SSE 6710 Course Syllabus

Course: SSE 6710  
Term/Year: Winter 2014  
Division: Teacher Education  
Time: Tuesday, 5-7:45 pm  
Course Credit: 3 hours  
Course Location: 169 Education  
Instructor: Jerome Sullivan  
Office Hours: by arrangement  
E-Mail: jmsullivan@comcast.net

Office Telephone: (734) 455-5916- Sullivan  
(734) 377-6790- cell

Course Description: This course will address the foundations of teaching social studies in the secondary school. The course will focus on the major disciplines included in the field of social studies. Students will be exposed to the standards applicable to each discipline and methods to effectively teach those disciplines.

Course Objectives: This course will help students to:

- develop a working knowledge of the seven (7) social studies disciplines.
- experience examples of the social studies disciplines.
- utilize the internet, electronic journals, and other appropriate technology (AV) to benefit learning.
- use the Curriculum Content Standards of Social Studies in Michigan to design instruction.
Students will use methods and strategies necessary to design instruction that will assist learners in mastering concepts in a variety of social studies areas:

**Economic Perspective**: scarcity, marketplace, production, organization, and use of resources, government policy and its effect on production and distribution of wealth, free market economics, the impact of trade on businesses and individuals

**Geography Perspective**: 5 themes of geography, the impact of geography in all social studies disciplines

**Historical Perspective**: roles that women and minorities have played in society, historic sequencing, cause and effect, impact of individuals and events on history

**Civic Perspective**: core democratic values, types of government

**Public Discourse, Citizen Involvement, and Decision Making**: research, take a stand, and debate a controversial issue affecting society

- develop practical strategies to deliver social studies instruction.
- work as a large group; including discussion and decision making.
- develop a philosophy of teaching social studies.
- work in small groups; including discussions, research, decision making and project completion
- become familiar with current literature on social studies education.
- organize a social studies classroom and instruction to help students become successful learners.

**Assignments**: (These assignments will be discussed in more detail in class sessions.)

**Students will**:

- complete the opening day assignment and writing assignment- **25 points**
- work as a small group to teach the class about a theme from "Things Fall Apart”**(100 points)**
- work as a small group to develop a social studies (1-3 day) lesson plan.**([100 points])**
o work as a small group to plan a field trip/actual or virtual. (25 points)

o read and critique 5 articles on the practice of teaching social studies. (100 points)

o participate in a field trips and follow up activities. (75 points)

o complete a series of written and non-written assignments during the course. These assignments will generally not number more than ten in total with the first two assignments associated with the opening day experience. The assignments will generally be scored at 5-10 points /assignment.

o join a social studies professional organization. (15 points)

o produce a personal social studies teaching philosophy (15 points)

o complete a course journal that will cause the student to reflect on the class and the experiences from the assignments and exercise (50 points)

o extra credit will sometimes be available - as it presents itself and at the discretion of the instructor.

Class Schedule:

The dates for topics to be dealt with in class will be announced in class and deadlines are determined by the instructor in collaboration with the class.

Class Policies:

Students are expected to attend all class sessions. Any exceptions to this rule must be cleared and accepted by the instructor prior to the exception. Attendance includes arriving on time and leaving on time. Late arrivals and early departures will be considered as partial absences and graded accordingly. Violations will result in loss of credit for assignments.
due. An Incomplete (I grade) may be given for only for valid reasons and only after completing a contract with the instructor. The completed grade may not be for a grade higher than a B.

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.

Evaluation and Grading: The course grade will be determined by dividing student’s total points earned by the total points possible (which may vary with additional assignments per semester).

Scale:

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\begin{align*}
A & = 100-94 \\
A- & = 93-90 \\
B+ & = 89-87 \\
B & = 86-83 \\
B- & = 82-80 \\
C+ & = 79-77 \\
C & = 76-73 \\
C- & = 72-70 \\
D+ & = 69-67 \\
D & = 66-63 \\
D- & = 62-60
\end{align*}
\]
All assignments are expected to be turned in on the date the work is due. Article reviews will be accepted up to one week late with the loss of one half of the credit. All other assignments will be lowered 10% if turned in up to one week late. Assignments turned in after one week late will receive no credit.

**Undergraduate Grades:**

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**Student Grade Goal Sheet**

Students will generate a goal sheet/contract that will list their grade goal and conditions necessary to achieve that goal. This sheet will be due by the third class session and reviewed with the student at the conclusion of the course.

**General Note on Grading**

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.

**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:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to
get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**ALL CELL PHONES AND PAGERS MUST BE TURNED TO VIBRATE BEFORE CLASS STARTS. PLEASE DO NOT DISTURB CLASS WITH TECHNOLOGY.**

**Required Texts:**

- *Michigan Frameworks for Social Studies* - available online
- *Michigan Grade Level Competencies* - available online
- *Common Core documents* - when available
- *Michigan.gov*
- *Things Fall Apart* by Chinua Achebe

In addition, there may be expenses for transportation to field trips, professional organization membership, and class copies of group assignments.
Suggested Additional Readings:

*Constructivism (Papert, Piaget, & Vygotsky)*
Delphit, Lisa *Other People’s Children*
Gardner, Howard *Frames of Mind*
Gardner, Howard *Quality Schools, or Quality School Teacher*
Goleman, Daniel *Emotional Intelligence*
Hunter, Madeline (Effective Teaching)
Kelly, Earl *Education for What Is Real*
Kelly, Earl *The Workshop Way of Learning*
Loewen, James W. *Lies My Teacher Told Me*
Postman, Neil *Teaching As a Suversive Activity*
Rogers, Carl *Freedom To Learn*
Sizer, Theodore *Horace’s Compromise*
Stoddard, L. *Education For Greatness*