George Mason University
College of Education and Human Development
Secondary Education Program
Spring 2021

SEED 667: Advanced Methods of Teaching Social Studies in Secondary Schools
Section 001 (3 Credits)
Meeting Day/time: **Mondays, 4:30 – 7:10 p.m.**
Class Location: **Online**

Instructor: Andrew Porter (he/him/his)
Office Hours: By appointment on Zoom
Office Location: Only virtual office meetings in Spring 2021
Email: aporter7@gmu.edu

Prerequisites: Grade of B- in SEED 567 (SEED 522 and SEED 540 are recommended)
Corequisite: EDRD 619

Course Description
Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 667.

Course Overview
This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom.

Course Delivery Method
This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **January 19th**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - o Adobe Acrobat Reader: https://get.adobe.com/reader/
  - o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes (beginning **Monday, January 25th, 2021**).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider 3 them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
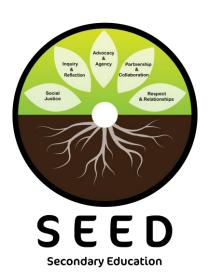
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Objectives and Professional Standards
This course is designed to enable students to do the following:
● Understand that effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students "life-long learner" skills, and presenting students with multiple perspectives (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
● Understand that learning to teach is a complex process involving continuous reflection.
● Understand content related to standards and accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism (innovation, NCSS I, II, IX)
● Engage in critical, reflective discussions of theory & research (research-based practice)
● Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population (ethical leadership, research-based practice, innovation, collaboration, NCSS I, IV)

SEED Program "Seeds"
This course embeds the following six SEED "seeds" that are shared commitments across the SEED Program

1. Social Justice

2. Inquiry & Reflection

3. Advocacy & Agency

4. Partnership & Collaboration

5. Respect & Relationships

Required Texts

- No required texts to purchase
- Articles and course materials will be posted on Blackboard

Course Performance Evaluation

Assessment	Points	Due Date (4:30 pm Monday)
Week 2 Curriculum Artifact: Unit Plan Portrait	3	February 1 on BB
Week 3 Curriculum Artifact: Classroom Management	3	February 8 on BB
Week 4 Curriculum Artifact: Teacher and Student Identity	3	February 15 on BB
Week 5 Curriculum Artifact: Supporting Social Justice	3	February 22 on BB
Week 6 Curriculum Artifact: Differentiation of Instruction	3	March 1 on BB
Week 7 Curriculum Artifact: Designing Assessments of Student Learning	3	March 8 on BB
Week 8 Curriculum Artifact: Special Education	3	March 15 on BB
Week 9 Curriculum Artifact: SR-IPA Part I	3	March 22 on BB
Week 10 Curriculum Artifact: SR-IPA Part II	3	March 28 on BB
Week 11 Curriculum Artifact: SR-IPA Part III	3	April 5 on BB
Dispositions Assessment	C/IN	April 11 on BB and TK20
Week 12 Curriculum Artifact: SR-IPA Part IV	3	April 12 on BB
Week 13 Curriculum Artifact: Teaching Controversial, Sensitive, and Difficult Topics	3	April 18 on BB
Week 14 Curriculum Artifact: Student Choice	3	April 14 on BB
Teaching Demonstration: Round 1	6	Feb 8 – March 1
Teaching Demonstration: Round 2	6	March 1 – March 22
Teaching Demonstration: Round 3	6	April 12 – April 26
Clinical Experience Paper	20	May 3 on BB
Unit Plan	23	May 3 on BB and TK20
TOTAL	**100**	

Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	*B- is not a passing course grade.*
C	Does Not Meet Standard	70 – 79	*C is not a passing course grade.*
F	Does Not Meet Standard	69 – 0	*F is not a passing course grade.*

Students are expected to submit all assignments on time using Blackboard, and, when indicated TK20 or other online submission system. Late work will not be accepted without a prior request.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

Commitment to the Profession
>   Promoting exemplary practice
>   Excellence in teaching and learning
>   Advancing the profession
>   Engagement in partnerships

Commitment to Honoring Professional Ethical Standards
>   Fairness
>   Honesty
>   Integrity
>   Trustworthiness
>   Confidentiality
>   Respect for colleagues and students

Commitment to Key Elements of Professional Practice
>   Belief that all individuals have the potential for growth and learning
>   Persistence in helping individuals succeed
>   High standards
>   Safe and supportive learning environments
>   Systematic planning
>   Intrinsic motivation
>   Reciprocal, active learning
>   Continuous, integrated assessment
>   Critical thinking
>   Thoughtful, responsive listening
>   Active, supportive interactions

Technology-supported learning
Research-based practices
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

Commitment to Being a Member of a Learning Community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Respects the opinion and dignity of others
Appreciates and integrates multiple perspectives

Please note that:

- "Plagiarism encompasses the following:
  1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."
  (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
- Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

Class Schedule

CLASS DATE	TO DO BEFORE CLASS	Class Agenda	TO DO AFTER CLASS
Week 1: January 25	Nothing!	**Introduction to Course and Each Other**	• Sign up for 3 Teaching Demonstrations • Work on Unit Plan Portrait
Week 2: February 1	• Review material posted to Week 2 Folder on Blackboard • Upload Week 2 Curriculum Artifact posted to Week 2 Folder on Blackboard: Unit Plan Portrait	**Curriculum Planning** **No Teaching Demonstrations**	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan Portrait
Week 3: February 8	• Review material posted to Week 3 Folder on Blackboard • Upload Week 3 Curriculum Artifact posted to Week 3 Folder on Blackboard: Classroom Management	**Classroom Management** 2 Teaching Demonstrations (Round 1)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan
Week 4: February 15	• Review material posted to Week 4 Folder on Blackboard • Upload Week 4 Curriculum Artifact posted to Week 4 Folder on Blackboard: Teacher and Student Identity	**Teacher and Student Identity** 2 Teaching Demonstrations (Round 1)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan

Week 5: February 22	• Review material posted to Week 5 Folder on Blackboard • Upload Week 5 Curriculum Artifact posted to Week 5 Folder on Blackboard: Supporting Social Justice	**Supporting Social Justice** 2 Teaching Demonstrations (Round 1)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan
Week 6: March 1	• Review material posted to Week 6 Folder on Blackboard • Upload Week 6 Curriculum Artifact posted to Week 6 Folder on Blackboard: Differentiation of Instruction	**Differentiation of Instruction** 1 Teaching Demonstration (Round 1) 1 Teaching Demonstration (Round 2)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan

Week 7: March 8	• Review material posted to Week 7 Folder on Blackboard • Upload Week 7 Curriculum Artifact posted to Week 7 Folder on Blackboard: Designing Assessments of Student Learning	**Designing Assessments of Student Learning** 2 Teaching Demonstrations (Round 2)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan
Week 8: March 15	• Review material posted to Week 8 Folder on Blackboard • Upload Week 8 Curriculum Artifact posted to Week 8 Folder on Blackboard: Special Education	**Special Education** 2 Teaching Demonstrations (Round 2)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan
Week 9: March 22	• Review material posted to Week 9 Folder on Blackboard • Upload Week 9 Curriculum Artifact posted to Week 9 Folder on Blackboard: Self-Regulatory Instructional Planning Approach	**The Self-Regulatory Instructional Planning Approach Part I** 2 Teaching Demonstrations (Round 2)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan

Week 10: March 29	• Review material posted to Week 10 Folder on Blackboard • Upload Week 10 Curriculum Artifact posted to Week 10 Folder on Blackboard: Self-Regulatory Instructional Planning Approach Part II	**The Self-Regulatory Instructional Planning Approach Part II** **No Teaching Demonstrations This Week**	• Prepare for Teaching Demonstrations • Work on SR-IPA • Work on Inquiry-Based Lesson Plan
Week 11: April 5	• Review material posted to Week 11 Folder on Blackboard • Upload Week 11 Curriculum Artifacts posted to Week 11 Folder on Blackboard: Self-Regulatory Instructional Planning Approach Part III	**The Self-Regulatory Instructional Planning Approach Part III** **No Teaching Demonstrations This Week**	• Prepare for Teaching Demonstrations • Work on SR-IPA (II)
Week 12: April 12	• Review material posted to Week 12 Folder on Blackboard • Upload Week 12 Curriculum Artifact posted to Week 12 Folder on Blackboard: The Self-Regulatory Instructional Planning Approach Part IV	**The Self-Regulatory Instructional Planning Approach Part IV** 2 Teaching Demonstrations (Round 3)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan
Week 13: April 19	• Review material posted to Week 13 Folder on Blackboard • Upload Week 13 Curriculum Artifact posted to Week 13 Folder on Blackboard: Teaching Controversial, Sensitive, and Difficult Topics	**Teaching Controversial, Sensitive, and Difficult Topics (Revisit from Methods I)** 2 Teaching Demonstrations (Round 3)	• Prepare for Teaching Demonstrations • Clinical Experiences • Work on Unit Plan

Week 14: April 26	• Review material posted to Week 14 Folder on Blackboard • Upload Week 14 Curriculum Artifact posted to Week 14 Folder on Blackboard: Student Choice	**Student Choice** 3 Teaching Demonstrations (Round 3)	• Upload Unit Plan to Blackboard and TK20 by Monday, May 3rd • Upload Clinical Experience Summative Paper to Blackboard by Monday, May 3rd
Week 15: May 3	• Review material posted to Week 15 Folder on Blackboard • Upload Week 15 Curriculum Artifact posted to Week 15 Folder on Blackboard: Reflecting on The Semester and Planning for the Next Steps	**Reflecting on The Semester and Planning for Next Steps** **No Teaching Demonstrations**	• Upload Unit Plan to Blackboard and TK20 by Monday, May 3rd • Upload Clinical Experience Summative Paper to Blackboard by Monday, May 3rd

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings will be posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

Teaching Demonstrations

This course is designed to provide preservice teachers with theoretical knowledge of teaching as well as opportunities to practice teaching. As a result, each student will be asked to conduct three "Teaching Demonstrations" over the course of the semester. The first round of Teaching Demonstrations will take place from February 8th to March 1st. The second round of Teaching Demonstrations will take place from March 1st to March 22nd. The third round of Teaching Demonstrations will take place from April 12th to April 26th. For each Teaching Demonstration, students will be asked to plan and conduct an instructional lesson in the content area of their choice. The lessons created for Teaching Demonstrations may be included in their Unit Plan.

For each Teaching Demonstration, each student will need to submit a total of four forms:
- *The Forethought Form* must be submitted the week before the Teaching Demonstration
- *The Performance Form* must be submitted to Blackboard by the date of the Teaching Demonstration
- *The SEED Lesson Plan Template* must be submitted by the date of the Teaching Demonstration
- *The Reflection Form* must be submitted before the next class period

Teaching Demonstration Dates:

Teaching Demonstration	Forethought Form Due Date	Teaching Demonstration & Performance Form Due Date	Reflection Form Due Date
Round 1			
Round 2			
Round 3			

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

● Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

● Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

● Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).

● Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .