



**Instructor:** Dr. Andrew Milson

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**Office Hours:** Tues/Thurs 11-12 & by appointment

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### **Description of Course Content**

(3-0) Examination of materials, methods, content, and assessment learning experiences associated with middle level social studies. Content areas include history, geography, economics, government, citizenship, culture, science, technology, and society. Opportunities to demonstrate application of current researched-based theory occur in a service learning experience. This course also includes a twenty hour field component. Prerequisite: EDML 4350.

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### **Student Learning Outcomes**

Social Studies teachers should possess the knowledge, capabilities, and dispositions to:

1. provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.
2. create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.
3. use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
4. create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.
5. use...verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
6. plan instruction... based on understanding of subject matter, students, the community, and curriculum goals.
7. use formal and informal assessment strategies ... to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.
8. develop as reflective practitioners and continuous learners.
9. foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

*National Council for the Social Studies Pedagogical Standards*

Middle Level teacher candidates:

1. understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice. (NMSA 3)
2. understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. (NMSA 4)
3. understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (NMSA 5)
4. understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals. (NMSA 7)

*National Middle School Association Teacher Preparation Standards*

The teacher:

1. understands the foundations of social studies education and applies knowledge of skills used in the social sciences. Competency 006 (Social Studies Foundations and Skills)
2. plans and implements effective instruction and assessment in social studies. Competency 007 (Social Studies Instruction and Assessment)

*Texas Examinations of Educator Standards (Grades 4-8 Social Studies)*



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### Required Course Materials

1. Social Studies Today: Research and Practice by Walter C. Parker (Editor) ISBN: 978-0415992879

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### Major Assignments

Your course grade will be determined by your performance on the following assignments. See the course calendar for due dates.

1. Social Studies Lesson Plan (40%)
  - Includes Lesson Plan, Peer Review Meetings, and Final Presentation
  - See Lesson Plan section on Blackboard
2. Countdown Assignments (40%)
  - See Countdown Assignment section on Blackboard
3. In-class Formative Assessments (20%)

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### Grading Policy

Refer to the course calendar for due dates. Assignments will not be accepted after the due date. No make-up work or extra credit assignments will be offered or accepted in order to improve your grade.

Grading Scale: A = 93 – 100%; B = 84 – 92%; C = 75 – 83%; D = 70 – 74%; F below 70%

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### Attendance Policy

Exercises & discussions completed during class time will be assigned points. Since these activities require student's participation in specific class periods, the activities cannot be made up at any other time. Failure to attend class will result in a lower course grade.

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### Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

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### Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

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### Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."



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### **Student Support Services Available**

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

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### **Electronic Communication Policy**

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

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### **Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.



### Course Calendar

The course calendar is subject to change during the semester. If a revised calendar is needed, you will be provided with a written syllabus amendment that will take the place of the calendar below.

Date	Topic	What must be completed BEFORE class on this date (Countdown assignments are due by 11:59pm on the night BEFORE class)
1.17	Introduction to course	
1.24	Purpose of Social Studies Education	<ol style="list-style-type: none"><li>Read the following chapters:<ol style="list-style-type: none"><li>"Social Studies Education C21" by W.C. Parker</li><li>"Social Studies &amp; the Social Order: Transmission or Transformation" by W.B. Stanley</li><li>"The Social Studies Wars, Now and Then" by R. C. Evans</li></ol></li><li>Complete the countdown assignment on Blackboard (DUE 11:59pm, Jan 23rd)</li></ol>
1.31	Standards & Testing in Social Studies Education	<ol style="list-style-type: none"><li>Read the following chapters:<ol style="list-style-type: none"><li>"High-Stakes Testing: How are Social Studies Teachers Responding?" by S.G. Grant</li><li>"Authentic Intellectual Work: Common Standards for Teaching Social Studies" by M. B. King, F. E. Newmann, &amp; D. L. Carmichael</li></ol></li><li>Complete the countdown assignment on Blackboard (DUE 11:59pm, Jan 30th)</li></ol>
2.7	Social Studies Lesson Plan Peer Review	<ol style="list-style-type: none"><li>Post Stage 1 of Lesson Plan to Blackboard</li><li>Bring a hard copy of Stage 1 of Lesson Plan to class for peer review</li></ol>
2.14	Diversity and Culturally Responsive Teaching	<ol style="list-style-type: none"><li>Read the following chapters:<ol style="list-style-type: none"><li>"Education and Diversity" by J.A. Banks <i>et. al</i></li><li>"Isn't Culturally Responsive Instruction Just Good Teaching?" by K.H. Au</li></ol></li><li>Complete the countdown assignment on Blackboard (DUE 11:59pm, Feb 13th)</li></ol>
2.21	Race, Gender, and GLBT Perspectives	<ol style="list-style-type: none"><li>Read the following chapters:<ol style="list-style-type: none"><li>"Silence on Gays and Lesbians in Social Studies Curriculum", by S. J. Thornton</li><li>"Race, Gender, and the Teaching and Learning of National History", by T. Epstein and J. Shiller</li></ol></li><li>Complete the countdown assignment on Blackboard (DUE 11:59pm, Feb 20th)</li></ol>
2.28	Teaching History	<ol style="list-style-type: none"><li>Read the following chapters:<ol style="list-style-type: none"><li>"What can <i>Forrest Gump</i> Tell Us about Students' Historical Understanding?" by S. Wineburg, S. Mosborg, and D. Porat</li><li>"What Does It Mean to Think Historically...and How do You Teach It?" by B. A. VanSledright</li></ol></li><li>Complete the countdown assignment on Blackboard (DUE 11:59pm, Feb 27th)</li></ol>
3.6	Social Studies Lesson Plan Peer Review	<ol style="list-style-type: none"><li>Post Stage 2 of Lesson Plan to Blackboard</li><li>Bring a hard copy of Stage 2 of Lesson Plan to class for peer review</li></ol>
3.13	Spring Break	



<b>3.20</b>	Teaching Geography & Culture	<ol style="list-style-type: none"><li>1. Read the following chapters:<ol style="list-style-type: none"><li>a. "Maps and Map Learning in Social Studies" by S. W. Bednarz, G. Acheson, &amp; R. S. Bednarz</li><li>b. "What Do Children Know about Cultural Universals?" by J. Brophy and J. Alleman</li></ol></li><li>2. Complete the countdown assignment on Blackboard (DUE 11:59pm, Mar 19th)</li></ol>
<b>3.27</b>	Civic Education	<ol style="list-style-type: none"><li>1. Read the following chapters:<ol style="list-style-type: none"><li>a. "High Quality Civic Education: What Is It and Who Gets It?" by J. Kahne and E. Middaugh</li><li>b. "Teaching Civic Engagement in Five Societies" by C. L. Hahn</li></ol></li><li>2. Complete the countdown assignment on Blackboard (DUE 11:59pm, Mar 26th)</li></ol>
<b>4.3</b>	Social Studies Lesson Plan Peer Review	<ol style="list-style-type: none"><li>1. Post Stage 3 of Lesson Plan to Blackboard</li><li>2. Bring a hard copy of Stage 3 of Lesson Plan to class for peer review</li></ol>
<b>4.10</b>	Global Education	<ol style="list-style-type: none"><li>1. Read the following chapters:<ol style="list-style-type: none"><li>a. "How are Teachers Responding to Globalization?" by M.M. Merryfield and M. Kasai</li><li>b. "Using Literature to Teach about Others: The Case of <i>Shabanu</i>" by M. S. Crocco</li></ol></li><li>2. Complete the countdown assignment on Blackboard (DUE 11:59pm, Apr 9th)</li></ol>
<b>4.17</b>	Issues in Social Studies Teaching and Learning	<ol style="list-style-type: none"><li>1. Read the following chapters:<ol style="list-style-type: none"><li>a. "Discussion in Social Studies: Is it Worth the Trouble?" by D. E. Hess</li><li>b. "What Constrains Meaningful Social Studies Teaching?" by C. Cornbleth</li></ol></li><li>2. Complete the countdown assignment on Blackboard (DUE 11:59pm, Apr 16th)</li></ol>
<b>4.24</b>	Issues in Social Studies Teaching and Learning	<ol style="list-style-type: none"><li>1. Read the following chapters:<ol style="list-style-type: none"><li>a. "Can Tolerance be Taught?" by P. G. Avery</li><li>b. "Idiocy, Puberty, and Citizenship: The Road Ahead" by W. C. Parker</li></ol></li><li>2. Complete the countdown assignment on Blackboard (DUE 11:59pm, Apr 23rd)</li></ol>
<b>5.1</b>	Final Lesson Plan Presentations	<ol style="list-style-type: none"><li>1. See instructions on Blackboard for Lesson Plan Presentation</li><li>2. Post Final Lesson Plan to Blackboard by 11:59pm, April 30th</li></ol>
<b>5.8</b>	Final Lesson Plan Presentations	<ol style="list-style-type: none"><li>1. See instructions on Blackboard for Lesson Plan Presentation</li></ol>