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The University Of Toledo

APR 10 2012

New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

* denotes required fields

1. College*: J Herb Edu, Hlt Sci, Human Ser

Department*: Curriculum and Instruction

2. Contact Person*: Jenny Denyer Phone: 530-2472 (xxx-xxxx) Email: Jenny.Denyer Please input the correct Contact Person. Please input phone number in this format: xxx-xxxx. Please input the correct Email Address.

3. Alpha/Numeric Code (Subject area - number)*: CI 6120 Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.

4. Proposed title*: Social Studies Charactor not allowed.

Proposed effective term*: 201240 (e.g. 201140 for 2011 Fall) Please input the 6-digit numeric code for term.

5. Is the course cross-listed with another academic unit? Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 3 or Variable: to Please Enter Only Numbers for Fixed Credit Hours Please Enter Only Numbers for variable Credit Hours From Please Enter Only Numbers for variable Credit Hours To

7. Delivery Mode: Primary* Secondary Tertiary
a. Activity Type * Recitation --SelectType-- --SelectType--

b. Minimum Credit Hours * 3 Please Enter Only Numbers Please Enter Only Numbers Please Enter Only Numbers

Maximum Credit Hours * 3 Please Enter Only Numbers Please Enter Only Numbers Please Enter Only Numbers

c. Weekly Contact Hours *

8. Terms offered: Fall Spring Summer

Years offered: Every Year Alternate Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes Maximum Hours

10. Grading System*:

- Normal Grading (A-F, PS/NC, PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit Only
- No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

100 Max.

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

100 Max.

12. Catalog Description* (75 words Maximum)

An initial in-depth study of methods and materials for teaching Social Studies in middle and secondary classrooms with emphasis on planning, content standards and instruction strategies; for LAMP Middle Childhood and AYA licensure only. Co-requisite: CI 6220


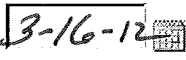

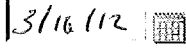

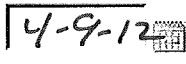
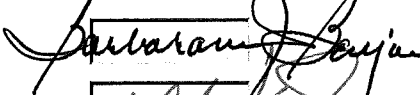
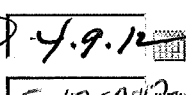

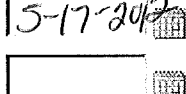

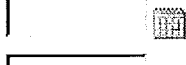


13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: * File type not allowed.






Additional Attachment 1: File type not allowed.

Additional Attachment 2: File type not allowed.

Course Approval:

Department Curriculum Authority:		Date	
Department Chairperson:		Date	
College Curriculum Authority or Chair:		Date	
College Dean:		Date	
Graduate Council:		Date	
Dean of Graduate Studies:		Date	
Office of the Provost :		Date	

Administrative Use Only

	(YYYY/MM/DD)
	
	
	
	

The University of Toledo
Judith Herb College of Education, Health Sciences, and Human Services
Department of Curriculum and Instruction

CI 6120: Social Studies Methods of Teaching
Course Syllabus Fall 2011

Instructor: Dr. Victoria C. Stewart

Office: Gillham Hall, 2000N

Phone: 419.530.2204

Email: victoria.stewart@utoledo.edu (preferred)

Class Location: Gillham Hall 2400

Day/Time: F: 10:00-12:00

Office Hours: Tuesday 9:30-2:30 *OR* by appointment

LAMP Webpage: <http://alcot.utoledo.edu>

Blackboard 9: <https://blackboard.utdl.edu/>

Prerequisites: Admission to the LAMP Cohort program

Co-requisite: CI 6120 Social studies methods of teaching

Overview

In-depth study of methods and materials for teaching social studies. Implementation of secondary curriculum within the context of current technology and the development of critical thinking skills.

Objectives

During the semester, emphasis will be placed on exploring appropriate teaching models that reflect the nature, method and content of your domain; the characteristics of students; and the nature of the instructional setting. The major course goal is to provide you with appropriate experiences for initial growth as a professional content educator and the knowledge and tools to develop further. As perspective teachers (candidates), you will become designers of instructional materials. You will utilize the principles of design in developing lessons, curriculum, and assessments.

As the result of the course, you will gain experiences in the following.

1. Synthesizing a rationale for teaching content
2. Designing instruction, both daily and long term, for teaching the content and processes of your domain in a way that addresses local and national content standards and accounts for the nature of your content and the nature of the learner
3. Planning and modifying instruction based on context, recommended practices, and student learning to meet the needs of various student populations
4. Utilizing specific teaching methods that encourage inquiry and construction of understanding
5. Assessing students' ideas and learning

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6. Developing and presenting a professional manner and disposition

This course addresses the following ODE Educator Standards:

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach. A beginning teacher should:

- 1.1 Display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Expect that all students will achieve to their full potential.

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility. A beginning teacher should:

- 2.1 Know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.
- 2.2 Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 2.3 Understand school and district curriculum priorities and the Ohio academic content standards.
- 2.5 Connect content to relevant life experiences and career opportunities.

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student. A beginning teacher should:

- 4.1 Align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.3 Communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Apply knowledge of how students think and learn to instructional design and delivery.
- 4.7 Use resources effectively, including technology, to enhance student learning.

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. A beginning teacher should:

- 6.1 Communicate clearly and effectively.

Access full version through: <http://esb.ode.state.oh.us/>

Course Materials:

NCSS Bulletin 89. Expectations of Excellence: Curricular Standards of Social Studies. Silver Springs, MD: NCSS, 1994. NCSS: <http://www.socialstudies.org/>

Ohio Department of Education Academic Content Standards for the Social Studies:
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1704&TopicRelationID=1706>

UTAD Account and Blackboard You will be required to have activated and regularly check you UTAD email. Throughout the course we will also use Blackboard 9 (<https://blackboard.utdl.edu/>) as a web-based site for course activities. More information will be provided in class.

Methods Course Graded Activities and Assignments

Evaluation will be based on the following course activities (as well as other in-class and homework assignments). Information will be provided separately for each activity/assessment.

1. In-class assignments/homework

There will be an assignment each class with some assignments covering multiple weeks (e.g. unit plan). Assignments will include but are not limited to reading, viewing PowerPoint presentations on Blackboard and responding to questions, collaborative work, creating lessons, etc. Not all work will be graded. At times it is important to review student's work and provide feedback without attaching grades.

Standards Assignment

Familiarity with the Academic Content Standards is essential to teaching and assessment. In the Social Studies, teachers must not only understand the disciplinary standards for each of the disciplines, but must also have an ability to integrate them across content areas. This assignment will assess candidates' ability to "unpack" the standards and apply them to specific content.

2. Lessons: Economics and Technology

The economics lesson will address an economic concept incorporated in another social studies discipline. There are three purposes for this assignment for candidates to illustrate: 1) proficiency writing a lesson plan; 2) ability to address and integrate standards and content from multiple disciplines; 3) application of teaching strategies appropriate for content. This lesson will not be part of the unit you teach.

Overall, the goal of the technology lesson is for you to engage students with technology in a way that helps them to think differently about the content. There are three purposes for this assignment for candidates to illustrate: 1) proficiency writing a lesson plan; 2) ability to address and integrate standards with technology; 3) planning for application of technology

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in an appropriate manner addressing student's developmental level and disciplinary content. The technology lesson may or may not be part of the unit you teach.

Inquiry lesson

Inquiry is essential to learning. This lesson will be part of your overall unit and illustrate your ability to engage students in your classroom. Application of strategies and concepts discussed during class will be included.

4. Cycle One Post-Teaching Instructional Module/Short 3-5 Days Assignment (20%)

Details to be provided in class.

5. *Cycle Two Post-Teaching Unit/Long 10-15 Days Assignment (30%) This is a critical performance assessment. Details to be provided in class.

Critical performances

As part of your licensure program at the University of Toledo you will be completing a series of *critical performances*. *Critical performances* (CP) are program-based assessments of your readiness to continue at each phase of the licensure program. These include: 1) videotaped lesson with commentary, 2) assessment of student learning, and 3) unit plan. Each critical performance must conform to all requirement described by The University of Toledo and must be completed satisfactorily before student teaching.

During CI 6120/6220 methods and field experience semester you will demonstrate your readiness to student teach by completing 3 CPs. Preparation and completion of the CPs occurs across the methods and practicum experience.

- **CP 1: Teaching Context and Unit Plan (Series of Lessons)**
- **CP 2: Assessment of Student Learning from Unit Plan**
- **CP 3: Videotaped Lesson**

Each critical performance must conform to the requirements as described in *Teacher Performance Assessment Consortium Secondary History-Social Science Handbook* (Stanford University, 2010) and must be completed satisfactorily before student teaching. The CPs align with the Ohio Standards for the Teaching Profession, and the JHCEHSHS conceptual framework. "These performance-based assessments provide evidence of critical knowledge, skills, and dispositions that all beginning teachers must have in order to be effective in their context" (Becoming a Teacher at the University of Toledo (2010), p.10, see http://www.utoledo.edu/education/Becoming_Teacher.html for the complete description).

CP 1: Teaching context & Unit Plan (Series of related lessons)

In order to plan for your students, you must first have an understanding of their community. To address this need CP 1 is a combined assessment requiring you to provide a description of the context in which you will teach. This will include an overview of the community and school, a description of classroom elements, and most importantly, the students. Contextual information will be used to help you best plan to address student needs through your unit plan. There will be two cycles of planning and teaching this semester. We will discuss this assessment at length

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during this CI 6120.

CP 2: Assessment of student learning from lesson plan

Teach/Re-Teach: A sample assessment you created to evaluate student learning. This assessment includes a commentary, samples of students' work along with the assessment(s), which illustrate your learning and your students' learning.

CP 3: Videotape of a lesson with commentary

Each student will submit teaching videos (digital, 2 segments-each 10 minutes in length) of their teaching, written commentary and student samples from one lesson you teach during your field experience.

Assessment Scheme: Assignments are due on the dates noted below. **You must submit an assignment on time in order to participate in the revision option.** Grades will be lowered by one letter grade for each day an assignment is late unless prior arrangements are made with the professor. The requirements are subject to change and adaptation at the discretion of the professor. **Candidates must earn a grade of C or better on each assignment in order to earn a passing grade for the course.**

Assignments	Percent of Grade	Due Date
Weekly assignments and professionalism	20	Various
Lessons 1&2: Economics & Technology Revision (optional)	20	9/9 9/30
Lesson 3: Integration Revision (optional)	10	10/14 11/18
Cycle 1: Instructional Module (3-5 days) • Revised task	20	9/13 TBD
Cycle 2: Post-Teaching Unit (10-15 days)* • Revised plan with assessment and rationale	30	10/25 TBD

*Critical performance

Grading and Policies

****Electronic Assessment System (EAS)*****

The University of Toledo electronic assessment requirements correspond with the requirements of this course. Candidates will complete the assessment CP's described above and upload the documents by the due dates (see EAS website for dates). Documents may be submitted early, however, any document not uploaded in its entirety by the due date will result in a failing grade for that assessment. Any EAS assignment not submitted by the final day of regular class will also result in an "F" for that assignment. This means you will need to double-check your work and uploads to avoid any mistakes, incomplete files or other problems connected with technology. Earning a "1" for any part of the assessment will result in failure of the entire assessment. In the event this occurs, you will have two additional attempts to correct your work. If you fail a TPA related EAS assessment, you will also fail this course.

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Class Attendance and Participation: You need to be present for each class. Your attendance and participation will be evaluated. For each class you miss, you will lose the equivalent of a letter grade for this portion of your complete grade. Your attendance grade will be lowered one-half of a full letter grade for each time you are tardy to class. Students are required to complete all assignments *by the time class meets (10:00 a.m.)* on their **due dates** and be prepared to discuss the materials. Additionally, you are expected to actively participate in class discussions.

Assignment Due Dates and Grading: For any late assignment, the grade will be lowered one letter grade for each day the assignment is late unless prior arrangements are made with the professor. Keep this in mind since a candidate must earn a grade of C or better on each assignment in order to earn a passing grade for the course.

Academic dishonesty: Review The University of Toledo's Policy on academic dishonesty, which can be accessed through <http://www.utoledo.edu/dl/students/dishonesty.html>. Understand fully the ramifications of plagiarism, cheating, etc. Examples of infractions include: turning in assignments that include work that include words, ideas, etc., that belong to someone else and are not properly cited; handing in an assignment that has been also used in another course without prior approval from both instructors; and more!

Disabilities: The Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act (ADA), provides for equal access to education for all students. If you require assistance, accommodations are available through the Office of Accessibility, located in Rocket Hall 1820, telephone (419) 530.4981. More information is available through <http://www.utoledo.edu/studentaffairs/accessibility/index.html> . Review The University of Toledo's Policy on disabilities, which can be accessed through <http://hsc.utoledo.edu/depts/aec/disabled.html>. The University of Toledo's Policy on learning disabilities, which can be accessed through http://www.utoledo.edu/studentaffairs/accessibility/docs/spec_learn_disab.html

Assistance

For assistance with your writing, please contact the Writing Center located in Carlson Library, [Room 1005 (419) 530-4939, <http://writingcenter.utoledo.edu>]. The Writing Center provides one-on-one tutoring for students desiring assistance with their work. Students using the services are encourage to bring the assignment, a copy of their work, as well as anything that may be necessary to complete the assignment.

Resources (available online):

- American Historical Association. <http://www.historians.org/teaching/index.cfm>
- Center for Civic Education. <http://www.civiced.org/>
- Federal Resources for Teaching Excellence. <http://www.free.ed.gov/>
- Interstate New Teacher Assessment and Support Consortium. (1992). Model standards for teacher licensing and development: A resources for dialogue. <http://www.ccsso.org/content/pdfs/corestrd.pdf>

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- Interstate New Teacher Assessment and Support Consortium. (1992). Next steps: Moving toward performance based licensing in teaching. <http://www.ccsso.org/content/pdfs/nextstep.pdf>
- Michigan Department of Education. Michigan K-12 Curriculum and standards webpage. <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>
- National Board for Professional Teaching Standards. (2001). NBPTS standards for adolescent and young adult social studies. http://www.nbpts.org/the_standards
- National Council for Geographic Education (NCGE). <http://www.ncge.org/>
- National Council for History Education (NCHE). <http://www.nche.net/>
- National Council for the Social Studies (NCSS). <http://www.socialstudies.org/>
- National Council on Economic Education. <http://www.ncee.net/>
- Ohio Department of Education (2002). Academic Content Standards for K-12 Social Studies
- Online:
- <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=335&ContentID=852&Content=51520>

References:

National Council for the Social Studies, Washington, DC. (2004). *Program Standards for the Initial Preparation of Social Studies Teachers. National Standards for Social Studies Teachers. Volume II. 2004 Revision.*

Ohio State Dept. of Education, Columbus. Div. of Curriculum, Instruction, and Professional Development. (2002). *Ohio Department of Education K-12 Social Studies Academic Content Standards.* Web site: <http://www.ode.state.oh.us>.