

EDCI 667: “Advanced Methods of Teaching History/Social Science – Secondary” Spring 2011

Instructor: **Professor Mary Williams, Ed.D.**

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Office Hours: Mondays and Wednesdays 2-4pm, or by appointment

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COURSE DESCRIPTION

This advanced methods class extends principles of teaching and learning to teaching history/social science to diverse middle level and high school students. A field placement of 15 hours is required for this course [middle school - or middle grades in a secondary school - recommended]. Case studies, small and large group learning teams, role plays, discussions, films, interactive technology, readings, observations and reflections help you learn to take a global & ethical perspective as you apply theory to practice in history/social science classrooms. Topics highlighted are: ethics & equity, social justice, character education, differentiation, standards, assessment, technology integration, and primary source materials.

Pre-requisites: EDUC522, EDCI567 Pre-requisite or Co-requisite: EDUC672

COURSE OUTCOMES

The course outcomes will provide a focus for work in and out of class and serve as constant reminders of course priorities. **By the end of this ‘advanced methods’ course you will:**

- Accept responsibility for the National Teaching Standards (INTASC), National Content Standards (NCSS), and the Virginia Department of Education Standards of Learning for History/Social Science grades 6-12 (SOLs).
- Demonstrate mastery of the research/theory regarding early adolescent development and the effective teaching of HSS at the secondary level through case analyses, learning team activities, long term planning, Internet research, observations, reflections, and discussions.
- Infuse information about student diversity/exceptionalities in background, ability, needs, and interests in curricular planning and choice of teaching methods to help students gain a sense of efficacy about learning, and become responsibly engaged in and out of school.
- Demonstrate an understanding of the rationale for planning lessons that are student-centered by creating curriculum and assessment plans appropriate for diverse students.
- Incorporate into lesson plans ways to motivate students to learn and take responsibility for learning in order to insure deep levels of content understanding and transfer occur, including ways to prevent classroom management problems.
- Become familiar with the following best practices in secondary education for HSS: behavioral objectives, performance-based tasks, collaborative learning environments, differentiation, authentic assessment, understanding by design, technology infusion, inclusion, cooperative learning, conflict resolution, character education, and primary source materials.
- Understand the ethical responsibilities of middle and secondary level History/Social Science teachers through an analysis of the leadership responsibilities and politics involved in teaching HSS to diverse students at the secondary level.

- Explore effective ways to work with parents, school specialists, and administrators.

COURSE READINGS (*all are required*)

Drake & Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. NJ: Merrill – Prentice Hall.

Silverman, R. (1996). *Case studies for teacher problem solving*. NJ: McGraw Hill/Primis ... ISBN# 0-390-31937-6 (this is a special order book)

Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. VA: ASCD

Weinstein, C. (2007). *Middle and secondary classroom management: Lessons from research and practice, 3rd Ed.* Heinemann Press.

Standards of Learning: History/Social Science (online) SOLs VA: Dept. of Education

Standards (online): **INTASC, NCSS, NCSS Teaching Standards**

Articles/Chapters used in the course are taken from:

DeRoche, E. and Williams, M. (2001). *Character education: A primer for teachers*. Trend Enterprises/Argus.

Dillon, J.T. (1988). *Questioning and Teaching*. NY: Teachers College Press. [out of print]

Gronlund, N. (1995). *Preparing Instructional Objectives*. (5th ed.) Prentice-Hall.

Strike, K. "Ethical Decision Making Skills" in *Kaleidoscope*

Thousand, Rosenberg, Bishop, & Villa (1997). "The Evolution of Secondary Inclusion" in *Remedial and Special Education*. Pro-Ed Publication.

Williams, M. (1993). "Actions Speak Louder Than Words" in *Educational Leadership*.

*Articles/handouts will be posted online at the course website <http://bb-gmu.blackboard.com>

OUT-OF-CLASS SESSIONS

Some class sessions will be held out-of-class [online]. Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, asynchronous discussions [during a specified time frame], email with the instructor and learning teammates, readings, projects, writing chronicles/blogs, exploring plans, and other assignments. GMU's BlackBoard course framework will be used regularly throughout the course. Online discussions will take place at: <http://bb-gmu.blackboard.com>

*Access to the Internet to search for resources, lesson/unit plans, and to engage in online discussion is required at least 3x a week.

**Your GMU email address is required for communication with the course instructor – your GMU email account must be active by the first week of class.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE Secondary Education Program Resources:

- For additional information about the Secondary Education Program in the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/programs/gsemasters/>]

ASSIGNMENTS / COURSE REQUIREMENTS

1. Participation/Attendance (25%) This class requires active and thoughtful preparation and involvement in activities and discussions in class and on-line. For each of us to gain global and ethical perspectives we must listen to each other and generate ideas collectively everyone must participate. Good attendance and being an active participant will lead to increased learning (see **Participation Rating Form**). Readings must be completed **before class**. In addition to regular in-class and online discussions and activities, you will participate in an extensive thematic unit plan with your assigned learning team (see **self and peer evaluation form**). You are responsible for getting assignments in on time and catching up if you are absent. Being on time is essential and lateness will affect the grade. Attendance at **all** classes, for the entire class period, is a required course expectation. Missing the equivalent of two class sessions or more will have a significant negative impact on your overall course grade, and you should see the instructor about dropping the course.

2. Lesson Plan (25%) This course includes a **Performance Based Assessment (PBA)**. A finished lesson plan (PBA lesson plan) will be submitted for feedback and a grade. The **Lesson Plan Rubric** will be used for assessing the lesson plan. **NOTE: This assessment must be mastered in order to receive a grade for the course.**

(a) The complete PBA lesson plan must include:

- (1) **Rationale: why it is important** for these students to learn the content of the lesson (grade level appropriate)
- (2) **Content Standards:** link to content standards **NCSS & SOLs**
- (3) **Cognitive and affective (character building) objectives** to guide student inquiry
- (4) **Teaching Standards:** how the **teaching strategies/methods** [link to **INTASC standards**] will motivate students to learn the content
- (5) **Resources** [e.g., primary source materials, images, and outside resources]
- (6) How you incorporate **technology**
- (7) How and where you have included **differentiation** for a variety of diverse students
- (8) How student work will be assessed (e.g., performance-based authentic **assessment & a rubric**) and graded

3. Case Analyses (25%) The case analyses serve as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases allow you to examine multiple (global) perspectives on problems students experience in their schooling. Case studies give you a chance to practice approaches a thoughtful and ethically principled HSS teacher would use to solve these problems. In case analyses we **always** hold the teacher accountable for students' success. If students are not doing well, it is the ethical responsibility of the teacher to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking should become second nature, so that when faced with problems in your own class you will think, "What might I do to help this student be successful?" A case analysis includes:

- a) A **problem statement** *Before* discussion, in class or online, you will write a problem statement (1 paragraph) that describes what you think the teacher's responsibility is in the case -- that is, how the teacher contributes to the problem; what role the teacher is playing in the case that is (potentially) putting his/her students at risk, etc. You will demonstrate that you understand the learning theories we are reading about by adding a **direct quote** from readings to support your perspective on the problem.
- b) An **action plan** - *After* discussion, in class or on-line, you will write an action plan (1 page) for the teacher. The 'action plan' should be designed to solve the problem based upon specific approaches the

authors of our readings feel will help the student(s) most in the long term. You must use **direct quotes** in the action plan.

Case analyses [problem statement and action plan] are due the day the case is discussed and **cannot be accepted late**. Refer to the **Reflective Blog/Case Analysis Assessment Rubric** for criteria for grading case analyses.

4. Field Experience Assignments (25%) You are required to complete 15-hours of field experience for this class. You will practice reflection by keeping objective anecdotal notes. You will practice planning and teaching a lesson, supervised by your Cooperating Teacher (see separate Field Teaching Assignment). Then, you will write reflective blogs to make connections between course readings and your observations, planning and teaching. You will need to synthesize your notes from the field journal to write each blog AND include a statement about how your experience will influence your practice. You will choose only 1 topic for each blog (suggested Topics for each blog are listed below).

You **must** include **direct quotes** from class readings in each blog that relate to the specific topic you choose to write about. You will post each blog on the course website. Feedback will be provided on your level of integration and analysis related to course topic and readings. Refer to the **Reflective Blog/Case Analysis Assessment Rubric** for criteria for grading blogs.

Blog 1 Topics: /Higher Order Thinking /Questioning. Include a reflection on how your observations may influence what you will do as an 'effective HSS teacher'.

Blog 2 Topics: Motivating Students to Learn / Classroom Climate /Classroom Management. Include a reflection on how your observations may influence what you will do as an 'effective HSS teacher'.

Blog 3 Lesson Analysis and Reflection: The lesson analysis and reflection will be prepared using the outline provided on the class website for the lesson plan. This assignment is assessed for completeness and level of analysis/reflection.

POSTNOTE: It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. The following products from this class could be included in your exit **Best Practice Showcase** for the M.Ed. program and can become part of your professional portfolio used for job placement: **PBA lesson plan, and the reflective blog with the field lesson plan.**

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Spring 2011 Class AGENDA [version 1.0]*

Date	Topic	Readings/Assignments
01/24	Introduction- Overview /Syllabus Theory & Practice /The Case Method /Learning Styles /Personality Types / Field Experience Technology: email, Bbrd, blogs, wikis	<ul style="list-style-type: none"> • VA Standards of Learning H/SS [online] • INTASC [online] • NCSS [online] • Drake & Nelson (ch 2) • Thematic Unit Overview
01/31	ON-Line Planning- Essential Questions /Objectives & Assessment /Early Adolescent Development /Primary Sources CASE: <i>Kent</i>	<ul style="list-style-type: none"> • DUE: Case (Kent) • Thematic Unit planning • Drake & Nelson (ch 5, 7) • Tomlinson & McTighe (ch 3, 4, 7, 9)
02/07	The Big Picture- /Teacher Effectiveness /Standards /HOT /Theme studies /Ethics & Social Justice Class Resource Wiki	<ul style="list-style-type: none"> • Weinstein (ch 1,2) • Drake & Nelson (ch 1,3) • Tomlinson & McTighe (ch 1) • INTASC & NCSS [online] • Thematic Unit planning • Wiki- ‘Higher Order Thinking’
02/14	Planning- Motivation /Student-Student Interactions /Cooperative Learning /Motivating Students to Learn CASE: <i>Ludwig</i>	<ul style="list-style-type: none"> • DUE: Case (Ludwig) • Thematic Unit planning • Weinstein (3rd ch 7,9) (4th ch 8,9) • Drake & Nelson (ch 7, 9,10) • Tomlinson & McTighe (ch 2) • Lesson Plan Overview • Wiki- ‘Lesson Planning’
02/21	ON-Line Constructing Knowledge /Primary Source Materials /Planning /Assignments /Assessment CASE: <i>Smith</i>	<ul style="list-style-type: none"> • DUE: Case (Smith) • Brooks & Brooks article [online] • Sprague article [online] • Marzano article [online] • Drake & Nelson (ch 6, 8, 10) • Tomlinson & McTighe (ch 5,8) • DUE: Unit Plan DRAFT (posted)
02/28	Planning- Primary Resources /Cognitive & Affective Objectives /Lesson Planning /Inquiry Learning Socratic Seminar	<ul style="list-style-type: none"> • Primary Document Analysis • Drake & Nelson (ch 4, 7, 9) • DeRoche & Williams chapter • Weinstein (3rd ch 6,8,13) (4th 7,9,13) • DUE: Unit Plan peer review • DUE: PBA Lesson (topic & objectives)

03/07	Planning- /Classroom Climate /Questioning /Character Education CASE: Kelly Reflective Blog	<ul style="list-style-type: none"> • DUE: Case (Kelly) • DeRoche & Williams • Drake & Nelson (ch 3, 8) • Weinstein (3rd ch 3,10) (4th 3,11) • Williams article [online] • Wiki- 'Questioning' • DUE: Unit Plan FINAL
03/14	Spring BREAK	
03/21	ON-Line Planning- Preventing Problems /Classroom Management /Conflict Resolution /Differentiated Instruction /Ethics & Equity CASE: Parker	<ul style="list-style-type: none"> • DUE: Case (Parker) • Tomlinson & McTighe (ch 6,7) • Weinstein (3rd ch 4, 6, 7, 11)(4th 4,7,8,12) • Drake & Nelson (ch 4, 6) • DeRoche & Williams chapter • DUE: Blog #1
03/28	Planning- Instruction /Assessment /Grading Policy /Diverse Students /Ethical Judgment /Equity CASE: Scott + Ethical Analysis 'Role Play'	<ul style="list-style-type: none"> • DUE: Case (Scott) • Strike & Smith articles [online] • Drake & Nelson (ch 6) • Weinstein (3rd ch 12, 13) (4th 5,13) • DeRoche & Williams Chapter • DUE: PBA Lesson Plan (draft 1)
04/04	Politics of Education /Dealing With Parents & Administrators /Ethics & Equity Lesson Plan PEER Review	<ul style="list-style-type: none"> • Weinstein (3rd ch 5)(4th ch 6) • Drake & Nelson (ch 4, 5) • Code of Ethics 'Social Studies' • Wiki- 'Parent Involvement' • DUE: Blog #2
04/11	Analysis and Evaluation /HOT /Special Education & LRE /Communities of Learners /Ethics /Social Justice	<ul style="list-style-type: none"> • Tomlinson & McTighe (ch 9,10) • Ansary article [online] • Textbook files [web links] • DUE: Plan for Field Lesson
04/18	ON-Line Coping With Problems /The Hard to Teach /Special Education & LRE /Ethics & Equity CASE: Byrne	<ul style="list-style-type: none"> • DUE: Case (Byrne) • Weinstein (3rd ch 12)(4th ch 5) • Barry & Sax articles [online] • Daniels chapter [online] • Code of Ethics 'Social Studies' • DUE: PBA Lesson Plan (draft 2)

04/21	Expectations /Teacher Awareness /Mutual Respect CASE: <i>Tymkonovich</i>	<ul style="list-style-type: none"> • DUE: Case (Dan T) • Daniels chapter [online] • Cushman article [online] • Williams article [online] • Weinstein (3rd ch 3, 4, 11)(4th 3,4,10)
04/25	Planning and Teaching /Planning & Executing a lesson /Prep for Internship and teaching appointment	<ul style="list-style-type: none"> • Share Field Planning/Teaching • DUE: <u>Blog #3 Field Lesson, with supporting documentation</u>
05/02	Putting It All Together /Lesson Plan Presentations /Reflection & Observations	<ul style="list-style-type: none"> • DUE: <u>PBA Lesson Plan Presentation</u> • Field Experience Documentation*** • Course Evaluation
05/09	Final assignment: 'Lesson Plan' POSTED	<ul style="list-style-type: none"> • DUE: <u>PBA Lesson Plan [final]</u>

POSTNOTES

***This schedule is TENTATIVE (v1.0)** Print out a copy. Check the course website regularly for new versions <http://bb-gmu.blackboard.com>

****Before coming to class, check the course website**** for ANY notice regarding a change in the class schedule.

*****If your lesson plan and/or Cooperating Teacher's Field Experience Documentation Form** are not received by **05/09/11 at 11pm** you will receive an 'IN' grade for this course.

KEEP A COPY OF THE '**Performance-Based Lesson Plan**', the '**reflective blog**' with your **field lesson plan** for your Best Practice Showcase for the M.Ed.