Social Studies Curriculum: Preprimary- 8 & Teaching Reading I: Elementary
ELE 3600 & ELE 3200
Winter 2014

Division: Teacher Education
Program Area: Elementary Education, Social Studies/Language Arts
Course #: ELE 3600 CRN: 29254; ELE 3320 CRN: 29253
Section#: 902; 901
Term/Year: Winter 2014
Course Location: Kinyon Elementary School
10455 Monroe Blvd.
Taylor, MI 48180
Day & Time: Tuesdays 9:35-12:20 & 12:50-3:35
Instructors: Kristy A. Brugar, PhD (ELE 3600)
219 College of Education
Office Hours: Tuesdays 12:30-3:30, Wednesdays 11-1 by appointment
(please email me to make arrangements)
Email: kbrugar@wayne.edu
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227 College of Education
Office Hours: Tuesdays 9:35-12:50, as scheduled by appointment other
days (please email me to make arrangements)
Email: eo9096@wayne.edu

Course Description (3600)
Social studies program in elementary and middle schools emphasizing intellectual, social
and affective development. Designing programs based on social priorities, modern
socioeconomic, cultural, ethnic, and political concepts.

Course Outcomes (3600)
1) Recognize and examine the disciplines that make up the social studies as well as
foundational documents of social studies education.

2) Experience and demonstrate innovative teaching practices and collaboration, including
effective classroom/group management skills.

3) Understand and demonstrate respect and appreciation for human diversity in the
content taught and the ability to work with others within and outside the classroom to
recognize the needs of diverse populations.

4) Demonstrate the personal use of technology as well as incorporate it into planning and
instruction.

5) Develop a personal conceptual framework or philosophy based on research, best
practice, and reflection while speaking to current educational issues.

6) Become familiar with professional organizations and opportunities in the field of
social studies education.
**Course Description (3200)**
Theoretical foundations for literacy, investigation of beginning reading and writing process, teaching strategies and instructional material. Organization and management of beginning reading programs. Evaluating literacy ability through formal and informal measures and reporting to parents and other professionals. Implications of multiculturalism, special needs, and English language learners.

**Course Outcomes:**

<table>
<thead>
<tr>
<th>Outcome Objectives: Students will:</th>
<th>Corresponding State Standard</th>
<th>Target Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>View themselves as readers, reflective educators, and professionals.</td>
<td>MRS: 5 MEES: 1.1.3</td>
<td>Talking Points</td>
</tr>
<tr>
<td>Explain theories of reading and the Michigan Definition of Reading</td>
<td>MRS: 5 MEES: 1.1.3</td>
<td>Midterm, Final</td>
</tr>
<tr>
<td>Understand that language involves the integrated use of four cueing systems: graph-phonemic, syntactic, semantic, and attribute oral reading miscues to these cueing systems.</td>
<td>MRS: 8 MEES: 1.1.4</td>
<td>Case Study In-Class Activities</td>
</tr>
<tr>
<td>Understand and be able to articulate the stages of literacy development across languages.</td>
<td>MRS: 6, 7 MEES: 1.1.15, 1.8</td>
<td>In Class Activities Mid-Term and Final</td>
</tr>
<tr>
<td>Explore and discuss the social, cultural and dynamic nature of language and the impact on language development in English and other languages.</td>
<td>MRS: 10, 15 MEES: 1.1.21, 1.8</td>
<td>In Class Activities</td>
</tr>
<tr>
<td>Explain and begin to attempt to support children in learning about and effectively using the graph-phonemic cueing system: phonemic awareness, phonics, and visual cues.</td>
<td>MRS: 9, 29 MEES: 1.1.5, 1.1.6, 1.1.9</td>
<td>Case Study In-Class Activities Mid-Term and Final</td>
</tr>
<tr>
<td>Be able to plan differentiated instruction for all language systems—reading, writing, listening and speaking.</td>
<td>MRS: 27 MEES: 1.1.2</td>
<td>Text Set Case Study</td>
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<td>Be able to use a variety of strategies to develop vocabulary.</td>
<td>MRS: 30 MEES: 1.1.6</td>
<td>Case Study</td>
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<td>Explain how to engage students in process writing in the classroom</td>
<td>MEES: 1.1.8</td>
<td>Case Study</td>
</tr>
<tr>
<td>Be able to apply various instructional reading and writing strategies to a variety of diverse learners and languages.</td>
<td>MRS: 10, 14, 16, 17, 18 MEES: 1.1.6, 1.8</td>
<td>In-Class Activities</td>
</tr>
</tbody>
</table>
Be able to compare various theories in reading, writing and language development of various languages and understand their relation to instructional practice.

MRS: 8
MEES: 1.1.4, 1.8
In-Class Activities

Be able to compare and apply a variety of assessments including formal and authentic assessment, share those results with colleagues and parents, and use the results to plan instruction.

MRS: 19, 20, 21, 22, 23, 24, 25, 43
MEES: 1.1.18
In-Class Exploration of Assessments Case Study

Be able to implement strategies to involve parents as partners in literacy development.

MRS: 44
In-Class Activities

Use digital resources for professional development and instruction

MEES: 1.1
Case Study Text Set

(MRS=Michigan Dept. of Education Standards for Pre-service Reading; MEES=Michigan Dept. of Education Standards for Elementary Education)

Required Texts & Materials
1) Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking (BLISS) by Donna Ogle, Ron Klemp, & Bill McBride


3) Wagons Ho! by George Hallowell

4) Mapping Penny's World by Loreen Leedy

5) You will be asked to read one of these two texts:

   http://michigan.gov/documents/mde/SSGLCE_218368_7.pdf HAVE ACCESS TO THIS DOCUMENT DURING EACH CLASS SESSION – DOWNLOAD OR PRINT THIS OUT!

8) Michigan Citizenship Collaborative Curriculum, Social Studies: 
http://scope.oakland.k12.mi.us/searchresults.aspx?mode=matrix

Additional readings will be provided one week prior to class use.

Additional References


Notes on Grading/Evaluation
ELE 3320 and 3600 are graded courses for which three (3) undergraduate credits are awarded (each). The following statements govern the assessment of these courses. The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

1. Students are expected to submit assignments that conform with Wayne State University policies governing academic dishonesty and misconduct including provisions about plagiarism and submitting assignments to only one class.

2. Though putting forth effort is certainly recommended, assessment of each assignment/requirement is based on quality, not simply on completion. The instructor will provide rubrics for all written assignments.

4. Deductions will be made for incorrect grammar, punctuation, spelling and/or syntax.

Assignments that are incomplete or late without prior written permission will have a 25% deduction for each class session it is late. Assignments that are more than two weeks late will not be accepted.

Grades will be reported based on the percentage of possible points earned throughout the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>D</td>
<td>66-63</td>
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<td>A-</td>
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<td>B-</td>
<td>82-80</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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</tbody>
</table>

**Additional Notes**

**Plagiarism**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Emergency Closing**
If the university is in session, the class will meet as scheduled. In the event of bad weather or another emergency situation, check with the university to find out the status of your class.

**In the event that Taylor Public Schools is closed, we will meet on the WSU campus at the regular time. Notice will be posted on the doors to the Education building as to which room class will be held in.**

**Cell Phones/Electronic Devices/Laptops**
Please silence all electronic devices prior to the start of each class session out of courtesy for the instructor and fellow students. Laptops may be used for class activities and note-taking ONLY.

**Course Organization**
Students are asked to be involved in multiple tasks during the semester, characteristic of teaching. This is an opportunity to establish strategies and techniques for dealing with many significant items at once.

**Withdrawal Policy**
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

Attention Students with Disabilities:
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.

If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 583 Student Center Building to request an accommodation. Phone number: (313) 577-1851.

The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.

http://www.eas.wayne.edu

ASSIGNMENT DETAILS

There is a maximum of 225 points available for this course. Due dates are listed on the class syllabus. All assignments are to be submitted on Blackboard in APA format. **NO EMAIL ASSIGNMENTS WILL BE ACCEPTED. LATE ASSIGNMENTS WILL BE DOCKED 25%/CLASS SESSION THEY ARE LATE.**

Attendance (I¹)/ Participation (I) – 40 points (20 Lit., 20 SS)
Prompt and regular attendance is required. Each student’s presence and participation in every class is essential to the success of the class. Students will receive credit per class session; credit will not be awarded to students who are absent or tardy for any part of the session; more than three tardies or two absences may result in loss of credit for the course.
Active participation in both large and small group discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies education. One can only participate if he/she is in attendance; as a result these two items are linked.

¹I= Individual assignment G= Group assignment
Talking Points (I) 20 Points (10 Lit., 10 SS)
Classroom discussions are much more productive when everyone comes prepared to
discuss the readings. In order to facilitate this process, based on your critical readings of
the assigned texts, you will be expected to come to class each week beginning with the
second week of class with at least two things that you can contribute to the conversation
that explicitly link to the ideas presented in the reading. The format that we will use is
similar to that of a double-entry journal (see description in Literacy in the 21st Century
text). Each week, you will submit to Blackboard a table with two quotes/paraphrased
excerpts from the book (please include the page number) and your response to them.

<table>
<thead>
<tr>
<th>I read…</th>
<th>I thought…</th>
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Your responses (“I thought”) should **not** be summaries of points in the readings, but
should rather demonstrate critical thinking. For example, you might pose a question and
then give your opinion as to the answer, you might note a part that seems confusing and
give your best guess at an interpretation, or you might connect something particular in the
readings to something in your own experience. Each talking point should be about a
paragraph in length and should include not only what you think, but why. Your responses
will be graded on the depth of thinking evident in the entries. Responses must be posted
to Blackboard before the beginning of class each week. Late posts will not be accepted.
Example talking points and a description of how these points are graded is included in the
assignment, which is posted on Blackboard.

PBL/Case Study (I/G) – 50 points (25 Lit., 25 SS)
**Objectives:** Students will be able to synthesize information acquired throughout the
semester in order to design a literacy/social studies lesson and assessment for classroom
use (K-8) based on project-based learning.
Students will be able to create a professional report of student learning, appropriate for
parents and colleagues.
Students will be able to plan for whole-class lessons and assessments, identifying
appropriate resources and accommodating individual students.

**Activity/Assessment:** With a small group, you will work to create a lesson and
assessment for a larger group of students, while accommodating individual “study”
students. You will work together to plan and reflect on the lesson and assessment, but
individually to create accommodations for and write a final report on your study student.

Text Set (I) – 25 points (12.5 Lit., 12.5 SS)
**Objective:** Students will create a text set of at least 12 texts related to one theme (for
possible themes, see full assignment).

**Activity/Assessment:** As an overview of the set, you will provide the theme, grade level,
and rationale as to why the particular theme is a good fit for the grade level. In addition,
you will provide two or three central questions that students could explore using the text
set. The text set must include picture books, reliable web sources, and at least one other
type of “text” (e.g., posters, video, podcast, textbook excerpt, website, field trip site, etc.).
The text set must also include texts that are below, at, and above grade level and texts
from at least three genres (e.g., narrative, informational, poetry, procedural, or others such as maps and encyclopedias). You must read each text in your text set. For each text, you will create a brief that includes bibliographic information (in APA format), genre, the approximate reading level of the text (below, at, above) and a rationale for why you have categorized it as such, summary of the text (about one paragraph) and a brief description of why each particular text was a good choice as opposed to the many other options out there. You will then choose one text to present via a “book talk” using the procedures on pages noted in the Literacy in the 21st Century textbook and must include at least three possible social studies teaching ideas. Your book talk will be presented to the class and you should come prepared with the actual text to show. In addition, you will submit a written version of the talk (which you should not read from) on Blackboard.

Picturing Social Studies Concepts (I) – 10 points (SS)

Objective: Individually, students will gather images that exemplify social studies concepts.

Activity: Using the list of social studies concepts (see Blackboard) and a technology-based presentation format (Prezi - http://prezi.com/, iMovie, Museum Box - http://museumbox.e2bn.org/ Live Binder - http://livebinders.com/, glogster - http://www.glogster.com/ or PowerPoint), collect five images, which describe and/or exemplify one social studies concept. Create a caption for each image identifying the concept and how the image exemplifies the concept.

Assessment:
You will be graded on:
- Identification and definition of a social studies concept
- Number of images included (five required)
- Appropriateness of captions
- Use of technology

Social Studies Content Project (G) – 50 points (25 Lit., 25 SS)

Objective: Each group will inform the class at-large of the major themes, resources, organizations, teaching ideas and field trip possibilities of their chosen content area during a 45-60 minute presentation. Handout for each member of the class is required.

Activity: Groups will meet outside of class time to discuss and organize a presentation on a particular strand of social studies. Groups should use Expectations of Excellence and Grade Level Content Expectations, Social Studies as their starting points for information. Each group will present at the start of class on the date assigned in the syllabus.

Assessment: Presentation and Handout: Groups will meet outside of class time to discuss and organize a presentation on a particular strand of social studies. Groups should use Expectations of Excellence and Grade Level Content Expectations, Social Studies as their starting points for information, but should also review the Common Core State Standards (CCSS) for ELA (K-12) and Literacy in History/Social Studies (6-8), looking for standards that might overlap with content or lessons. Each group will present at the start of class on the date assigned in the syllabus. Each group will inform the class at-large of the major themes, resources, organizations, teaching ideas (including ideas to link social studies and literacy) and field trip possibilities of their chosen content area during a 45-60 minute presentation. Handout for each member of the class is required. In your presentation, your group will:
- Identify and explain key themes and content standards associated with your social studies perspective at the state level
- Identify and explain key themes and performance expectations at the national level, and, when applicable, what CCSS would be necessary to meet those standards
- Highlight key resources (books, websites and organizations) for educators on this perspective
- Share teaching ideas for K-8 classrooms emphasizing social studies that also integrate ELA skills/standards
- Actively and effectively engages audience in the presentation
- Manages time throughout the presentation

In your handout, you will:
- Identify and explains key themes/standards
- Identify CCSS for ELA that support the learning of the SS standards
- Identify and explains key resources
- Identify and explains possible teaching ideas that integrate SS and ELA content/standards
- Identify local field trip ideas
- Provide copies for each member of the class

Individual Self-Evaluation: The self-evaluation is a one-page document (firm page limit) in which you will explain:
- The group process by which your group worked
- Your role in the group
- Feelings about the group’s execution of the project/presentation
- Feelings about your execution of the project/presentation

Midterm and Cumulative Final Exam (I) 30 point total (15 Lit., 15 SS, half for each exam)
Objective: Application of concepts via other course assignments is, of course, a very important step in learning to be a teacher. However, in order to become a teacher, you also need to be able to demonstrate your mastery of content via the MTTC (i.e., in multiple-choice format). These exams will mimic the MTTC exams and give you an idea of where you stand in regards to readiness to pass them.
Activity/Assessment: You will take two exams this semester, each of which will include multiple-choice, true/false, and short answer essay questions covering content from class and readings. These tests are designed to mirror the content and format of the MTTC. The mid-term exam will include all content from the first seven weeks of class. The final exam will be cumulative, including all information covered in the courses. Both exams will be based on in-class discussion and presentations (so take notes and study them) and the course readings. For Literacy and the 21st Century, it is HIGHLY recommended that you check your understanding of each chapter’s content using the practice questions in the online study plan through www.myeducationlab.com An access code for this resource came with your book (if purchased new). If you purchased a used book that did not come with a code, you will want to partner with a peer to gain access to these resources or a code can be purchased at www.myeducationlab.com. Grades on both exams will be
determined by percentage of correct responses. For the midterm, you will be given the opportunity to earn points back for missed questions by finding the correct answer, writing a paragraph about what the correct answer is, and citing the source of your information.
## CLASS SCHEDULE

Observations will occur through the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7</td>
<td>Introduction – on campus</td>
<td>N/A</td>
<td>Snow Day – University Closed</td>
</tr>
<tr>
<td>1/14</td>
<td>What is social studies? What is literacy?</td>
<td>Chapter 2 (BLISS) Chapter 1 (L21) Read SS Grade Level Content Expectations <strong>Read</strong> <a href="http://www.socialstudies.org/positions/powerfulandpurposeful">Powerful and Purposeful Teaching and Learning in Elementary School Social Studies</a> Read syllabus and assignments, bring questions</td>
<td>Bring Driver’s License Have access to the course syllabus</td>
</tr>
<tr>
<td>1/21</td>
<td>Content Area Literacy</td>
<td>Chapter 6 (BLISS) Chapter 12 (L21) Read CCSS K-5 Reading Information Text &amp; Writing, 6-8 Literacy in History/Social Studies</td>
<td>Talking Points</td>
</tr>
<tr>
<td>1/28</td>
<td>Picturing Social Studies Vocabulary</td>
<td>Chapter 3 (BLISS) Chapter 7 (L21)</td>
<td>Talking Points Picturing Social Studies (completed in class)</td>
</tr>
<tr>
<td>2/4</td>
<td>Content Projects and Emergent Literacy</td>
<td>Review SS Grade Level Content Expectations Review CCSS K-5 Reading Information Text &amp; Writing, 6-8 Literacy in History/Social Studies</td>
<td>Content Project presentations</td>
</tr>
<tr>
<td>2/11</td>
<td>Models for Teaching</td>
<td>Chapter 1 (BLISS) Chapter 10 (L21) Jigsaw Chapter 6, 7, 8 (BLISS)</td>
<td>Talking Points Content Project Presentation Reflections</td>
</tr>
<tr>
<td>2/18</td>
<td>ON CAMPUS/DHM Simulation Mid-Term</td>
<td>Read “The Rosa Parks Myth” Read “Thinking Beyond Field Trips”</td>
<td>Mid-Term Talking Points</td>
</tr>
<tr>
<td>2/25</td>
<td>Reading and Writing Processes, Getting to Know Your Students Author Talk</td>
<td>Chapter 2 (L21) Read <em>Who’s Jim Hines OR The Colored Car</em> - Read and bring Why and How I Teach Historical Fiction <a href="http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/social1.htm#new">http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/social1.htm#new</a></td>
<td>NO Talking Points Text Set</td>
</tr>
<tr>
<td>3/4</td>
<td>Introduction to Assessment Emergent Literacy II</td>
<td>Chapter 3 &amp; 4 (select pages) (L21) <em>Mapping Penny’s World Wagon’s Ho!</em></td>
<td>Talking Points Student Description Proposal</td>
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<tr>
<td>3/11</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/18</td>
<td>We teach children . . .not curriculum</td>
<td>Chapter 11 (L21)</td>
<td>Talking Points Lesson Share Final Assignment (in process)</td>
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<tr>
<td>3/25</td>
<td>Comprehension I</td>
<td>Chapter 8 (L21)</td>
<td>Talking Points</td>
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<td>Topic</td>
<td>Chapter (L21)</td>
<td>Notes</td>
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<tr>
<td>4/1</td>
<td>Comprehension II</td>
<td>Chapter 9</td>
<td>Lesson Feedback (from instructors)</td>
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<td></td>
<td>(L21)</td>
<td>Share Final Assignment (in process)</td>
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<tr>
<td>4/8</td>
<td>Fluency</td>
<td>Chapter 6</td>
<td>Talking Points</td>
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<td>(L21)</td>
<td>Teaching Lesson</td>
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<td>Share Final Assignment (in process)</td>
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<tr>
<td>4/15</td>
<td>Alphabetic Code</td>
<td>Chapter 5</td>
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<td>(L21)</td>
<td>Assessment</td>
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<td>Share Final Assignment (in process)</td>
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<td>4/29</td>
<td>Final – on campus</td>
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<td>Talking Points</td>
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<td></td>
<td>10:40- 1:10</td>
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<td>PBL/Case Study Final Paper</td>
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