New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

Methods of Teaching Social Studies
SOCED-UE.1039 and SOCED-GE.2042
Spring 2013
Tuesdays 4:55-7pm

Professor Diana Turk
Office: East Building #407
Phone: (212) 998-5492
Email: dt23@nyu.edu
Office Hours: Tuesdays 3-4pm and by appointment

Goals of the Course:
This course offers students an introduction to the theory and practice of teaching social studies. It serves as the bridge between the university and classroom in multiple ways. Through discussion, readings, observations, and involvement in schools, students will learn how to:

1. reflect thoughtfully on teaching as an on-going practice, understanding that teachers are also learners in the teaching-learning cycle;
2. reach students of varying levels, abilities, and intelligences in an interactive, academically oriented environment that respects the needs and learning styles of all learners;
3. construct a classroom environment that privileges engagement with the outside world and engenders responsibility for making the world a better place;
4. organize and plan a civic minded, intellectually charged unit of study;
5. monitor student progress utilizing informal and formal assessment strategies;
6. prepare lesson plans and develop curriculum geared toward reaching all learners

Required Materials:
Course packet, available at Advanced Copy Center, 552 LaGuardia Place, 212-388-1001

Grading Policy
Lesson plans and other in-progress assignments 20%
Active class participation and professionalism 20%
Observations, reading quizzes, and journal/reading responses 20%
Final Process-Folio 40%

Reading Responses and Reading Quizzes
There will be short reading responses and reading quizzes throughout the semester. Responses prepared for class should be roughly 2-3 pages long and should reflect deep critical engagement with the readings, not just plot summaries. Reading quizzes will ask students to make sense of scenarios using the theories and ideas addressed in the assigned readings.

**School-Based Learning Partners**
As Learning Partners, you will be observing in middle and/or secondary level classrooms as a part of this course and slowly becoming more engrossed in the daily running of the class, to the point that you may be asked to assist with aspects of teaching (helping with group work, providing tutorial support, etc) in the second half of the semester. Students enrolled in 2042 are required to student-teach as part of this course. They will begin teaching their units shortly after Spring Break. Naturally, observation and bringing the readings to bear on the "text" of your classroom are important facets of developing the craft of teaching. We will spend a good bit of time talking through and processing student observations and school-based experiences. You will also be asked to write for submission several short reflections on your observation experiences. **NOTE: SOCED-UE.1039 carries the requirement of 30 hours of observation and participation in a school setting. SOCED-GE.2042 requires concurrent student-teaching while taking this class.**

**Lesson Plans and Other Assignments**
Students will be creating and revising lesson plans throughout this course and will be doing other exercises that require hands-on engagement with the course material. Students are expected to bring to bear their observations and experiences as Learning Partners in their crafting of curriculum for Methods class. **Students enrolled in 2042 should expect to write for this class lesson plans that they will teach in their student-teaching placements.** Active engagement with the practices and skills explored throughout our course is required. Although lessons plans and their adaptations will be labeled as “due” on various dates throughout the semester, these pieces are not considered "final" until the due date of the Process-Folio. Modification and revision are part and parcel of effective teaching practice. Active participation in the revision process is required for strong, meaningful lesson plans.

**Class Participation**
As future teachers it is imperative you become comfortable playing an active role in class discussions. This class will follow a format that essentially requires the involvement and participation of all students. It is therefore very important that you arrive each day on time and with the assigned readings and response papers completed, ready to engage actively in class discussion. **Please bring the day’s readings with you to class.**

**Attendance**
All students are responsible for the material covered in each class period. Excused absences should be cleared with me in advance, and the students in question should arrange to make up missed work and get notes from a student peer. Once you get notes from a peer, then you are welcome to ask me any questions for clarification or further
discussion. Please note that response papers and in-class assignments missed due to unexcused absences may not be made up. *Students who accumulate two (2) or more unexcused absences will receive an F for class participation.*

**Course Curriculum Project**
At the end of the semester, you will compile, reflect upon, and analyze your work. This “Process-Folio” will evidence your learning, curricular planning, and overall pedagogical development during this course. It is important that you *save all exercises that you do for this class*, both that which you do in class and that which you do at home. Your task of putting things together into the final process folio will be much easier if you keep all of your materials together. More details on these projects will be distributed during class sessions.

**Requirements for Written Work**
All written work should be typed and double-spaced with reasonable margins and reasonably-sized font. Assignments will be collected in class on the days they are due. *Late papers will be marked down one letter grade for each calendar day overdue, unless an extension has been cleared with me in advance.*

**Students with Disabilities**
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing, should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd)

All Students Must Comply At All Times with All Aspects of New York University's Code for Academic Honesty.

**Schedule of Readings**

*Please note that readings are due the day they appear on the schedule.*

*Please note this syllabus is subject to change in accordance with our progress.*

**Jan 29: Welcome to the Course – students, materials, assignments, goals**

**February 5: Teaching Socially- and Civically-Relevant Social Studies**
Deborah Meier (2003) “So What Does It Take to Build a School for Democracy?” in *Phi Delta Kappan*
*Analysis of U.S. History Regents Exams*

**Feb 12: Setting the Tone and Handling Classroom Management in Ways that Work with Our Own Beliefs about Teaching and Learning**
Bert Bower, Jim Lobdell, and Lee Swenson (1999) “Creating a Cooperative, Tolerant Classroom,” in *History Alive! Engaging All Learners in a Diverse Classroom*


Max Van Manen (1986), excerpts from Chapter 1, *The Tone of Teaching*

Melinda Fine (1993) “You Can’t Just Say that the Only Ones who can Speak are Those who Agree with Your Position: Political Discourse in the Classroom,” in *Harvard Education Quarterly*

Diana Hess (2009) “To Disclose or Not to Disclose: A Controversial Choice for Teachers,” in *Controversy in the Classroom: The Democratic Power of Discussion*

**Feb 19: Responding in our Teaching and in our Manner to Students with Differing Needs and Abilities**


Chamot (1999) “Learning Strategy Instruction in the English Classroom,” in *The Language Teacher*


**Feb 26: Designing a Course and Its Units: The Logic of Backward Design**

Alan Singer (2003) “How Do You Plan a Social Studies Curriculum?” and “How Do You Plan a Social Studies Unit?” in *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach*

Bert Bower, Jim Lobdell, and Lee Swenson (1999) “Introduction,” in *History Alive! Engaging All Learners in a Diverse Classroom*

Grant Wiggins and Jay McTighe (2005), “Backwards Design,” in *Understanding By Design* Please bring this article to class!

Due: Description of proposed unit plan

**March 5: Assessing Student Work in Ways that Mesh with our Beliefs and Philosophies about Teaching**


Bert Bower, Jim Lobdell, and Lee Swenson (1999) “Chapter 8: Culminating Projects” in *History Alive! Engaging all Learners in a Diverse Classroom*

Alan Singer (2003) “How Should Teachers Assess Student Learning and Our Own Practice, in *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach*

Due: Draft of UBD for unit
March 12: Planning a Lesson that Reaches all Students
Due: Draft of authentic assessment for unit

March 19: No Class – Happy Spring Break!

March 26: Creating Historically Relevant, Civically-Engaged, Group-Centered Lessons that Reach All Students
David Kobrin (1996), “Setting the Table” and “Simple Rules,” in Beyond the Textbook
Due: Revised draft of UBD and assessment for unit

April 2: Using Document-Based Lessons to Teach Literacy Skills and Capture Historical Interest
Bruce VanSledright (2004), “What Does it Mean to Think Historically?...and How Do You Teach It?” in Social Education
Due: Lesson Plan #1

April 9: More on Lesson Planning and UBDs – Differentiating Instruction for all students (working with IEPs)
Kathie Nunley (2005) excerpts, Differentiating the High School Classroom: Solution Strategies for 18 Common Obstacles
Due: Lesson Plan #2

April 16: Making Sense of the Common Core
Please print and read: http://gothamschools.org/2012/09/13/state-releases-roadmap-for-common-core-aligned-social-studies/#more-91252
Due: Revisions due of Lesson Plans #1 and #2

April 23: Engaging Students through Drama and Experiential Lessons


*Due: Lesson Plan #3*

**April 30: Holding Meaningful Discussions**
Barbara Gross Davis (1993) “Encouraging Student Participation in Discussion” in *Tools for Teaching*
Barry Croom (2004) “Are There any Questions?” in *Teachers College Record*
Diana Hess (2010) "Discussion in Social Studies: Is it Worth the Trouble?" in Walter Parker (ed), *Social Studies Today: Research and Practice*

*Due: Lesson Plan #4, and revision to #3*

**Monday, May 6th:** Final day any lesson plans or other curricular items (UBDs, assessments, etc) may be submitted for feedback

**May 7:** Putting It All Together: Writing Curriculum that Supports Civically Engaged, Content-Rich, Active Teaching and Learning of Social Studies

**Monday May 13:** Final Process-Folios due
Statement on Academic Integrity: Your degree should represent genuine learning

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

More information about Steinhardt’s Statement on Academic Integrity can be found at: http://steinhardt.nyu.edu/scmsAdmin/uploads/000/908/Statement%20on%20Academic%20Integrity%209.10.07.pdf