointment)

University Email Address: [timothy.hinchman@msutexas.edu](mailto:timothy.hinchman@msutexas.edu)

University Office Phone: 940-397-4435

Preferred Form of Communication: Email

Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

### COURSE INFORMATION

This field-based course focuses on elementary school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences.

#### Textbook

The following textbook is recommended for this course:

- Maxim, G. W. (2018). *Dynamic social studies*. Boston: Pearson Education.

#### Competency List

This course will build mastery of the following competencies:

- **The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.**

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- **The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).**
- **The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).**
- **The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.**
- **The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.**

## **Student Competencies**

Upon completion of this course, the student will be able to:

- understand the purpose of the social studies curriculum.
- explain how social studies educational initiatives model a constructivist approach to education.
- identify the basic structure of social constructivism to help their students develop a foundation for knowledge and understanding.
- select the social studies concepts, procedures, and skills that they will use during inquiry-based instruction.
- determine the best model for conducting social studies instruction.
- create a positive classroom environment where learning is rigorous, yet engaging, trust is evident and everyone believes that they can learn.
- understand that a positive classroom environment is essential in promoting active inquiry-based learning.
- understand the diverse characteristics in today's classrooms to plan for appropriate activities.
- Utilize concrete, representational, informational, and persuasive instructional resources to ensure student understanding.
- apply key concepts of history, geography, civics, economics, and culture to develop lessons using strategies and methods that increase understanding through authentic learning experiences.
- utilize digital tools, resources, and strategies to enhance their teaching effectiveness.
- create a learning experience that facilitates creative and critical thinking skills across the curriculum.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Must be able to use Microsoft and Google Suites.

### **Instructional Methods**

This is a hybrid-flex course. Learning activities include assorted activities, lectures, readings, videos, written assignments, and key assessments.

### **Student Responsibilities or Tips for Success in the Course**

To be successful in this course, plan to spend at least **120** hours to read/listen/watch online content, post written responses, complete key assignments/assessments, and study the course material.

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## GRADING

Final grades in this course will be based on the following scale:

A = 861-1000 points

B = 751-860 points

C = 661-750 points

D = 401-660 points

F = 400 points or Below

## Competency Assessments

### Written Assignments

Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal. Unless noted, each written assignment will use a constructed response formatting. Almost all constructed responses can follow the same basic structure with variations based on the number of paragraphs or specific requirement. An outline is provided in Module 1 to provide the student with a starting point and to assist in organizing thoughts for a better flowing paper.

The module written assignment is an assessment of your knowledge of the material required for the competency. A rubric score of 70% or higher is required to demonstrate mastery of each learning goal.

### **Performance-Based Key Assessment – *Inquiry-Based Instruction, 5E Lesson Plan, and Comprehensive Unit Plan***

The performance assessment for this course is a portfolio consisting of the foundations in inquiry-based instruction. Students will research, identify, and model instructional practices that are promote inquiry-based instruction in a mainstream social studies classroom setting

All grade levels are examined within the TEKS to determine what knowledge, skills, and abilities are addressed at the different grade levels. Students are to determine how the standards are connected.

Students will identify the basic ideas behind social constructivism. They will explore several resources on social constructivism and methods to scaffold learning in a social studies classroom.

Students will then dive deeper into inquiry-based instructional practices. They will explore research based strategies and practices that acknowledge and respect diversity in the social studies classroom. They will examine teachers using strategies for teaching culturally diverse students, culturally responsive pedagogy, and read research regarding this practice.

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Students will explore the content areas necessary to teach social studies. They will first explore the techniques and strategies of teaching history. They will next explore the techniques and strategies of teaching geography, civics, economics, anthropology, and sociology

Students will write a comprehensive unit plan in social studies. They will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).

The Comprehensive Unit Plan is an assessment on your ability to synthesize and apply the concepts learned in the modules. A score of 70% or higher is required to demonstrate competency on each section of the final project. This assignment is required to receive credit for this course.

### **Final Assessment – Constructed Response Written Final Exam**

This assessment requires the student to demonstrate their knowledge in subject area by providing an in-depth written response. Students will be provided a scenario that includes a student's work product, rationale, and a short conversation with the teacher. Utilizing your knowledge of social studies content and pedagogy, analyze the information provided and write a response (400-600 words) in which you:

- Describe one area of academic need that the students related to the foundational social studies content, skill, or objective specified;
- Identify and describe developmentally appropriate, effective instructional strategy or intervention to address the student's identified need in the social studies skill or objective;
- Explain why this instructional strategy or intervention would be effective, using sound reasoning and knowledge of foundational social studies skills;
- Describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified skill, content, or objective;
- Describe at least one cross-curricular activity that could be integrated to support learning or extend the identified social studies, content, skill or objective.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

[D2L Technical Requirements](#)

## **ACCESS AND NAVIGATION**

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You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact [helpdesk@mwsu.edu](mailto:helpdesk@mwsu.edu). For more information on the MSU's IT services, see [Information Technology](#).

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact Dr. Hinchman.

### Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#). Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

Expect responses to email within **24** hours and feedback on your final project within **48** hours. Since this is a Professional Block course, students will follow the **Email Protocol** (see below) to ensure professionalism is practiced in email correspondence:

#### 1. Subject Line:

- 2-5 word summary of the email
  - “Missing Grade”
  - “Module\_ Assignment Question”

#### 2. Begin with a Greeting:

- “Good morning Dr. Hinchman
- “Hello Dr. Hinchman”

#### 3. Get to the Point and Add Details:

- “I am writing because...”
- “I have read/watched/completed and have the following question...”

#### 4. Closing:

- “Thank you, \_\_\_\_\_”
- “I hope you're well, \_\_\_\_\_”
- “Have a nice \_\_\_\_\_”

#### 5. Signature:

- Sign your full name
- Create an Email Signature in your email settings.

#### 6. Reply:

- Send a quick reply back to your professor that you received the email.
  - “Thank you for the information”
  - “Received”
  - “10-4”

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

In order to demonstrate competency you must achieve 70% or higher on each required competency assessment.

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the [Student Handbook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **Electronic Network Access**

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

### **Academic Dishonesty**

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the [Student Handbook](#).

### **Late Work**

Because all assignments are available and submitted online, “make up” work should not be an issue. Late work will not be accepted unless a written medical or equally extenuating circumstance is provided. The D2L Dropbox will close at 11:59pm on the due date.

### **Attendance**

**WCOE Face to Face Policy:** Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third offense. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well. Attendance and class activity participation grades will be recorded in the Dispositions category.

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## Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. It is the policy of Midwestern State University that no otherwise qualified person, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program, activity, or employment of the university. If you have a disability requiring an accommodation, please contact [Office of Student Disability Resources and Services](#).

## Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU's campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU's campus premises. For more information on Carrying Concealed Handguns, see the [Student Handbook](#).

<b>COURSE OUTLINE/CALENDAR</b>		
<b>Module Topic</b>	<b>Assignments</b>	<b>Due Date</b>
<b>M1 – Social Studies in the Elementary Classroom</b>	Module 1: Social Studies in the Elementary Classroom Writing Assignment #1	<b>Friday 8/27/2021 @ 11:30pm</b>
	Module 1 Assignment #2- Social Studies TEKs T-Chart	<b>Sunday 8/29/2021 @ 11:30pm</b>
<b>M2 – Diversity in the Classroom</b>	Module 2: Diversity in the Classroom Writing Assignment #1	<b>Friday 9/3/2021 @ 11:30pm</b>
<b>M3 – Constructivism in a Social Studies Classroom</b>	Module 3: Constructivism in a Social Studies Classroom Writing Assignment #1	<b>Friday 9/10/2021 @ 11:30pm</b>

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<b>M4 – Teaching History</b>	Module 4: Teaching History Writing Assignment #1	<b>Friday 9/17/2021 @ 11:30pm</b>
<b>M5 – Teaching Geography</b>	Module 5 Teaching Geography Writing Assignment #1	<b>Friday 9/24/2021 @ 11:30pm</b>
<b>M6 Teaching Government and Civics</b>	Module 6 Teaching Civics Writing Assignment #1	<b>Friday 10/12/2021 @ 11:30pm</b>
<b>M7 – Teaching Economics</b>	Module 7 Teaching Economics Writing Assignment #1	<b>Friday 10/8/2021 @ 11:30pm</b>
<b>M8- Teaching Social Structures and Cultures</b>	Module 8 Teaching Anthropology Writing Assignment #1	<b>Friday 10/15/2021 @ 11:30pm</b>
<b>M9- Teaching Science, Technology, and Society</b>	Module 9 Teaching Science... Writing Assignment #1	<b>Friday 10/22/2021 @ 11:30pm</b>

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<b>Lesson Plan and Observation</b>	<b>REQUIRED ASSIGNMENT:</b>  <b>Observation Lesson Plan</b>  <b>T-Tess Assessment</b>  <b>Reflection</b>  Module 7 Writing Assignment #1	<b>Date Dependent on Classroom Observation (will vary)</b>
<b>Key Assessment</b>	<b>REQUIRED ASSIGNMENT:</b> <ul style="list-style-type: none"> <li>• Comprehensive Unit Plan</li> </ul>	<b>Friday 12/3/2021 @ 11:30pm</b>
<b>EDUC 4033 Methods Final Examination</b>	<b>Required Assessment: Constructed Application of Social Studies Content and Pedagogy</b>	

### References/Scientifically-Based Research/Additional Readings:

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review, 30(3), 973-999*.
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18(1), 32-42*.
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology, 413-418*.
- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist, 31(3/4), 163-174*.
- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher, 23 (7), 5-12*.
- Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest, 83(1), 36*.

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- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kihara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research*, 90(2), 179-226.**
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model*. Taylor & Francis.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Routledge.**
- Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates, Inc.
- Hanley, Susan (1994). On Constructivism. Available at: <http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt>
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews*, 7(7), 249-256.**
- von Glasersfeld, E. (1996). Introduction: Aspects of constructivism. In C. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice*, (pp.3-7). New York: Teachers College Press.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>

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