EDUC 378, SOCIAL STUDIES SEMINAR
Spring, 2010
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Meeting Time: Wednesdays 3:45-6:00 Meeting Place: Hurd 302

ESSENTIAL QUESTIONS:
❖ How can learning the social studies help adolescents lead a rich, meaningful life, now and in the future?
❖ How can an understanding of the disciplines within the social studies energize our teaching?
❖ What is excellent teaching in the social studies? What does excellent learning in the social studies look like?

GRADE:
1. Attendance and thoughtful participation in seminar discussions-50%
2. Journal-25%
3. Fulfillment of professional responsibilities to all social studies supervisors including delivery of weekly schedules complete and on time and presentation of all requested materials for visits, and the sharing of the first lesson plan each experience.-25%

ATTENDANCE AND PARTICIPATION
Since the class does not meet often, attendance is crucial. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. You are also expected to be on time. Make arrangements to meet with your students or speak with your coop at times other than Wednesday.

Absence should be due to emergencies such as an illness. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 5% points of your total grade.

CELL PHONES
Cell phones need to be put away during class, meaning no texting during class.

ACADEMIC HONESTY
The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook then states, "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty
policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST first meet with Mr. Joseph Kempfer in the Office of Learning Services.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

EXPERIENCE 1

January 20: Objectives (Lesson and Unit)
Understanding by Design (Review)
Teaching middle school
Some teaching ideas
Assignment: Review Ch. 1 in Understanding by Design by Grant Wiggins and Jay McTighe

February 3: Teaching Reading in the Social Studies
Assignment: Read/Review
*1) "Questioning the Author: Making Sense of Social Studies" By: Isabel L. Beck and Margaret McKeown, Educational Leadership, 2002, 60 (3). [Social Studies]
*2) "What Did Abigail Mean?" By Gwynne Ellen Ash, Educational Leadership, 2005, 63 (2)
*3) "The Power of Purposeful Reading" By Cris Tovani, Educational Leadership, 2005, Vol. 63 (2)

February 17: Continuous Assessment
Assignment: Read/Review: "Classroom Assessment: Minute by Minute, Day by Day" by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan William, Educational Leadership, November 2005, 63 (3).

March 3: Social Studies and the Middle School
Assignment: Ten Thematic Strands from NCSS website

EXPERIENCE 2

March 24: Using Primary Documents to Promote Historical Thinking

April 7: Discussing Controversial Issues, multiculturalism, gender

April 21: What are the social studies?
Assignment: Ten Thematic Strands from NCSS website

ASSIGNMENTS

ASSIGNMENTS FOR SUPERVISORS
1. Weekly Schedule: Starting with Friday, September 22, e-mail your teaching schedule for the following week to both College supervisors by noon every Friday. The schedule must include:
   • Period You are Teaching and Time of Period (Period 1, 8:40-9:25)
• Topic for Lesson (Climate of Southeast U.S.; The Stamp Act)
• Brief Sketch of What You will Do (Cooperative Groups, Focused Reading, Follow-Up Discussion)
(My/Mayer procedure: I will e-mail my schedule by Saturday and will look for an acknowledgment by Sunday at noon.)

2. Coop and Building Schedule: Obtain a building schedule and your teacher’s schedule and give one copy to each supervisor on Friday, January 22 of experience 1 and March 19 of experience 2.

3. Supervisor Visits: For both supervisors and for every visit, you must provide:
   • The complete lesson plan for the lesson to be taught
   • The up-to-date course folder including all lesson plans going two classes beyond the lesson to be observed and other required materials
   • For Mayer visits only, answer this question on a separate piece of paper: What aspect(s) of the lesson (impact of group discussion, managing of classroom, questioning) should the supervisor focus on? Pick some significant part of the lesson and/or something that is important to your teaching philosophy overall. Briefly explain why you have chosen this concern.

LESSON PLAN
As early as you can each experience, provide Mayer with the lesson plan for the first lesson you plan to teach. This allows you to receive feedback on your planning early.

JOURNAL
Journal for Reflections on Lessons: (Turned in via e-mail by 4:00 on Friday of every week)
Journals are to follow this general format, except for week one of each experience discussed below. Journals should primarily be used for reflections on specific lessons you taught. Choose a lesson where you are not being formally observed.

Reflections should be rich in detail including discussions that convey feelings, both yours and the students. You need to convey a clear image of what happened in the lesson and your assessment based on that image. These reflections should be like your microteaching analysis.

Here is a suggestion for how to write your lesson reflection. Gather all data about student learning from the lesson (worksheets, quizzes). Try to record data during the lesson or immediately after. You might record data about one or two students of concern, the amount of student participation, the nature of student answers, classroom management behavior, involvement during group work, or more. Examine the data about student learning and describe it. Next, discuss what you did in the lesson. Be specific. In order to be specific, you might want to also record information during or after the lesson about what you did. This could include your questions, directions for activities, presentation of content, and more.

Once you have presented your sketch of the lesson, lay out your critique of the lesson. Talk about specific strategies and how you might change them or how you might continue as you have with those strategies. You might also determine you need to stop using a particular method. Ground the critique in a discussion of actual events from the lesson. Finally, discuss your evolving overall approach and overall teaching philosophy.

You do not need to follow the description in the above paragraphs prescriptively. Your entries do need to actively assess what you are doing in particular lessons.

Occasionally, you might be moved to write about something else beyond a particular lesson. You might observe something in the school that concerns you. You might want to write about a particular student. You might want to share your feelings about the experience. Such entries should be the exception and not the rule.

Each entry needs to be about 2 pages, double-spaced or longer. Use this handout as a general sense of font and margins.

Management Plan Journal (First Fridays)
On the first Friday of each experience, (January 22 and March 19) you need to turn in an entry where you describe your classroom management plan. In around three pages for each experience, write out the plan you will follow for your middle school experience (1/22) and then your high school experience (3/19). Discuss how you will organize your classroom (routines, rules, physical environment) and your
lessons to create a rich learning environment. Discuss how you will consciously implement the plan, especially on the first few days that you teach. Make sure that you also convey how you will address misbehavior in your class. Talk about how your plan fits in with rules and procedures mandated by the school. Finally, make clear the philosophy that guides your plan.

Your management approach should reflect your personal style of teaching. Don’t make your plan a list. Rather, certain issues will take a prominence in your plan. For instance, how you organize the classroom or, perhaps, how you structure your lessons could be a more important part in your plan than other features. Describe those aspects in more detail.

Your management plan should be 2-3 pages double-spaced.