ELE 3600/6600 Course Syllabus

The Effective Urban Educator: Reflective, Innovative and Committed to Diversity

Santorini Island, Greece

**Course:** ELE 3600/6600, Teaching Social Studies: PreK-8  
**Division:** Teacher Education  
**Course Credit:** 3 hours  
**Time & Place:** Mondays, 12:50-3:35 in Room 200 Education  
**Winter 2014 CRNs:** 20683/28387

**Instructor:** [Dr. Bob Pettapiece](mailto:pettapiece@wayne.edu)  
**Office:** 271 College of Education  
**Mailbox:** Second Floor South (below my name)  
**Email:** pettapiece@wayne.edu  
**Office Hours:** Monday mornings by email appointment

**Teaching Assistant:** Shardonay Frierson (sfrierson@wayne.edu)
**Course Description:** Objectives, curriculum content & organization, teaching strategies, instructional materials, evaluation of learning, utilization of community resources.

**Course Learning Objectives:** To have students . . .

- Recognize & examine the disciplines that make up the social studies as well as foundational documents of social studies education.
- Experience and demonstrate innovative teaching practices and collaboration, including effective classroom/group management skills.
- 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.
- Demonstrate the personal use of technology as well as incorporate it into planning and instruction.
- Develop a personal conceptual framework or philosophy based on research, best practice, and reflection while speaking to current educational issues.
- Become familiar with professional organizations and opportunities in the field of social studies education.

Specifically, in this section, it means the following as described in the assignments and class activities.

- Know why we teach social studies
- Be familiar with the seven (NCSS) social studies disciplines
- Better understand how our diverse country is composed of many cultures, Western & non-Western
- Use the Grade Level Content Expectations (GLCEs) to note instruction.
- Become familiar with the Core Democratic Values of Michigan
- Understand working together as a total class
- Understand working in groups (teams) & practice being in small groups
- Become familiar with a professional organization by joining a social studies professional organization (NCSS) or participate in a social studies conference (MCSS)
- Realize you need to first win the heart of your students before their head
- Consider becoming anti-racist
- See the methods used in this class as a model for constructivist teaching

**Class Policies**

Perhaps the best way for you to approach this course, or any course you take in college, is to think of it as your current job; possibly the most important job you will ever have. It helps determine your future opportunities and establishes the pattern for your teaching career.

College credit is determined by an estimation that for every hour of credit you are expected to be in class one hour (50 mins.) **plus** two hours of work for the class outside. This class is three hours credit, so . . . .
Participation is important in a democracy and in this social studies class.
Every student is expected to be in every class, including for review of your Road Maps.
Absences in this class are absences; they are neither excused nor unexcused and you lose credit (1%).
Telephones and beepers are not expected to be heard in the classroom.
To contact me outside of class, please use email.
You are expected to use your WSU email account, ID (aa1234) & to sign up for WSU Broadcast Messaging through Pipeline (under WSU Resources on the left).

For the following Wayne State policies please check the tabs on your Blackboard main page-.

- You are expected to understand Academic Integrity & not commit Plagiarism.
- If English is your second language you may need the services of the English Language Institute.
- If you have a documented disability that requires accommodations.
- For help with writing, check out the Writing Center.
- Religious holidays.

Assignments (details in class or on-line as necessary)-

- All written work will be done on a word processor unless otherwise mentioned in class
- Participate in class activities at beginning of class (10%)  
- Bring in one unique Detroit field trip resource chosen from a list in class (5%)  
- As a small group, teach the class about an American cultural group (15%)  
- As a small group, participate in a reflective, Personal Timeline project. Details given in class. (5%)
- As a small group, develop & present a Road Map (unit plan) which includes a controversial issue, reflection & innovation to be shared with the class (20%)
- Review & critique 4 articles on the practical classroom teaching of social studies, one of which must be related to economics plus one Book Review (30%)
- Participate in three (3) field trips & follow-up activities (15%)

Evaluation & Grading-

- For ELE 3600; A=94-100, A-=90-93, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66 & D-=60-62 & <60=F of a possible 100 points.
- For ELE 6600; A=94-100, A-=90-93, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76 & <72=F of a possible 100 points.
- Article reviews turned in more than 2 days late will lose a point; all other assignments may be turned in only on the day of class.
- Being late to class or leaving early may count as .5 of an absence.
- Participation in a social studies conference or subscribing to Social Education during the
semester will raise your credit a maximum of 3 points.
- An incomplete (I grade) may be given only for good reason, after completing a contract with the instructor and may not be for a grade higher than a B.

**Class Schedule:** The dates for topics dealt with in class will be announced in class and deadlines will be determined by the instructor in consultation with the class.

**Due Dates**

**Required Texts & Expenses:**

2. Expenses for field trips
3. **Read** about [Proofreading](#)
4. Free [Advice](#)

**Suggested Additional Reading:**

- [Bill Bradley on Racism](#)
- Constructivist (Papert, Piaget & Vygotsky)
- Delpit, Lisa, *Other Peoples Children*
- Gardner, Howard *Frames of Mind*
- Glasser, William *Quality School, A or Quality School Teacher*
- Goleman, Daniel *Emotional Intelligence*
- Hunter, Madeline (Effective Teaching)
- Johnson, Roger & David *Circles of Learning*
- Kaplan, Leonard * Asking the Next Question*
- Kelley, Earl *Education for What Is Real*
- Kelley, Earl *The Workshop Way of Learning*
- Kirschenbaum, Howard *Wad Ja Get*
- Lester, Julius, *To Be a Slave*
- Loewen, James W. *Lies My Teacher Told Me*
- McIntosh, Peggy *White Privilege: Unpacking the Invisible Knapsack*
- Oakes, Jeannie (Tracking) *Population Connection* (Free Environmental Lessons)
- Postman, Neil * Teaching As a Subversive Activity*
- Rogers, Carl *Freedom to Learn*
- Social Studies [Web site](#) @ WSU (Lesson plans, unit plans, links & lots of ideas from Wayne State students)
- [Teaming in the Real World](#)
- Whole Language
Photos & Lesson Plans from Last Semester

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.

--Benjamin Franklin

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