

**California State University San Marcos
College of Education**

**EDMI 544 – Middle Level Social Studies Education
CRN 21431 - Spring 2007**

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Mission of the College of Education at Cal State 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, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

Course Objectives:

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.

Required Texts

State of California. *Curriculum Framework for History/Social Science K-12*.
Rethinking Schools. *Rethinking our Classrooms, v. 2*.
Additional readings as assigned.

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive

reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: 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. Absences and late arrivals/early departures will affect the final grade. COE attendance policy states, "At a minimum, students must attend 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 students have extenuating circumstances, please contact the instructor as soon as possible

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential with Middle Level Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

TPE 1A- Subject-Specific Pedagogical Skills for History/Social Science
TPE 11: Social Environment

The Teacher Performance Expectations identified here are addressed in EDMI 544 through class discussions, activities, oral/visual presentations, and written assignments.

Grading & Expectations Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Furthermore,

- 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.

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

Special Note, Spring 2007: The instructor's union, the California Faculty Association, is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester

Assignments (Details to be given in class)

Internet Sites for Social Studies (10 points)

Due Feb. 13

(TPE addressed through this assignment 1A)

You will explore and evaluate ten education sites on the World Wide Web that would be valuable to you in teaching a topic in social studies. Details forthcoming.

Community and School District Study (10 points)

Due Feb. 23

You will collect information that helps inform you and your colleagues about a chosen school district in Southern California.

Choice assignment (20 points)

Due March 1

Details will be given in class.

Unit Plan (40 points)

Due March 15

(TPE addressed through this assignment: 1A, 11)

You and two or three partners will create an integrated science and social studies unit plan. Collectively, you will create a service learning component for the unit plan. Individually, you will create two social studies lesson plans for the unit (one for social studies in general, the other for the service learning component). Details forthcoming.

TPE Reflective Statements (5 points each = 10 points)

Due March 15

In EDM1 544, you are specifically responsible for writing reflective statements for TPEs 1A (Social Studies) and 11 in the TaskStream Electronic Portfolio. You must attach appropriate artifacts for both TPEs. The same artifact may appear in multiple TPE reflections.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what?”) and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- **1st Paragraph:** Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE (refer to *TPEs-at-a-Glance with Salient Features* on the COE website)
- **2nd Paragraph:** Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to the TPE?
- **3rd Paragraph:** Explain how another attached artifact is evidence of your learning related to the TPE. (Optional for EDM1 544)
- **4th Paragraph:** Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found the Taskstream website.

Professionalism (10 points)

Ongoing

Professional demeanor is expected of all students in the Middle Level Program This includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class).
- Carefully considered, culturally aware approaches to solution-finding.

Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Schedule as of 1/22/07
Schedule is subject to change at the discretion of the instructor

Date	Topic	Reading	Assignment
Jan 23	What is Social Studies?	Access the syllabus on the COE website CA History-Social Science Framework (WebCT site, Class Materials 1-5)	
Jan 24-25	Service Learning	Service Learning in an Age of Standards (WebCT site, Class Materials 6.5) http://www.socialstudies.org/positions/servicelearning/ Rethinking Our Classrooms, section on The Power of Social Action (your choice of readings)	
Jan 29	Social studies websites	Primary Sources (WebCT site, Class Materials 7, pages 1-4)	
Jan 30	Lesson planning workshop		
Feb 6	Democratic classroom	http://www.socialstudies.org/positions/effectivecitizens/ http://www.socialstudies.org/positions/character/	
Feb 12	Internet presentations		Internet websites DUE
Feb 22	LA/SS integration	Immigration book	
Feb 23	Unit planning workshop		Community study DUE Bring a rough draft of everything in process for your unit plan
Mar 1-2	Choice presentations		Choice assignment DUE
Mar 5	Politics of Social studies	Rethinking Our Classrooms, section on The Power of the Past (your choice of readings)	
Mar 8-11	CLMS	Attend the CLMS conference	
Mar 15	Unit plans		Unit plans DUE TPEs 1A and 11 DUE