

## EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Fall 2013 ~ Sect 001 ~ Wed 5:00-7:50

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### Description of Course Content

Methods and materials for social studies teaching and learning at the secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a social studies classroom in a local middle or high school.

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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*

The teacher:

1. understands historical/social studies terminology and concepts; the philosophical foundations of historical/social science inquiry; relationships between history and other disciplines; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in historical/social studies contexts. (History Competency 16; Social Studies Competency 20)
2. interprets diverse sources of historical information, and uses methods to communicate historical information. (History Competency 17)
3. understands sources of social studies information and knows how to interpret and communicate social studies information in various forms. (Social Studies Competency 21)
4. understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical/social science information. (History Competency 18; Social Studies Competency 22)
5. understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective history/social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in history/social studies. (History Competency 19; Social Studies Competency 23)

*Texas Examinations of Educator Standards (Grades 8-12 History and Social Studies)*

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### Required Course Materials

1. Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment, and Classroom Management, by Bruce E. Larson & Timothy A. Keiper
2. Tk20 HigherEd (To purchase your Tk20 account, go to <https://tk20web.uta.edu> and click on the link on the left side that reads “Click here to purchase or register your student account”. Then choose “I need to purchase my 7 year Tk20 account (\$100)” and complete the registration process.

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### Major Assignments

See below for assignment guidelines

1. Reading Response Papers (30%)
2. Field Experience Reflective Essays (20%)
3. Final Field Experience Reflective Essay – posted to Tk20 (15%)
4. Online Assignments (10%)
5. Professional Dispositions (25%)

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### Professional Dispositions Policy

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Professionalism: Attendance, punctuality, and active participation in class and field experiences are considered indicators of your professionalism and dedication to the teaching profession. You are expected to demonstrate professionalism by attending class and field experience meetings, participating in discussions, arriving on time, coming to class and field meetings fully prepared, dressing in a professional manner during the field experience, and otherwise conducting yourself in a professional manner. Points will be deducted from the course grade for failure to participate in class activities, lack of preparation for class and field experience meetings, failure to abide by school district policies, or other similar unprofessional conduct. For example, I consider it unprofessional and rude to engage in any of the following behaviors during class: reading a newspaper, reading or working on material for another class, engaging in side conversations during lectures or full class discussions, text messaging, checking e-mail, reading or posting to Facebook or other social media, etc.

Attendance: You are expected to attend all class meetings for the entire scheduled class time. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the end of class) are considered absences. I realize that circumstances beyond your control may cause you to miss class, to arrive late, or to leave early. Please send me an email before or immediately after an absence, late arrival, or early departure if you wish to explain any extenuating circumstances. (I appreciate verbal explanations in person, but I am unlikely to remember such an exchange at the end of the semester. Therefore, please follow-up any verbal explanation with an email message). The only absences that are *automatically* excused are those due to the observance of a religious holiday or participation in university-sponsored activities (with proper documentation). Other absences are not likely to be excused, but I will take reasonable conflicts into consideration when calculating final course grades. A sign-in sheet will be distributed during each class meeting. Please be sure to record your attendance by signing in.

**More than 3 unexcused absences will result in a grade of F for the course.**

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Attendance and participation will be graded as follows:

	<b>Excellent</b>	<b>Fair</b>	<b>Unacceptable</b>
<b>Attendance</b>	Attended all class meetings (50 points)	Missed one class meeting (excused 40 points) (unexcused 25 points)	Missed two class meetings (excused 30 points) (unexcused 0 points)
<b>Participation</b>	Always participated in class discussions (23-25 points)	Usually participated in class discussions (15-22 points)	Rarely spoke during class discussions (0-14 points)
<b>Contributions</b>	Always demonstrated outstanding preparation for class with insightful contributions to discussions (23-25 points)	Usually demonstrated good preparation for class including on-topic contributions to discussions (15-22 points)	Contributions to discussion were usually off-topic or demonstrated lack of preparation for class (0-14 points)

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### Grading Policy

Refer to the course calendar for specific due dates for assignments. **Assignments will not be accepted after the due date.** Problems with technology will not be accepted as an excuse for failure to post assignments by the due date. Plan ahead!! **No make-up work or extra assignments will be accepted in order to improve your grade.**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Students who earn a "D" or an "F" in any education (EDUC/EDTC) or literary (LIST) class must retake the course in order to be certified. If a student earns a "D" or "F" prior to Early Field Experience or Student Teaching, he/she may not proceed to those field experiences before retaking the course and earning a "C" or better and maintaining a 3.00 cumulative GPA in EDUC/EDTC and LIST coursework.

Grading Scale: A = 90–100%; B = 80–89%; C = 70–79%; D= 60–69%; F = below 60%

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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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

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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.

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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

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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### Student Support Services Available

UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

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### Electronic Communication Policy

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

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### Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. **I value your feedback very much. Please complete the SFS.**

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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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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### Writing Center

The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Fall 2012, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at [clough@uta.edu](mailto:clough@uta.edu) or 817-272-2517.

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### Field Experience Policies

Read all of these policies carefully and ask questions if you do not understand something.

#### Purpose:

- The purpose of the early field experience is to provide you with the opportunity to work with secondary teachers and students in local schools. This experience is designed to help you to develop your pedagogical knowledge and skills. During this experience, you will also begin to apply the content of your UTA coursework to the secondary classroom environment. As you interact with teachers and students, you will assess your personal strengths as a teacher; you will consider your beliefs and values related to education; and you will develop personal goals for improving your pedagogical knowledge and skills.

#### Eligibility:

- To be eligible to enter the field experience in the secondary certification program, the candidate must:
  1. Have filed a degree plan with major academic department and have provided a copy to the College of Education & Health Professions advising office.
  2. Have an overall (or last 60 hours) GPA of 2.75.
  3. Have completed at least 75 percent of the required hours in specialization/teaching field, including six advanced hours in an academic specialization(s).
  4. Have completed at least 9 semester hours of English course work with a minimum GPA of 2.5.
  5. Have a minimum GPA of 2.75 in all College of Education & Health Professions courses

#### Required Hours:

- A minimum of **90 hours** in the assigned school is required for the early field experience. Approximately 80 of these hours (or 90% of total) should occur during formal instructional time. Approximately 10 hours (or 10% of total) may be spent in extra-curricular settings (coaching, student council, etc.) and/or in parent conferences, teacher conference or team-planning periods, etc.

#### Dates of Early Field Experience:

- The fall 2013 field experience for EDUC 4343 will begin on October 7<sup>th</sup> and end on November 1<sup>st</sup>. It is highly recommended that you plan to engage in a full-time experience in your assigned school (every day, all day) during these four weeks. For those with conflicts during the day (other courses, work, childcare), you must

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arrange a schedule with your cooperating teacher that will allow you to complete a minimum of 90 hours during the semester.

### **Criminal Record Check:**

- When a UTA student begins work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. The school district will process the CRC and then notify students of any that do not clear.
- In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw from any class requiring field work components.
- Because of the possibility that CRCs do not clear and may not be reported by students until after the census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.

### **Removal from Field Placement:**

- Field placement and successful participation in field experience is a requirement of EDUC 4343. Students who are removed at the request of the school/district from their field placement in this course, and are therefore unable to complete the field portion of the course and the required assignments related to the field placement, will not be allowed to complete the course. Any student in this situation must drop the course prior to the university deadline or he/she will fail the course.

### **Attendance/Punctuality:**

- Consistent attendance and punctuality throughout the field experience is required. Absences due to emergencies or illness must be reported to your cooperating teacher as soon as possible.
- Excessive absences can lead to dismissal from field experience and the teacher certification program.
- Any time missed due to absences must be made up in order to successfully complete the field experience.
- Be sure that your cooperating teacher knows when you will be at the school and then be sure that you are there when he/she is expecting you.

### **Health Care Expenses:**

- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, field experience, and student teaching. The University will not reimburse the candidate for any expenses related to injuries.

### **Professionalism at the School:**

- Your behavior will be observed by faculty, staff, community members and the students at your assigned school. Remember that you are a guest in the school and a representative of UTA.
- Dress professionally.
  - Do not wear clothing that is tight-fitting, torn, transparent, or that reveals the back or midriff.
  - Women – Do not wear tops with low or loose necklines to school – no cleavage!
  - Do not wear shorts, cut-offs, sweat pants, or wind pants (even if you are placed with a coach who wears athletic clothing to class).
  - No T-shirts, ball caps, crocs, beach shoes, flip-flops, slippers, or open-toe shoes.
  - Jeans or school t-shirts are only acceptable on days designated by the principal and must fit appropriately with no excessive fading, wear, tightness, sagging, etc.
  - Do not wear nose/tongue rings or flashy jewelry.
  - Cover tattoos.
- Nametags are to be worn in the schools throughout the entire field experience. If not provided with one by the school, please get a lanyard or ID clip and wear your UTA ID at all times when you are in the school.

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- Confidentiality is extremely important. School personnel, students and activities are not to be discussed off-campus. Do not use the names of your cooperating teacher, students in his/her classes, or the school where you are completing your field experience in your reflective essays or in class discussions. Simply refer to “my school”, “my cooperating teacher”, or “a student in my class”.
- Do not engage in gossip or venting with anyone at your assigned school.
- Do not give your phone number to any student and do not accept the phone number of a student.
- Do not ‘friend’ or ‘follow’ students on any social media platform.
- Do not engage in any behavior that could be (mis)construed as sexual with students or colleagues – hugging, flirting, commenting on appearance, leering, meeting outside of the school, etc.
- Avoid discussing your personal life with students and colleagues.
- Always accept suggestions for improvement in a positive and professional manner.

### Immunity Status for Teacher Certification Candidates:

- “A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee’s position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students. In this section, “professional employee” includes ... a student in an education preparation program participating in a field experience or internship.” SENATE BILL No. 1, 74th Texas Legislature, 1994, SUBCHAPTER B. CIVIL IMMUNITY, SECTION 22.051, Immunity from Liability for Professional Employees

### Code of Ethics and Standard Practices for Texas Educators:

- The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.
  - I. Professional Ethical Conduct

The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

    - a. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
    - b. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
    - c. The educator shall not use institutional or professional privileges for personal or partisan advantage.
    - d. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
    - e. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
    - f. The educator shall not falsify records, or direct or coerce others to do so.
  - II. Professional Practices and Performance

The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.

    - a. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
    - b. The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
    - c. The educator shall organize instruction that seeks to accomplish objectives related to learning.



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- d. The educator shall continue professional growth.
  - e. The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.
- III. Ethical Conduct Toward Professional Colleagues
- The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.
- a. The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
  - b. The educator shall not willfully make false statements about a colleague or the school system.
  - c. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.
  - d. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
  - e. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
  - f. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
  - g. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
  - h. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.
- IV. Ethical Conduct Toward Students
- The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.
- a. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
  - b. The educator shall not intentionally expose the student to disparagement.
  - c. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
  - d. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
  - e. The educator shall not deliberately distort facts.
  - f. The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
  - g. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.
- V. Ethical Conduct Toward Parents and Community
- The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.
- a. The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
  - b. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
  - c. The educator shall manifest a positive role in school-public relations.



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### Reading Response Paper (RRP) Guidelines

1. You will submit a reading response paper for selected assigned readings. See the course calendar for specific due dates and reading assignments. Each paper must be posted to Blackboard before the deadline. *Papers will not be accepted after the due date.*
2. Be sure to edit your RRP for mechanics, punctuation, and spelling.
3. Use sub-headings to identify each of the 5 components of the paper.
4. The components of the paper are:
  - 5 Terms/Concepts: Select five terms/concepts from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. List the term, the page number on which it appears, and a definition (from an online dictionary or as the author defines it). Cite the source of the definition.
  - 4 Passages: As you read, you should underline or highlight key passages (a few sentences or phrases) that you think are important to understanding the reading. Select four of the passages that you think are most important. Copy the passages into your Countdown paper along with the page numbers. Write a 2-3 sentence explanation about why you selected each passage as important.
  - 3 Main Ideas: What do you think the author wants you to remember after having read these chapters? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence or two for each main idea. These main ideas should *synthesize* the reading in your own words. They should *not* consist of *direct quotes* from the reading.
  - 2 Connections: In 3-5 sentences each, make two connections between this reading and something else you've read or experienced. For example, respond to one or more of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you've read in another class? Have you had an experience that relates to something the author discusses?
  - 1 Question: Write a question that you would like to ask the author or your classmates. This should be a question in which you seek to extend or clarify your thinking about the content of the chapter. We will discuss the questions in class.

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### Field Experience Reflective Essays (FERE) Guidelines

- Write a 500-750 word reflective essay in which you describe and analyze your experiences for the week.
- Your essay should include attention to your thoughts about the social studies curriculum, instructional strategies, assessment practices, classroom management/discipline, student diversity, student motivation, parent involvement, professional responsibilities of teachers, or legal/ethical issues in teaching, etc. You should select a few topics that are most relevant to your experience over the past week and avoid repeating the topics of your essays as much as possible.
- Each week's essay should be an original composition in which you demonstrate that you are thoughtfully reflecting on your growth as a teacher and your understanding of the profession.
- Be sure to edit your essay for mechanics, punctuation, and spelling.
- A final FERE will be posted to TK20 at the end of the semester. The final FERE should combine your four essays into one coherent essay in which you demonstrate that you are thinking deeply about what you have learned about secondary social studies teaching and learning during the semester. The final FERE should be 1500-2000 words.

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### Course Calendar

The course calendar is subject to revision as needed during the semester.

Date	Topic	- Reading Assignment - Assignments Due
8.28.13	Introduction to course Purpose of History/Social Studies Education The Social Studies Curriculum	Larson & Keiper: Chapter 1
9.4.13	Planning, Learning Objectives, & Assessment	Larson & Keiper: Chapters 2-3 RRP 1 – Ch. 1-3 (post to Blackboard by 11:59pm on 9/3)
9.11.13	Lecture & Direct Instruction	Larson & Keiper: Chapter 5
9.18.13	Blackboard Assignment – Class will meet online	See instructions on Blackboard
9.25.13	Questioning	Larson & Keiper: Chapter 6 RRP 2 – Ch. 5-6 (post to Blackboard by 11:59pm on 9/24)
10.2.13	Guest Speaker	
10.9.13	Field Experience - No class meeting	FERE 1 – Post to Blackboard by 11:59pm on 10/11
10.16.13	Field Experience - No class meeting	FERE 2 – Post to Blackboard by 11:59pm on 10/18
10.23.13	Field Experience - No class meeting	FERE 3 – Post to Blackboard by 11:59pm on 10/25
10.30.13	Field Experience - No class meeting	FERE 4 – Post to Blackboard by 11:59pm on 11/1
11.6.13	Concept Formation	Larson & Keiper: Chapter 7
11.13.13	Cooperative Learning, Simulations, and Role Play	Larson & Keiper: Chapters 8-9 RRP 3 – Ch. 7-9 (post to Blackboard by 11:59pm on 11/12)
11.20.13	Blackboard Assignment – Class will meet online	See instructions on Blackboard
11.27.13	Thanksgiving Holiday	
12.4.13	Discussion, Debate, & Student-Directed Investigation	Larson & Keiper: Chapters 10-11 RRP 4 – Ch. 10-11 (Post to Blackboard by 11:59pm on 12/3)
12.12.12	Final Exam = Take-home FERE	Final FERE – Post to <b>TK20</b> by 11:59pm on 12/12