

APPROVED

RECEIVED

The University Of Toledo

APR 10 2012

New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

* denotes required fields

1. College*:
 Department*:
2. Contact Person*: Phone: (xxx-xxxx) Email: 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)*: - Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.
4. Proposed title*: Charactor not allowed.
 Proposed effective term*: (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: 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 *
- b. Minimum Credit Hours * Please Enter Only Numbers Please Enter Only Numbers Please Enter Only Numbers
- Maximum Credit Hours * 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 (Permission From Instructor) PDP (Permission From Department)

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

100 Max.

12. Catalog Description* (75 words Maximum)

A continued in-depth study of methods and materials for teaching Social Studies in middle and secondary classrooms with an emphasis on academic language and learning assessments; for LAMP Middle Childhood and AYA licensure only. Prerequisite: C or higher in CI 6110, 6120, 6130, or 6140. Co-requisite: CI 6260

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: *Rebecca Schneider* Date *3-16-12*
 Department Chairperson: *Seigh Chamber* Date *3/16/12*
 College Curriculum Authority or Chair: *Rebecca Schneider* Date *4-9-12*
 College Dean: *Barbara Gray* Date *4.9.12*
 Graduate Council: *[Signature]* Date *5-17-2012*
 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 6160 Social Studies Advanced Methods of Teaching

Spring 2012 Syllabus

Instructor: Dr. Victoria Stewart
Office: Gillham Hall 2000N
Office Phone: 419-530-2204
Office Hours: Tuesday 9:00-2:00
Email: victoria.stewart@utoledo.edu

SSAMT: 1:00-3:00 on 1/9/12 and 1/23/12;
11:00-12:00 on 1/13/12, 1/20/12, 1/27/12, 2/10/12
and 3/23/12.

Methods Lab: 1/11/12 and 1/18/12

Course Websites: <https://blackboard.utoledo.edu>
<http://alcot.utoledo.edu>

Prerequisites: Admission to the LAMP Cohort program and successful completion of LAMP CI 5890 Pedagogical Theory and Practice for Social studies.

Co-requisite: CI 6260 Social studies student teaching and internship

Overview of CI 5980: Advanced Pedagogical Theory and Practice

This course is an advance study of content specific teaching and learning including: planning, teaching, student learning, reflection, and professional development. During the semester, emphasis will be placed on exploring appropriate teaching models that reflect the nature, method, and content of the social studies, the characteristics of students, and the nature of the instructional setting. The major course goal is to further develop and integrate ideas about teaching and learning introduced in previous courses and to provide you with appropriate experiences for growth as a professional social studies educator and the knowledge and tools to develop further.

Social Studies: Objectives and Conceptual Framework

The civic mission of social studies requires more than the acquisition of content. Since social studies has as its primary goal the development of a democratic citizenry, the experiences students have in their social studies classrooms should enable learners to engage in civic discourse and problem-solving, and to take informed civic action. (Adler, S. A., & National Council for the Social Studies, 2010, p. 12).

The National Council for the Social Studies revised their standards in 2010 to address the rapidly changing world that learners inhabit. While there were changes in the structure and alignment of the objectives across the Ten Themes of Social Studies (NCSS) with a greater emphasis on technology and our ever-shrinking world, the main goals of social studies have held constant. These aims will guide our work in Advanced Pedagogical Theory and Practice. These goals are the development of individuals who 1) have **disciplinary knowledge** in order to 2) **think critically** about the disciplines, and 3) can **problem-solve** to 4) **engage in civic discourse** in an effort to 5) develop a **commitment to democratic values**. Teachers of the social studies must have the same knowledge, skills and abilities before successfully engaging their students in tasks that address these goals. They must understand and utilize an integrative approach to the disciplines, helping their students to think and make connections across the content. They must illustrate and support the development of language that helps students meet the demands of civic participation.

During Advanced Pedagogical Theory and Practice we will consider how we can address these goals in order to ultimately help our students meet the challenges of citizenship in a democratic society. We will be guided by the following themes:

1. understanding the social studies content that you teach and its (integrative) relationship to other disciplines;
2. understanding how students learn, with particular emphasis on how they think about social studies content;
3. learning to develop opportunities for students to analyze/interpret and use sources/data to make and “explain claims/arguments about a significant historical event, topic/theme or social studies phenomenon” (History/social studies assessment handbook, 2011);
4. learning how to use this information to inform planning and teaching—both present and future.

Course Materials:

No purchased books are required for this course. Important websites include:

NCSS: <http://www.ncss.org/>

Common Core State Standards for English Language Arts & Literacy in Social Studies, Science, and Technical Subjects: http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf

Ohio Department of Education Social Studies:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1706&TopicRelationID=1706>

Grading and Policies:

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.

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. In this case, the late policy will apply to the revised due date. 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.

Special Needs: The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me after class or during my office hours, so that I may be better informed on how to assist you during the semester.

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

Academic integrity is expected as defined by the Undergraduate/Graduate catalog:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. (*Undergraduate/Graduate Catalog*, 2006-2008, p. 29)

***Critical Performances:** As part of your licensure program at the University of Toledo you will be completing a series of *critical performances (CPs)*. *Critical performances* are program-based assessments of your readiness to continue at each phase of the licensure program. During the advanced methods and internship experience semester you will be demonstrating readiness to teach by completing four critical performances across two cycles of teaching. Each critical performance must **conform to all requirements** described by the University of Toledo and **must be completed satisfactorily** in order to pass the course. Critical Performances are denoted with an asterisk.

Grading Scale:

	90-92 B+	80-82 C+	70-72 D+	62 or under F
95-100 A	86-89 B	76-79 C	66-69 D	
93-94 A-	83-85 B-	73-75 C-	63-65 D-	

Graded Activities and Assignments

1. Cycle Three Plan/Teach/Reflect (40%)
2. *Cycle Four Plan/Teach/Reflect (50%)
3. Assignments, in-class participation (10%)

*Denotes critical performance

Activities, Evaluation and Assessment Scheme

Each plan/teach/reflect cycle (3 and 4) will be in a specific content area. Adolescent and Young Adult (AYA) candidates will use the same content specific directions for both Cycle 3 and 4. For example, an AYA social studies candidate will complete a social studies set for Cycle 3 and a social studies set for Cycle 4. Middle Grades (MG) candidates will use one content area for Cycle 3 and their other content area for Cycle 4. For example, a LA and science candidate will complete a LA set for one cycle and a science set for the other cycle. Which content area you will use for Cycle 3 will be the same content area you used for Cycle 2 in the fall. Cycle 4 will be the same as the content area used for Cycle 1 in the fall. Below are the content specific components that you will use for Social studies.

Full Unit Plan: For each cycle you will create a 2-3 week unit—a cohesive set of lessons organized around

important History/Social Studies content/phenomena. From this unit you will select one learning segment that represents 3-5 *sequential* lessons. As you design your unit, it is reasonable that lessons may extend beyond one day—remember you are identifying lessons *not* days of instruction. Your selection of a series of lessons should be defined by the amount of time necessary to present a cohesive set of lessons that “supports students in using facts, concepts, and interpretations to make and explain claims/arguments about a significant historical event, topic/theme, or social studies phenomenon” (History/social studies assessment handbook, 2011).

- Your unit should include opportunities for introduction and exploration of historical event/social science phenomena and illustrate the development of critical thinking, and reasoning/problem solving.
- The sequential series of lessons will illustrate the manner in which you engage students in inquiry, and should include the use of primary documents and/or analysis and meaning making of other sources or data.
- Each lesson will include rationale, objectives (knowledge, process and academic language), alignment with National and Ohio Standards, lesson activities, assessments with an overall assessment plan, and pdfs of worksheets/handouts and relevant book pages. This is the same lesson plan format used in the fall semester.
- You will follow the format as described in the TPAC Handbook Task 1: Planning Instruction and Assessment to develop the Planning Commentary.
- Submit full set of lessons, related documents, pdf of related text pages and handouts including all assessments, and Planning Commentary.

Videotape of a Lesson with Commentary: Using TPAC Rubrics H4 and 5 as a guide, select a lesson “where you are engaging your students in understanding and analyzing a significant historical event or social studies phenomenon” (History/social studies assessment handbook, 2011). This lesson should also provide an opportunity to display your efforts to engage students **discourse** (student to student and students to teacher) to support the development of students’ “understanding of how to critically evaluate accounts or interpretations about an historical event or social studies phenomenon, and to defend their claims/arguments” (History/social studies assessment handbook, 2011). Overall, the goal is to illustrate what you do to help students construct and support their arguments. This lesson should highlight how you support the development of academic language.

Submit two video clips (not more than 10 minutes each) and Instruction Commentary using the format described in the TPAC Handbook Task 2: Instructing and Engaging Students in Learning.

Assessment of Student Learning: Assess student learning along both dimensions outlined the TPAC Handbook Task 3: Assessing Student Learning.

Dimension 1: Focused Student Study with Documentation

Dimension 2: Class Range-of-Learners Study

As you choose the assessments and the student work, consider your assessment data, the rubric and the linkage between these two aspects emphasized in rubrics 6, 7 and 8: (a) alignment with identified objectives and standards in the corresponding lessons and (b) assessments and students work should allow you to analyze and discuss patterns of student understandings, skills, and misunderstandings.

- Submit students work samples, analysis documents, evidence of feedback, and Assessment Commentary as described in TPAC Task 3.

TPAC Task 4: Analyzing Teaching: This will be social studies specific essay based on Task 4 in the TPAC. (Note: This analysis is completed only for Cycle 4.)

Assignment	% of Grade	Due Date
<p>1. Cycle 3: Content specific plan/teach/reflect cycle highlighting assessment of student learning and academic language This is the third plan/teach/reflect cycle in the LAMP program. This cycle will highlight assessment plans and use of those plans to illustrate student learning in your content as well as academic language analysis. Cycle 3 includes the following components: Full Unit Plan: Series of lessons (following content specific guidelines), including a Planning Commentary. Videotape of inquiry lessons including Instruction Commentary Assessment of student learning including an Assessment Commentary.</p>	<p>20% 10% 10%</p>	<p>March 9</p>
<p>2. *Cycle 4: Content specific plan/teach/reflect cycle for portfolio (Note: each component must be passed with the TPA rubric for overall passing of course) This is the fourth plan/teach/reflect cycle in the LAMP program. This set of materials will also be submitted online to EAS as your college assessment assignment. It will include: Full Unit Plan: Series of lessons (following content specific guidelines), including a Planning Commentary. Videotape of inquiry lessons including Instruction Commentary. Assessment of student learning in your content area including an Assessment Commentary. Analysis of teaching and growth (both contents for MG) using Analyzing Teaching Commentary Template.</p> <p>*NOTE: Cycle 4 will be submitted to EAS for the College Portfolio. Success completion of Cycle 4 as described in the Teacher Professional (TPAC) is required in order to earn a passing grade for this course.</p>	<p>20% 10% 10% 10%</p>	<p>April 27</p>
<p>3. Other: Weekly Assignments</p>	<p>10%</p>	

References

Adler, S. A., & National Council for the Social Studies. (2010). *National curriculum standards for social studies: A framework for teaching, learning and assessment*. Silver Spring, MD: National Council for the Social Studies.

Stanford University, (2011). *Secondary history/social studies: Assessment handbook*. Palo Alto, CA: Stanford University.