

**OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES**

**COURSE SYLLABUS
SST3070 CRN32748**

Summer 2018

COURSE: SST 3070: Social Sciences for Elementary and Middle School Teachers; 3 or 4 credit hours, Department of Teacher Development & Educational Studies

CATALOGUE DESCRIPTION

Social studies integrates ideas from the social sciences and humanities to educate for informed decision-making of the people, by the people, for the people. In SST 3070 students revisit concepts from the disciplines that will inform them when teaching Michigan children for conscious participation in a rapidly changing global society.

DROP DATE INFORMATION

The last day to drop this class with 100% tuition refunds can be found on the Registrar's web page under calendar and important dates at <http://www.oakland.edu/important-dates?tab=22460>.

COURSE EVALUATION

Course evaluations are available approximately two weeks prior to the final day of classes at <http://www.oakland.edu/evals>. You can access all your course evaluations by entering your Grizzly ID number and password.

AUTHORIZED INSTRUCTOR

INSTRUCTOR: Carolyn O'Mahony, Ph.D.
OFFICE: 485C Pawley Hall
OFFICE HOURS: 2:00pm – 11:00pm most days
Email to arrange *Skype, Google Meeting (through OU email) or Facetime* conversation.
E-MAIL: omahony@oakland.edu
SKYPE: Carolyn.omahony

PREREQUISITES: a grade of 2.0 in a university writing foundations course

REQUIRED MATERIALS

1) Membership

Please join NCSS as a (comprehensive) student member: www.socialstudies.org
Where the online membership application asks you for your company name write *Oakland University - OMahony 72508*

2) Subscription

The Week Publications (2018). *The Week: The best of the US and international media*.
Subscribe at www.theweek.com or by calling 1-877-245-8151

3) Book

DK Publishing (2010). *Who's in charge: How governments make the world go around*. New York: Author.

4) E-book (or you can get a print version which would be my personal preference)

Potts, J. (2004). *Adventure tales of America: An illustrated history of the United States, vol. 1, 1492-1877*. Signal Media Publishers. E-book available free at www.adventuretales.com/atv1a.html

The file is quite large, so once you begin the downloading process please make sure that you allow enough time for the item to completely download without your computer going on standby. Cassie Francisco is the rep. Her direct line is 501.265.0560 if you would like to call her, or you can email adventuretales@signalmedia.com.

5) Downloads

Corestandards.org (2010). *Common core state standards for English language arts, and literacy in history/social studies, science and technical subjects*. Available from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Michigan Department of Education. (2015). *K-8 complete GLCE social studies documents*. Lansing, MI: Author. Available on SST3070 Moodle site.

National Council for the Social Studies (2013). *College, career and civic life: C3 framework for state social studies standards*. Alexandria, VA: Author. Available from <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

SST3070 LEARNING GOALS

1. Knowledge Base: Demonstrates an understanding of social science concepts within the context of Michigan, including but not restricted to:
 - historical thinking
 - geographic thinking
 - economic reasoning
 - civic structures and civic engagement practices
2. Performance Excellence: Demonstrates readiness to investigate social science concepts within the context of Michigan, past, present and future, in order to prepare him/herself and others for informed, engaged citizenship
3. Technology: Uses information technology to:
 - support personal learning and productivity
 - share findings from inquiries and research
 - develop or enhance k-8 social studies curriculum materials
4. Continuous Improvement:
 - Across the semester evaluates and improves personal demonstration of understanding and learning

CROSS CUTTING CAPACITIES

Effective Communication

- Students will demonstrate effective communication skills through participation in online forums, scholarly reports, and presentations

Social Awareness

- Students will enhance their understanding of how our society has created and maintains political, social and economic systems that privilege particular knowledge, skills, and relationships. They are expected

to investigate issues of social importance, examine the ways in which these issues are handled within our society, then act as effective, informed citizens.

Information Literacy

- Students will acquire information from a variety of sources, evaluate the quality of information sources, and consider ways of re-presenting their learning to others.

COURSE TOPICS: See *Course Schedule* for dates

- 01 Introduction to SST 3070
- 02 Who Says So? Decision-making in Democracies
- 03 Wars & Peaces, Ideals & Expediencies: Our History
- 04 Cultures and cultures: When Peoples Meet
- 05 Where in the World are We? – and Why?
- 06 Why Where We Are Matters
- 07 Show Me the Money
- 08 Technology and Social Studies Learning
- 09 Literature and Social Studies Learning
- 10 Visual Art and Social Studies Learning
- 11 Music and Social Studies Learning
- 12 Globally Conscious Social Studies
- 13 Social Studies for Social and Civic Participation

METHODS OF INSTRUCTION:

This course requires the active participation of students. Methods of instruction include: Powerpoint presentations; community experiences; media presentations; review and analysis of social studies resources; library research; collaborative / cooperative learning.

ASSESSMENT:

Participation

Students gain the maximum benefit from this course by not only engaging in the hands-on learning activities provided, but also by sharing ideas, experiences and resources **in a timely fashion**. So, for instance, post responses to Session 1 and preparation for Session 2 prior to Session 2 to earn full points for Session 1. Posting well after a session does not contribute to the online conversation – so is acceptable only when you are in dire circumstances. In that instance you may post the work late.

You may propose, via an email to the instructor, up to two 3-point independent projects to be taken for extra credit (up to six points). The instructor will respond to that email to confirm that the project is acceptable to be presented for extra credit.

Online behavior should demonstrate professional conduct and courtesy. E-mails should be equated with professional communications, not texting to friends. There should be a greeting and a closing with your name, between which you write your message.

Online courses are challenging for students who do not put aside time to work on each session.

It is very difficult to catch up once you get behind.

If something unexpected happens that stops you from posting in a timely way, contact the instructor.

A student falling more than three sessions behind without written permission from the instructor **may** be administratively dropped from the course.

Assignments (74 points)

1) *Decision-Making in Our Community* asks students to identify and contact members of a democratically elected body, such as a School Board, City Council, or Township Board in order to learn about the nature and processes involved in their decision-making and how their decisions are informed by their knowledge of the social sciences. [2000 word paper plus Prezi]

2) *Decision-making in Other Communities* will involve contacting people living in three other communities, at least one within the United States and one international community, in order to write a report that looks at decision-making in different cultural and geographic contexts. [2000 word paper plus Glog]

3) *Social Sciences Resource Kit* Students will construct an extensive annotated list of resources and a collection of materials that can be used to teach social studies to children. [four pages of bulleted points, image bank, annotated list of websites, 300 word reflection]

Detailed rationales, guidelines and assessment rubrics for each assignment are on Moodle. Consistent with a professional preparation program, all assignments are to be submitted in class on dates as noted in the course schedule.

Weekly Tasks/Quizzes and Final Test (120 points)

Prior to each session students are expected to have completed a preparatory activity on Moodle which will always involve some writing. These twelve tasks and the session activities will target social studies concepts that K-8 social studies teachers should understand, and share resources, and activities that can be used in K-8 classrooms.

Students must: be actively involved in course experiences, integrate understandings from assigned readings, and ask questions when concepts are not adequately understood. Students will also be responsible for learning content and vocabulary used in the course.

Individual Inquiry Project (70 points: for students taking 4 credit option)

This is an opportunity for you to use the concepts and research strategies from the social sciences to create a project that is inherently interesting to you. No two independent studies will look exactly the same because they are about each individual's passion, interests and context. Past projects have included: working with a local council and businesses to transform a local playground; volunteering on a political campaign then writing a paper from the journal, tying what was learned into an essay about power and empowerment; working with homeless youth then writing a paper that included their suggestions for teachers; creating a movie of family history; and designing a graphic novel based on what was learned about Michigan's labor history.

FIELD EXPERIENCE

Attending a professional social studies teaching conference or professional development workshop may be an integral component of SST3070 some semesters. Students may ask to attend, for extra credit, events that are not officially recognized as part of the course.

FOR ALL ASSIGNMENTS

1. Spelling, grammar, organization, and clarity of written work will be evaluated.

2. With prior instructor permission, assignments* submitted after the due date will be accepted for reduced credit (expect a reduction of 10% for each additional session after the due date).
3. All assignments are expected to be the individual student's original work and writing. Any quoted material should appear in quotations and be properly cited and referenced with page numbers (APA style - <http://www.apastyle.org/apa-style-help.aspx>). Paraphrased material should be referenced using APA style. Oakland University does not condone cheating or plagiarism. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. The full Academic Conduct Policy is on pages 85-86 of the 2012-2013 Oakland University Undergraduate Catalogue.

COURSE REQUIREMENTS AND GRADING

Timely Participation	36 pts.
Decision-making in our Community	25 pts.
Decision-making in other Communities	25 pts.
Social Sciences Resource Kit	24 pts.
Weekly Tasks Sessions 1 – 13 (points from best 12)	120 pts.
Passion Project (4 credit option)	70 pts.
TOTAL	230 or 300 points (3 or 4 credits)

GRADING SCALE

Grade	%	Grade	%	Grade	%
4.0	99-100	3.5	89-90	3.0	79-80
3.9	97-98	3.4	87-88	2.9	77-78
3.8	95-96	3.3	85-86	2.8	75-76
3.7	93-94	3.2	83-84	2.7	74
3.6	91-92	3.1	81-82	To be determined	<74

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JOURNALS AND PERIODICALS

Appleseeds (social studies content)
Calliope (world history through Renaissance)
Cobblestone (a different historical theme each month)
Click (themed issues for early learners)
Dig (archeology)
Faces (world cultures)
Footsteps (African American heritage)
Kids Discover (themed issues on eras, discoveries, phenomena)
Middle Level Social Studies (NCSS G6-8 periodical)
Social Studies and the Young Learner (NCSS K-6 periodical)
Social Education (NCSS K-12 periodical)
The Social Studies (teachers)