

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**EDCI 667: “Advanced Methods of Teaching History/Social Science – Secondary”**  
**Fall 2010**

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

Office: Commerce II, Room 112 on University Dr.

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

Instructor e-mail: [mwilliat@gmu.edu](mailto:mwilliat@gmu.edu) Course website: <http://bb-gmu.blackboard.com>

Telephone: **703/993-2133** (do not leave messages – instead, use email)

## **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, EDUC672, EDCI567*

## **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, differentiated instruction, 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, 3<sup>rd</sup> 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 2x 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.

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## CEHD SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions.
  - Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
  - Students who need assistance with writing should contact The Writing Center at GMU <http://writingcenter.gmu.edu/>
  - Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
  - Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
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## 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**. 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. Planning (25%)** Two finished plans (an individual lesson plan and group unit plan) will be submitted for feedback and a grade. The group unit plan will use the **Unit Plan Checklist** (see 'Unit Plan Checklist') and the **Lesson Plan Rubric** will be used for lesson plans. Each plan must:

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

**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 **Chronicle/Case Analysis Assessment Rubric** for criteria for grading case analyses.

**4. Reflective Chronicles & Textbook Analysis (25%)** You are required to complete 15-hours of field observation for this class. You will practice reflection by keeping objective anecdotal notes. Then you will write reflective chronicles to make connections between course readings and field observations related to a topic. You will need to synthesize your notes from the field journal to write each chronicle AND include a statement about how your observations will influence your practice. You will choose only 1 topic for each chronicle (suggested Topics for each chronicle are listed below). You **must** include **direct quotes** from class readings in each chronicle that relate to the specific topic you choose to write about. You will post each chronicle on the course website in a **blog** which you will create. Feedback will be provided on your level of integration and analysis related to course topic and readings. Refer to the **Chronicle/Case Analysis Assessment Rubric** for criteria for grading chronicles.

**Chronicle 1 Topics:** Teacher Effectiveness /Character Education /Classroom Climate /Higher Order Thinking /Questioning /Teacher Expectations. Include a reflection on how your observations may influence what you will do as an ‘effective HSS teacher’.

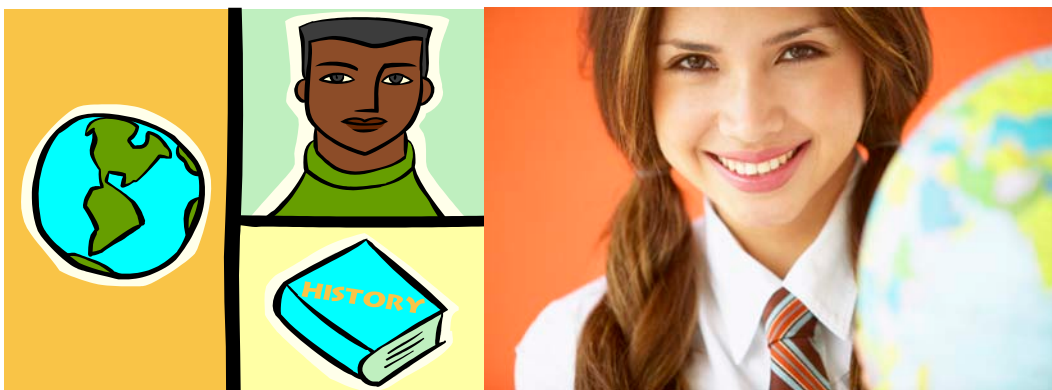
**Chronicle 2 Topics:** Motivating Students to Learn /Cooperative Learning /Conflict Resolution /Classroom Management /Assessment. Include a reflection on how your observations may influence what you will do as an ‘effective HSS teacher’.

**Chronicle 3 Topics:** Differentiated Instruction /Special Needs /Cooperating with Parents and/or Administrators /Ethics /Social Justice. Include a reflection on how your observations may influence what you will do as an ‘effective HSS teacher’.

**Textbook Analysis:** The textbook analysis will be prepared using the outline provided on the class website and the Fry Readability Scale. This assignment is assessed for completeness and level of analysis.

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**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 should be included in your exit **portfolio** for the **M.Ed.** program and can become part of your professional portfolio used for job placement: **lesson plan, a case analysis, and a reflective chronicle.**



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**EDCI 667 “Advanced Methods of Teaching H/SS – Secondary”**  
**Fall 2010 Class AGENDA [version 1.0]\***

| Date                            | Topic  | Readings/Assignments   |
|---------------------------------|--|--|
| 08/30                           | <b>Introduction-</b> Overview /Syllabus<br><b>Theory &amp; Practice</b> /The Case Method<br>/Learning Styles /Personality Types<br>/Field Experience<br>Technology: <b>email, Bboard, blogs, wikis</b> | <ul style="list-style-type: none"> <li>• VA Standards of Learning H/SS [online]</li> <li>• INTASC [online]</li> <li>• NCSS [online]</li> <li>• Drake &amp; Nelson (ch 2)</li> <li>• <b>Thematic Unit Overview</b></li> </ul>   |
| <b>09/06</b>                    | <b>Labor Day Holiday</b>   |  |
| 09/13                           | <b>Planning-</b> Essential Questions /Objectives & Assessment /Early Adolescent Development<br>/Primary Sources<br><i>CASE: Kent</i>   | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Kent)</b></li> <li>• <b>Thematic Unit</b> planning</li> <li>• Drake &amp; Nelson (ch 5, 7)</li> <li>• Tomlinson &amp; McTighe (ch 3, 4, 7, 9)</li> </ul>  |
| <b>09/20</b>                    | <b>ON-Line Planning-</b> Motivation<br>/Student-Student Interactions<br>/Cooperative Learning<br>/Motivating Students to Learn<br><i>CASE: Ludwig</i>  | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Ludwig)</b></li> <li>• <b>Thematic Unit</b> planning</li> <li>• Weinstein (ch 7,9)</li> <li>• Drake &amp; Nelson (ch 7, 9,10)</li> <li>• Tomlinson &amp; McTighe (ch 2)</li> </ul>  |
| 09/27                           | <b>The Big Picture-</b><br>/Teacher Effectiveness<br>/Standards /HOT<br>/Theme studies<br>/Ethics & Social Justice<br><b>Class Resource Wiki</b>   | <ul style="list-style-type: none"> <li>• Weinstein (ch 1,2)</li> <li>• Drake &amp; Nelson (ch 1,3)</li> <li>• Tomlinson &amp; McTighe (ch 1)</li> <li>• INTASC &amp; NCSS [online]</li> <li>• <b>Thematic Unit</b> planning</li> <li>• <b>Wiki- ‘Higher Order Thinking’</b></li> </ul>   |
| 10/04                           | <b>Planning-</b> Primary Resources<br>/Cognitive & Affective Objectives<br>/Lesson Planning<br>/Inquiry Learning<br><i>Socratic Seminar</i><br><b>Professional Reflective Blog</b>                     | <ul style="list-style-type: none"> <li>• <b>Primary Document Analysis</b></li> <li>• Drake &amp; Nelson (ch 4, 7, 9)</li> <li>• DeRoche &amp; Williams chapter</li> <li>• Weinstein (ch 6,8,13)</li> <li>• <b>DUE: Unit Plan peer review</b></li> <li>• <b>Wiki- ‘Lesson Planning’</b></li> <li>• <b>Lesson Plan Overview</b></li> </ul> |
| <b>10/12*</b><br><b>Tuesday</b> | <b>ON-Line Constructing Knowledge</b> /Primary Source Materials<br>/Planning<br>/Assignments<br>/Assessment<br><i>CASE: Smith</i>  | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Smith)</b></li> <li>• Brooks &amp; Brooks article [online]</li> <li>• Sprague article [online]</li> <li>• Marzano article [online]</li> <li>• Drake &amp; Nelson (ch 6, 8, 10)</li> <li>• Tomlinson &amp; McTighe (ch 5,8)</li> </ul>   |

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| 10/12 |   | <ul style="list-style-type: none"> <li>• <b>DUE: Unit Plan</b> (posted)</li> </ul>   |
| 10/18 | <b>ON-Line</b> Planning- Preventing Problems<br>/Classroom Management<br>/Conflict Resolution<br>/Differentiated Instruction<br>/Ethics & Equity<br>CASE: <i>Parker</i>       | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Parker)</b></li> <li>• Tomlinson &amp; McTighe (ch 6,7)</li> <li>• Weinstein (ch 4, 6, 7, 11)</li> <li>• Drake &amp; Nelson (ch 4, 6)</li> <li>• DeRoche &amp; Williams chapter</li> <li>• <b>DUE: Lesson Plan (topic)</b></li> </ul>   |
| 10/25 | /Classroom Climate<br>/Questioning<br>/Character Education<br>CASE: <i>Kelly</i>  | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Kelly)</b></li> <li>• DeRoche &amp; Williams</li> <li>• Drake &amp; Nelson (ch 3, 8)</li> <li>• Weinstein (ch 3,10)</li> <li>• Williams article [online]</li> <li>• <b>Wiki- 'Questioning'</b></li> <li>• <b>DUE: Chronicle #1</b></li> <li>• Share <b>Field Notes</b></li> </ul> |
| 11/01 | <b>Planning- Instruction</b><br>/Assessment<br>/Grading Policy<br>/Diverse Students<br>/Ethical Judgment /Equity<br>CASE: <i>Scott</i><br><i>Ethical Analysis 'Role Play'</i> | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Scott)</b></li> <li>• Strike &amp; Smith articles [online]</li> <li>• Drake &amp; Nelson (ch 6)</li> <li>• Weinstein (ch 12, 13)</li> <li>• DeRoche &amp; Williams</li> <li>• <b>DUE: Lesson Plan (objectives)</b></li> <li>• Share <b>Field Notes</b></li> </ul>                 |
| 11/08 | <b>Politics of Education</b><br>/Dealing With Parents & Administrators<br>/Ethics & Equity<br><b>Lesson Plan PEER Review</b>  | <ul style="list-style-type: none"> <li>• Weinstein (ch 5)</li> <li>• Drake &amp; Nelson (ch 4, 5)</li> <li>• Ansary article [online]</li> <li>• Code of Ethics 'Social Studies'</li> <li>• <b>Wiki- 'Parent Involvement'</b></li> <li>• <b>DUE: Lesson Plan (draft)</b></li> </ul>   |
| 11/15 | <b>ON-Line</b> Expectations<br>/Teacher Awareness<br>/Mutual Respect<br>CASE: <i>Tymkonovich</i>  | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Dan T)</b></li> <li>• Daniels chapter [online]</li> <li>• Cushman article [online]</li> <li>• Williams article [online]</li> <li>• Weinstein (ch 3, 4, 11)</li> <li>• <b>DUE: Chronicle #2</b></li> </ul>   |
| 11/22 | <b>Analysis and Evaluation</b><br>/HOT<br>/Communities of Learners<br>/Ethics /Social Justice   | <ul style="list-style-type: none"> <li>• Tomlinson &amp; McTighe (ch 9,10)</li> <li>• <b>DUE: Textbook Analysis</b></li> <li>• Share <b>Field Notes</b></li> </ul>   |

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|-------|---|---|
| 11/29 | <b>ON-Line Coping With Problems</b><br>/The Hard to Teach<br>/Special Education & LRE<br>/Ethics & Equity<br>CASE: <i>Byrne</i> | <ul style="list-style-type: none"> <li>• <b>DUE: Case (Byrne)</b></li> <li>• Weinstein (ch 12)</li> <li>• Barry &amp; Sax articles [online]</li> <li>• Daniels chapter [online]</li> <li>• <b>DUE: <u>Chronicle #3</u></b></li> </ul> |
| 12/06 | <b>Putting It All Together</b><br>/Presentations<br>/Reflection & Observations  | <ul style="list-style-type: none"> <li>• <b>DUE: <u>Lesson Plan Presentation</u></b></li> <li>• Share <b>Field Notes</b></li> <li>• <b>Field Experience Documentation***</b></li> </ul>   |
| 12/13 | <b>Final assignment: 'Lesson Plan' POSTED</b>   | <ul style="list-style-type: none"> <li>• <b>DUE: <u>Lesson Plan [final]</u></b></li> </ul>  |

### 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 **12/13/10 at 11pm** you will receive an 'IN' grade for this course.

**KEEP A COPY OF THE 'Lesson Plan', a 'reflective chronicle', and your best 'case analysis' FOR YOUR M.Ed. PORTFOLIO**