ECD 30144- Integrated Social Studies in the Early Grades (K-3)
Fall 2013
Section 1- Mondays 11am-2pm
Section 2- Tuesdays 7:45am-10:45am
White Hall Room 115

Kent State University
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies

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Office Hours: Monday 8-10:30, 2-3pm
Tuesday 10:45-12:30
Wed and Thurs by Appointment

Course Goals
The following goals were established with consideration of the program’s conceptual framework, the Ohio State Academic Content Standards, and the standards set forth by the National Council for the Social Studies. This course involves the systematic study of the theories, methods, and materials necessary for successfully teaching social studies to diverse populations of primary and elementary aged students. Thus, the course requires a multicultural approach towards social studies curriculum, planning, and subsequent implementation. The most important goals of the course are:

1. Examine the nature of social studies, common conceptions of social studies, and controversies regarding the overall goals for social studies education.
2. Become familiar with specific social studies skills and pedagogical strategies.
3. Plan, deliver, and assess social studies teaching for a multicultural or diverse population of students.
4. Work collaboratively with colleagues in the classroom, at your school site and within the community to develop meaningful learning experiences for children.
5. Critically reflect on your growing identity and commitments as a social studies educator.
6. Develop your skills as a critical, democratic, and historical thinker.
7. Thoughtfully consider the value of integrating social studies with other disciplines in order to help students construct meaningful connections.
8. Continue your journey toward becoming a reflective practitioner capable of critical reflection of your own practice, the materials you use, and the overall social and political contexts of your work.

Text

Required

**Suggested**

**Expectations**

Because of the information presented and the nature of the course, all participants are expected to do well. I am confident that your enrolling in this course signals your desire to excel. I, too, will share in the responsibility of presenting an engaged and participatory forum where all views are respected and appreciated.

The transition from being a student to becoming a teacher begins by approaching courses in a professional and responsible manner. Pre-service teachers do not look at teacher education courses with the purpose of “getting a good grade” or “getting by.” It is expected that each of you will demonstrate interest, enthusiasm, and professionalism in all your courses.

**Absences**

Excused Absences: Excused absences are only those allowed by the University—religious observance, documented sickness, or death in the family. Beyond the first absence (excused or unexcused) grade penalties are as follows:

- Each absence will result in your final course grade lowered 1 full grade level (for example, from an A to a B).

**Tardiness**

- If you arrive in class or field less than 10 minutes late, it is a tardy. Two (2) tardies are the equivalent of 1 unexcused absence.
- If you arrive in class or field more than 10 minutes late, it is an unexcused absence.

NOTE: Because situations may arise that are not covered by the above (i.e., the birth of a child) the course instructor and/or ECED faculty will determine the course of action, giving full consideration to the circumstances, the needs of the student, ECED attendance policy and University policy.

**Course Requirements**

- **Readings:** It is expected that all readings are done before class to ensure effective participation in the course.
• **Late Work:** Late assignments are not accepted without prior (sufficient) notification and approval from the instructor. All assignments are due at the time indicated. Failure to submit assignments in a timely manner will result in a 0.

• **Revisions:** In the event that the instructor asks you to submit a revision for an assignment, please note that all revisions will receive reduced point values (a \( \frac{1}{4} \) grade reduction) to be fair to other class members. Revisions must be submitted one week after they are assigned.

• **Submission:** All assignments should be typed and saved digitally, although each assignment will be submitted in paper format. Each assignment should be typed according to the guidelines set by the APA Manual, 6th Edition. This includes cover pages, headings, font, spacing and references. All papers are to be double spaced, Times New Roman 12pt. font. Here is a great website to refer to for APA formatting: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/).

• **Information:** Check Blackboard frequently for updates and announcements. Any changes to the class period, assignments, etc. will be posted on Blackboard. Also, be sure to have an updated Kent State email account as important information could be disseminated via email.

• **Professionalism and Etiquette**
  - All papers and assignments should be stapled, not folded or paper clipped as papers can get shuffled.
  - As a professional entering the teaching profession, you are required to conduct yourself like one during class. It is my goal to promote healthy dialogue, which means that others’ views, and opinions are respected.
  - All written communication should demonstrate professional etiquette. This includes discourse via the discussion board as well as email.

### Course Requirements for ECED 30144

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**Total= 150 points**

Final Grade= Earned amount of points/150

### Assignment Descriptions

*Note: These are assignment descriptions only. The instructor will go over each assignment in detail and a separate rubric will be provided for each assignment to guide your work.*

**Annotated Text Set (20 points)**
Working with your mentor teacher or on your own, select a social studies topic, concept, or idea. Your topics can be a historical time period, a specific social studies subject (economics, geography, etc.), or a citizenship based idea (friendship, community, service, etc.). Then you will research ten children’s literature books that are useful for teaching the topic you chose. Your annotated text set should include the social studies topic you chose along with a brief rationale statement explaining why you chose this particular topic. For each book include the following details:

1. Title and author
2. A thumbnail picture of the book cover
3. A 3-5 sentence description of the book that addresses the requirements below:
   a. A summary of the book
   b. How is the book related to the topic you chose?
   c. Does the book provide students with a global or multicultural perspective? Explain how or how not.

**ELL Article Reflection (10 points)**

As our country becomes more and more diverse, teachers will more than likely encounter students who speak a native language other than English. You will read a peer-reviewed article pertaining to teaching elementary social studies to English Language Learners (ELL’s). This assignment is not a summary of the required reading; instead, it is a response to the reading. First, you should react to the article. This requires you to agree or disagree, at least in part, to the author’s main points. You should base this reaction on your personal and practical experiences in schools or in your teacher education program. Second, you should discuss the relevance of the reading with regards to social studies instruction. Finally, you should discuss how the reading will affect your practice as a classroom teacher, specifically in regards to approaches taken with English Language Learners while naturally considering your ethical responsibility to educate all of your students.

**Black Ants and Buddhists Discussion (25 points)**

Critical teaching for diversity can be challenging and rewarding. Mary Cowhey gives us a first hand perspective of what it is like to think and teach critically to early childhood and elementary aged populations in her book Black Ants and Buddhists. Working in groups of 3 or 4, you will lead a class discussion on an assigned chapter. In preparation for leading the discussion, students will meet with me a week or two before the day in which you lead. You will:

- Prepare a brief introduction that explains the key points and over-arching themes of the chapter.
- Develop a set of questions that help other students engage with the readings, focusing on what you find of most interest. In your questions, also relate the chapter to other assigned readings in the course, main themes of the course, or a larger societal/educational issue.

I will collect the questions on the day which you lead the discussion. You will be evaluated on the basis of thoughtfulness, depth of understanding, and analytical insight.
reflected in your questions. You will also be evaluated on your leadership of the class discussion.

**Big Idea Response/Reflection Paper (10 points)**
There are three major questions or “big idea” questions that guide this course:

1. What does elementary social studies content and pedagogy look like from a multicultural perspective?
2. What are some challenges and rewards to teaching elementary/early childhood social studies from a multicultural perspective?
3. Does teaching from a multicultural perspective compromise my beliefs and that of my students? If so how? If not, why not?

You will respond to each of these questions with at least one paragraph (5-7 sentences).

Your papers should not exceed 3-written pages, not including your cover page.

**Multicultural Inventory (10 points)**
How multicultural is your life? We have always lived in a multicultural and diverse society, but it is now more realized due to technology and social media. Our classrooms are becoming increasingly diverse and multicultural as well. How can we expect to teach students from diverse backgrounds and interact with parents from diverse backgrounds if our lives are not multicultural themselves? You will complete a multicultural inventory and then honestly reflect on two questions:

1. How do I live a multicultural life and what efforts can I make to broaden my life pertaining to my career?
2. Why is it important for me as a teacher to have a multicultural understanding of life?

You will be assessed on your reflection, not the specific multicultural aspects of your life. The inventory will be posted on Blackboard or handed out in class. You will attach your typed reflection to the inventory.

**Final Research/Reflection Paper (35 points)**
Briefly interview your supervising teacher about what they or other early childhood/elementary teachers have found most challenging about teaching social studies. Describe the issue in detail and why they have found it to be challenging. Then conduct research on the issue relying upon at least 3 peer-reviewed articles to help you determine how this issue has affected social studies instruction. Also describe whether or not the peer-reviewed research points to a solution to the issue and explain what the solution is. Lastly, you will reflect on the issue and research by describing the efforts you will take as an early childhood/elementary teacher to negate this challenge to teaching social studies in your practice. Papers should be no less than three written pages and should not exceed five pages. Be sure to include your references.

**Unit Plan (40 points)**
Using what you have learned in the course and during your field experiences, you and a partner will develop a social studies unit plan. Use the *Social Studies Content for*
Elementary and Middle School Teachers book to select a social studies subject area of your choice. Then construct your unit plan to include the following (the questions are only to guide you in your thinking):

- **Rationale:** Why are you teaching this content? Why is it important for students to know?
- **Content Description (at least two paragraphs):** What is it specifically that the students will know as a result of this unit?
- **Skill based objectives:** What skills and knowledge will students acquire as a result of this unit? What are some social studies specific skills (primary sources, historical thinking, mapping, geographical spacing, etc.) that students will acquire as a result of this unit?
- **Vocabulary (at least 5):** What vocabulary will students need to know in this unit? How will I teach the vocabulary?
- **Technology:** How will my unit incorporate technology?
- **Resources (total of 10):** What are five children’s books I could use and five internet sites I can use to help inform the unit or plan the unit?
- **Multicultural perspective:** In what ways will I make the unit plan be something that students, regardless of cultural background, can understand and relate to?
- **Global perspective:** What can I do to ensure that students can also gain a global perspective of the content?
- **ELL Accommodations:** How can I make changes to the content or teach it in a way so that English Language Learners can understand and relate to it?
- **Assessment:** What are some authentic and creative ways that I can assess students on their understanding of the content presented in the unit plan?

A rubric will be provided.

**Class Participation (expected)**
This profession is too important to overlook absences, tardiness, and/or disinterest. In addition, the success of the course will depend on the active participation of all individuals. Teachers are expected to be responsible and be able to think on their feet.

**Grading**

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59% & below F

Please note: According to College policy, all students must receive a C (2.0) or better in all methods and content courses for licensure areas; therefore, a C- does not fulfill this requirement.

When students are on the borderline between one grade and another, the grade will be determined by the professor’s assessment of student professionalism.

**Professionalism**

As you embark on the journey of your professional career, it is important to begin to make the transition from being a student to being a professional. Professionalism is as much an attitude as it is a mode of dress and behavior. Those with a professional attitude respect the right and opinions of all colleagues, display a willingness to collaborate and communicate, and approach their work with energy. A professional attitude is expected both in your field experience school and in our class.

**Dress**

Professional dress and demeanor is expected at all times. If you have any questions, it is best to ask. Students who do not dress professionally will be asked to leave the school and MCED faculty will determine if student may return.

**Registration**

Students who are not officially registered for a course by published university deadlines are not eligible to attend class session or to receive credit or grade for a course.

**Students with Special Needs**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

**Academic Honesty and Citations**

Pre-service teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection. All writing must be your own and must be meticulously referenced according to APA style. Directions for APA style are available at [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm), [http://apa.org](http://apa.org) and many other places on the web. You may also wish to purchase the *Publication Manual of the American Psychological Association* published by the American Psychological Association (6th ed. American Psychological Association: New York. 2010). Failure to appropriately reference your work often constitutes plagiarism, which according to Kent State’s “Administrative policy and procedures regarding student
cheating and plagiarism,”
(http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=46) can be punishable by an “F” on an assignment or an “F” in the entire course and/or puts you at risk of being dismissed from Teacher Education. For more information consult the above listed website.

*Syllabus is subject to change at the instructor’s discretion.*