



University of Memphis College of Education

**College of Education**  
**The University of Memphis**  
*Department of Instruction & Curriculum*  
*Leadership*  
**ICL 7652/ 8652**  
**Middle / Secondary Social Studies Methods**  
**Fall 2009**  
**Dr. Jeffrey Byford**  
**Ball Hall 107**

## College of Education Norms

**I take 100% responsibility.**  
**I seek equity of voice.**  
**I am willing to talk about sensitive issues.**  
**I listen for understanding.**  
**I appreciate the strengths and contributions of others.**  
**I bring positive energy and encouragement to the team.**  
**I commit to the mission of the college.**

### **ICL 7652 / 8652: Middle / Secondary Social Studies Methods**

**Course Description:** Consideration of principles and techniques for teaching middle school and secondary social studies

**Prerequisites:** Admission to teacher education program and Completion of MAT Level I courses

**Text(s):** None – Online Readings Provided on the ELEARN class website located at [elearn.memphis.edu](http://elearn.memphis.edu)

**Support of Conceptual Framework:** The curriculum for the College of Education centers around the development of an educational leader who understands that American schools serve a diverse cliental and can make instructional and curricular decisions based on this diversity.

#### **Methods of Instruction:**

- Lectures/demonstrations
- Class discussions / debates
- Reflections on readings
- Class Presentations

#### **Key Assessments:**

- Online discussions
- Online reflections of readings
- Lesson Plan over designated format
- Content-Centered Lesson
- Public Issues Lesson

- Alternative Unit (combination of Issues-Centered, Content-Centered, values analysis, concept development, persisting issues, direct instruction, games and simulations, inquiry and case studies)
- In class presentation
- Final cumulative examination

**Course Objectives:**

1. Examine the characteristics of both alternative and traditional-based social studies instruction.
2. Examine the trends in social studies education.
3. Examine various teaching strategies in the social studies.
4. Develop the ability to formulate and construct various traditional and alternative teaching activities.

**Assignments, Exams, and Grading Criteria:**

**Lesson Plan:**

Candidates will be required to complete Two (2) lesson plans using procedures discussed in class. Candidates are **required** to use the ICL 7652 lesson plan format and must be typed. Procedures used in this lesson may be one of the following: inquiry, concept, case study, direct instruction or values. **Point Value: 100**

**Online Web Participation:**

Just as in class participation is critical for traditional class meetings, so too is participation online. All students are required to participate in the online teaching and learning community. Designated class in **red** will utilize the online format. I will at least two questions. One question will clearly be marked as “web participation.” Students should answer this question and respond to another classmates posting. **Point Value: 20**

**Reader Online Responses:**

The question marked as “reader online response” will be answered by each student and sent to me by the designated due “drop” time and date. **Point Value: 20**

**Public Issues Lesson:**

Each student will be required to research and write a public issues lesson using the select criteria discussed in class. The content for this assignment does have to be social studies related. **Point Value: 50**

**OR**

**Content Centered Lesson:**

Each student will be required to research and write a content centered lesson using the selected criteria discussed in class. Students may select from one of the following: Force-choice, Rank-order or classification formats. **Point Value: 50**

**\*Unit /Presentation:**

As a culminating activity, students will design a portfolio over a social studies topic(s). Each portfolio will contain the following in a three ring binder:

1. Title page (outside of three ring binder)

2. Issues-centered unit outline/content map
  3. Issue-centered unit plan (must be at least seven days in length – usually one paragraph in length for each day) to include introductory grabber, focus sub-questions, procedure (values, case study, concept, inquiry, direct instruction or game/simulation), state standards and culminating activity
  4. One (1) public issues lesson (to be used in issues-centered unit)
  5. One (1) content-centered lesson of your choice (to be used in issues-centered unit)
- Presentation / outline / discussion of unit and one (1) lesson of your choice. **Point Value: 200**

**\*A Detailed Rubric will be provided on 4 November**

**Units will not be returned. Please make copies for your own personal use**

**Quizzes**

A total of three (3) quizzes will be given throughout the semester. Material found on each quiz will be discussed at least one week before each assessment. **Point Value: 75**

**Course Requirements:**

<b>ASSIGNMENT</b>	<b>POINT VALUE</b>
Lesson Plan #1	50 pts
Lesson Plan #2	50 pts
Content Centered <b>or</b> Public Issues Lesson	50 pts
Online web participation	4 @ 5 pts each = 20 pts
Reader online responses	4 @ 5 pts each = 20 pts
Quiz	3 @ 25 pts each = 75 pts
Unit / Presentation	200 pts
	<b>TOTAL POINT VALUE = 465</b>

**Grading Scale:**

- 100 – 93 = A
- 92 – 83 = B
- 82 – 73 = C
- 72 – 63 = D
- 62 – below = F

Class meets each Wednesday from 5:00 to 8:00 p.m. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism, and students are expected to attend all classes. Students may only have a maximum of 2 absences. These may be used for parent-teacher conferences, etc. **After the 2<sup>nd</sup> absence the student will receive a failing grade.**

**Students failing to attend class when presentations are due, tests are administered, or other assignments are due will receive zero credit for the assignment.**

**The best method of communication is via email. Simply leaving a message on my phone does not excuse an individual from class. I will respond to emails and phone messages in the order received.**

(Example: You can't make it to class, so you leave a phone message at 4:59 p.m. and since a message was left, you assume you are excused from class.)

Laptops are not allowed in class.

Students enrolled in ICL 8652 (doctoral students) are required to write and submit a book review to a professional journal. Additional information will be given throughout the semester.

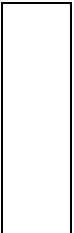
Students who do not turn in the proper paperwork and/or do not complete the requirements for their field activity, will receive an "I" in the course until the requirements are fulfilled.

If you have extenuating circumstances that require you to be absent for an extended amount of time (i.e. death in your immediate family, extended illness, accident, etc.) please contact me. I will work with you if you keep me informed. My standing policy is **not** to accept late-work. Exceptions will be determined on an individual basis. The best method of contact is through email.

**LATE WORK IS NOT ACCEPTED**

**Americans with Disabilities Act:** The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Written Assignments and Academic Misconduct:** All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.



**COURSE SCHEDULE**

**SCHEDULE SUBJECT TO CHANGE: ALWAYS REFER TO CLASS ELEARN WEBSITE FOR UP-TO-DATE READINGS, MATERIALS, ETC.**

**\*Online Classes will be in red**

DATE	TOPIC/READING/ASSIGNMENT
2 September 2009	Topic: <b>Course introduction, review syllabus and</b>

	<p><b>assignments.</b></p> <p>Required materials:</p> <p style="text-align: center;"><b>1. Syllabus</b></p> <p>Assignment Due: <b>none</b></p>
9 September 2009	<p><b>Topic: What's Social Studies in Today's Class? A Brief look at the Modern history of social studies curriculum.</b></p> <p>Reading materials:</p> <ol style="list-style-type: none"> <li>1. The New Social Studies: A Historical Examination of Curriculum Reform.</li> <li>2. The Social Studies Wars, Now and Then.</li> <li>3. Past as Prologue: History vs. Social Studies.</li> <li>4. Video: Through these Eyes</li> <li>5. Power Point over MACOS Project</li> <li>6. Examples of MACOS lessons</li> </ol> <p>Assignment Due: <b>Online Web Discussion &amp; Reader Response: GRADE</b></p>
16 September 2009	<p><b>Topic: Basics of Lesson Planning, Issues-Centered Learning vs. Traditional Curriculum</b></p> <p>Reading materials:</p> <ol style="list-style-type: none"> <li>1. Power Point over Issues-Centered Learning</li> <li>2. Teaching Social Issues: Implementing an Issues-Centered Curriculum</li> <li>3. Sample Issues-Centered Unit</li> <li>4. The Anatomy of a Lesson Plan</li> </ol> <p>Assignment Due: <b>none</b></p>
23 September 2009	<p><b>Topic: Direct Instruction and the Whole Class Concept.</b></p> <p>Reading materials</p> <ol style="list-style-type: none"> <li>1. Teacher Lecture Reading</li> <li>2. Traditional Lecture Outline</li> <li>3. Lecture Power Point</li> <li>4. Discussion in the Social Studies: Is it</li> </ol>

	<p style="text-align: center;"><b>Worth the Trouble?</b></p> <p><b>Assignment Due: Reader Response &amp; Online Web Discussion: GRADE</b></p>
30 September 2009	<p>Topic: <b>Multiple Approaches in Teaching Values</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. Values Reading</li> <li>2. Values Procedure</li> <li>3. Values-Lesson-Example #1</li> <li>4. Persisting Issues-Lesson-Example #1</li> </ol> <p>Assignment Due: <b>Quiz #1 GRADE</b></p>
7 October 2009	<p>Topic: <b>Public Issues and Content Centered Learning</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. Content-Centered Reading</li> <li>2. Content Example-Forced Choice</li> <li>3. Content Example-Rank Order</li> <li>4. Analyzing Public Issues Article</li> <li>5. Teaching Controversial Issues Research Article</li> </ol> <p>Assignment Due: <b>none</b></p>
14 October 2009	<p>Topic: <b>Using the Case Study and Concept Approaches to Teach Social Studies</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. Case Study Power Point</li> <li>2. Concept Power Point</li> <li>3. Content-Lesson-Example #1</li> <li>4. Case Study-Lesson-Example #1</li> <li>5. Case Study/Content Procedures</li> </ol> <p>Assignment Due: <b>Quiz #2 GRADE – lesson plan due on 21 October!</b></p>
21 October 2009	<p>Topic: <b>ESOL in the Classroom: How Does it Effect You?</b></p> <p>Reading material:</p>

	<p>1. Junior Historian Article</p> <p>Assignment Due: <b>Lesson #1 (lesson must be one of the following: case study, or concept), Reader Response &amp; Online Web Discussion: GRADE</b></p>
28 October 2009	<p>Topic <b>Using Inquiry in the Classroom</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. Inquiry / Problem-Based Learning Reading</li> <li>2. Inquiry Procedures</li> <li>3. Inquiry Lesson #1</li> <li>4. Inquiry Lesson #2</li> <li>5. Critical Thinking Reading</li> </ol> <p>Assignment Due: <b>Reader Response &amp; Online Web Discussion and either a Public Issues or Content Centered Lesson Due: GRADE</b></p>
4 November 2009	<p>Topic: <b>Unit Planning and Presentation Criteria</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. To Be Posted on ELEARN</li> </ol> <p>Assignment Due: <b>none</b></p>
11 November 2009	<p>Topic: <b>No Class – Work on Unit Presentation material.</b></p> <p>Reading material:</p> <p>Assignment Due: <b>none – Inquiry or values lesson due on 18 November!</b></p>
18 November 2009	<p>Topic: <b>Using Games and Simulations in the Classroom</b></p> <p>Reading material:</p> <ol style="list-style-type: none"> <li>1. Game/Simulation Notes</li> <li>2. Simulation Games and the Social Studies Teacher Reading</li> </ol> <p>Assignment Due: <b>Inquiry or values lesson due: GRADE</b></p>
25 November 2009	<p>Topic: <b>Open – No Class – Work on Units</b></p> <p>Reading material:</p>

	Assignment Due: <b>Portfolio / presentation due on 2 December!</b>
2 December 2009	Topic: <b>Unit Presentations &amp; Review for Final Exam</b>  Reading material: <b>none</b>  Assignment Due: <b>Unit / Presentation: GRADE</b>
9 December 2009	Topic: <b>Unit Presentations</b>  Assignment Due: <b>Unit / Presentations: GRADE</b>
16 December 2009	Topic: <b>Quiz #3 GRADE</b>

**LATE WORK WILL NOT BE ACCEPTED**