

# EDMI 541: Content Area Methods I (Social Studies Education)

## Syllabus: Fall Semester 2001

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### Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

### CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

### Course description:

This course is designed to introduce prospective middle school teachers to theoretical concepts, instructional methods and materials for use in social studies education and curriculum integration. The instructor uses a collaborative approach to curriculum design, instruction and assessment with the other members of the middle level teaching team. The course topics are taught in a sequence consistent with the five themes of the program. Assignments are coordinated with those themes.

### Goals: Students will:

1. Gain knowledge of:
  - the aims of social studies in K-12 education
  - appropriate methods and materials for instruction in middle level social studies;
2. Integrate this knowledge with past experiences and knowledge;
3. Prepare to apply flexibly this knowledge in the middle schools.

The instructor is committed to modeling reflective and transparent teaching in order to assist students to achieve the above goals.

### Optional text:

State of California. (2001). *History/Social Science Framework*. Sacramento, CA: Author.

### Recommended:

*Social Education* (Journal of the National Council for the Social Studies)

### Assignments and grading:

Internet sites for social studies (due September 28)

10 points

*Theme #3: Teaching is the negotiation among theory, practice and students.*

You will explore and evaluate ten education sites on the World Wide Web that would be valuable to social studies teachers.

## Assignments and grading (cont):

Choice assignment for social studies (due October 15) <i>Theme #4: Empowerment of students is essential to the students' meaningful participation in a democratic society.</i> You may choose the content and form of this assignment. Possibilities include researching a topic in social studies education; reading and responding to a book or journal issue; preparing an annotated resource list for a social studies topic; interviewing social studies teachers about their work; etc. The assignment is to be shared in class on October 15.	20 points
Lesson plans for social studies (rough drafts due October 23; final due October 30) <i>Theme #3: Teaching is the negotiation among theory, practice and students.</i> You will write two original lesson plans in your unit plan (2 @ 20 points).	40 points
Service learning lesson plans studies (rough drafts due October 23; final due October 30) <i>Theme #3: Teaching is the negotiation among theory, practice and students.</i> You will write a lesson plan that demonstrates the principles of integrating service with learning in the context of your integrated unit plan.	20 points
Portfolio (conferences on December 12 & 13) <i>Theme #4: Empowerment of students is essential to the students' meaningful participation in a democratic society.</i> This is a long-term assignment by all teaching team members. You will present yourself as a learner in your portfolio.	10 points
<i>Total</i>	<i>100 points</i>

## Grading & Expectations:

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	78-79 points
B+	88-89 points	C	73-77 points
B	83-87 points	C-	70-72 points

Teacher education is professional preparation, and therefore students are expected to adhere to standards of dependability, promptness, participation, confidentiality, and writing achievement. Please read the university policy on academic honesty in the student handbook. Consequences for failing to meet these standards are as follows:

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.
- Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

Unless extraordinary circumstances for these expectations are made known, they are not negotiable.

The College of Education has adopted the following policy regarding attendance:

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally responsive pedagogy)***
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose***	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development***	B. Methods***	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates***	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

\*\*\*Competency addressed in EDMI 541