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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 - 6260 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 * Field --SelectType-- --SelectType--

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

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

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and AYA licensure only. Prerequisite: C or higher in CI 6210, 6220, 6230, or 6240. Co-requisite: CI 6160

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 Sanchez Date 3-16-12

Department Chairperson: Reigh Chiquet Date 3/16/12

College Curriculum Authority or Chair: Rebecca Schaefer Date 4-9-12

College Dean: Barbara J. Jany Date 4-9-12

Graduate Council: PLH Date 5-17-2012

Dean of Graduate Studies: PLH Date 5-17-2012

Office of the Provost : PLH Date 5-17-2012

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 6260 Social Studies Student Teaching & Internship
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.utdl.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. Over the course of the semester 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>

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-	

Field Internship Course Graded Activities and Assignments

- A. Professional Preparation for Teaching Position (25%)
- B. Thoughtfulness and Progress in Learning to Teach (25%)
- C. Field Instructor Evaluations (25%)
- D. Mentor Teacher Evaluation (25%)

	Percent of Grade	Due Date
<p>A. Presenting professionally for a teaching position Candidates will prepare a professional cover letter and resume that presents the candidate as a professional ready to begin a full time teaching position. Candidates will also participate in a mock interview that will include an impromptu writing sample and a practice interview. Cover letter and-resume Impromptu writing sample and peer interview</p>	<p>10% 15%</p>	<p>January 27 March 23</p>
<p>B. Thoughtfulness and Progress in Learning to Teach Each candidate will have an online journal. This is informal writing to help you reflect on and learn from your experiences in the classroom. You will reflect on your learning about teaching. Questions to guide your writing include the following: What do you like about your teaching? What would you like to change? How does your teaching match your teaching philosophy or the teaching standards? How do you help students learn? This includes reflection on teaching you observe, your own teaching, and student learning. Each week you will be given a question to guide your reflection. You will be assessed on the quality of (a) written entries that you make and on (b) your response to feedback. These will be evaluated at midterm and at end of semester.</p>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</p>
<p>C. Field Instructor Evaluation Your field instructor will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</p>
<p>D. Mentor Teacher Evaluation Your mentor teacher(s) will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</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

