

OAKLAND UNIVERSITY

School of Education and Human Services
Department of Teacher Development and Educational Studies

Social Sciences for Elementary and Middle School Teacher

SST3070 CRN40232

Online Course

3 or 4 credits

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.

Professor Information

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My commitment to students: I am eager to be a part of your learning! I respond quickly to emails, provide prompt feedback, and am always willing to meet with in my office or via Skype. You are more apt to reach me early in the a.m. (morning person!) than you are anytime past 9:00 p.m. at night.

Learning Outcomes

1. Knowledge Base: By participating in book club and through course readings teacher candidates will demonstrate 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 by engaging in a local history and civic advocacy projects.
3. Technology: Through the building of a class resource guide teacher candidates will use if 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: Throughout the semester teacher candidates will engage in reflection activities to evaluate and improve personal demonstration of understanding and learning

Learning Goals for Candidate Performance

- Demonstrate readiness to assume responsibility for classroom teaching and to use appropriate teaching practices, including effective communication and classroom management skills.
- Demonstrate respect and value for human diversity and the ability to work with others including parents, colleagues, and community professionals to meet the needs of diverse populations.
- Use research, best practices, and ongoing formative assessment to evaluate and improve student learning and personal learning and productivity.
- Demonstrate a commitment to continue personal and professional growth and to make ongoing contributions to their profession as a future transformative educator.

Course Materials

1. Bruce, R. A., & Ziewacz, L. E. (2014). *Michigan: A History of the Great Lakes State* (5th th ed.). Malden, MA: Wiley Blackwell.
 - We will be reading select chapters of this book.
 - It is available in paperback, hardcover, on Kindle, or online at the Oakland University Library.
 - If you do purchase the book be sure you have the 5th edition (2014).
2. **Book Club:** I have selected four children’s literature historical fiction books set in the context of Michigan. When we have our one-on-one “meet and greet “session, I will have hard copies of the books for you to see. You will rank your 1st, 2nd, 3rd, and 4th choices. After I get all of your choices I will assign groups. I prefer that you do not select a book you have read before as your first choice. Groups will be assigned after I receive your ranked preferences. Book club expectations and assignments will be explained on Moodle.

You will be selecting **one** from this list to **purchase** and read:

- Curtis, C. (1999). *Bud, not Buddy*. New York: Delacorte Press. Ten-year-old Bud, a motherless boy living in Flint, Michigan, during the Great Depression, escapes a bad foster home and sets out in search of the man he believes to be his father—the renowned bandleader, H.E. Calloway of Grand Rapids.
- Lytle, R., & Williams, B. (2002). *A Pitch in Time*. Auburn Hills, MI: EDCO. Tells the tale of a modern-day boy who tumbles from his bike and wakes up to find he has traveled back in time to the spring of 1864 in rural Michigan during the Civil War. Set in Rochester, MI, Mac learns a lot about history, life, baseball, and friendship-all while trying to figure out why he has traveled back in time. Also contains educational activities related to topics in the novel.
- Lytle, R. (2000). *Three Rivers Crossing*. Spring Lake, MI. River Road Publications. After a fishing accident, thirteen-year-old Walker finds himself transported back in time to the Michigan Territory of 1824, where he becomes friends with his ancestors. The swift current of Stony Creek carries him back in time where he is trapped in history. The author is a descendant of the one of the earliest founders of Rochester, Michigan.

- Shabazz, I., & Watson, R. (2018). *Betty before X*. New York: Farrar Straus Giroux. Raised by her aunt until she is six, Betty, who will later marry Malcolm X, joins her mother and stepfamily in 1940's Detroit, where she learns about the civil rights movement.

Assignments

all assignments will be described in more detail throughout the course

Name	Description	Percent of Grade	Due Date <i>*tentative</i>
Professionalism/ Participation	<ul style="list-style-type: none"> • active participation in the allotted time in the methods presented (i.e. Powerpoints, media presentations, podcasts, community experiences, groups forums, individual weekly tasks) • respectful and appropriate interaction with peers (i.e. discussions) • appropriately communicate with instructor (i.e. emails should be professional beginning with a greeting and closing with your name, between which you write an appropriate message, question, or concern) • appropriately address instructor feedback 	25	on-going
Book Club Reading Group Participation/Journey Box	Within book club commit to reading and discussing with the members in your group.	20	on going
MI GLCE's Investigation and	Interact with the standards, listen to an interview with one of the standard writers, and read articles representing different perspectives of the proposed standard changes. Then make a claim in addressing controversy of the proposed 2018 standards and back up your claim with evidence.	5	
C3 Framework Investigation Assignment	Interact with the C3 Framework. You will gain experience in navigating the standards, better understanding what (should) be taught in social studies classrooms and develop an understanding of the increasing complexity of skills needed in each grade level to support and ensure the development of students as thinking and active citizens.	5	
History as Lived and Local-Oral History Assignment	Interview someone outside of class about an event in U.S. History that has occurred within the last 75 years. Choose an event that is considered to be part of the grand narrative of the U.S.	20	
Building a collaborative site for Social Studies Resources	Throughout the course you will be building a collaborative teacher resource guide for the powerful teaching and learning of social studies	5	
Civic Advocacy Project	Familiarize yourself with the important work being done by civic leaders, neighbors, and non-profit organizations that	20	

	support and extend the learning opportunities that are provided by the school.		
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*Online courses are challenging for students who do not put aside time to work on each session.

*It's quite difficult to catch up once you get behind. Contact me if something comes up that will keep you from being able to post—communication is the key!

*I have not yet determined due dates.

Grading

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Technology

Moodle

- course readings, assignments, resources will all be accessible through Moodle
- all assignments will be submitted through Moodle labeled as lastname.assignmentname.doc
- assignments will be posted weekly and notify instructor if there are any questions or problems with access to the necessary materials
- emails will be sent through Moodle, so you are expected to check your mail on a regular basis

Technology Back-up Plan

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for this course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

University Policies

1. [Academic conduct policy](#). All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

- a. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
 - b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
 - c. **Falsifying records** or providing misinformation regarding one's credentials.
 - d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)
2. **Behavioral Code of Conduct.** Appropriate behavior is required during class. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
- a. **Integrity.** See academic conduct policy points above.
 - b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
 - c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
 - d. **Responsibility.** Policies regarding alcohol, drugs, and other substances
See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

Accommodations and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](https://www.oakland.edu/dss/) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](https://www.oakland.edu/dss/) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

Attendance Policy

SST3070 is based on informed discussion and instruction through an online learning community. Each student's participation is essential to the success of the class. Attendance is expected and required for all session. Please note, if a student is absent more than twice s/he can be dropped from the course. Consider this when scheduling vacations, dentist's appointments etc. If you are too sick to attend, or if an

unexpected emergency occurs, you must notify me in advance. Attendance points are earned if work is submitted by the deadlines.

Excused Absence Policy

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see [Academic Policies and Procedures](#). (Link to Academic Policies and Procedures: <https://www.oakland.edu/provost/policies-and-procedures/>)

Religious Observances

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

Preferred Name Policy

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

Sexual Misconduct

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

Add/Drops

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

Course Schedule

tentative and subject to change (work in progress)

one session per week Friday-Thursday

all tasks need to be completed by noon each Thursday and submitted to Moodle

Date: class will be posted each Friday <i>(work for each class will then be due by 5:00 p.m. on the following Thursday)</i>	Session Topic	Assignments Due Set up a time got “meet and greet.” (see sent email for specific details)
Session 1 9/7	Introduction to 3070 Social Studies: What and Why Putting the social back in Social Studies Becoming Familiar with the: <ul style="list-style-type: none"> • Michigan State Standards • C3 Framework • CCSS • Teaching Tolerance Standards 	
Session 2 9/14	MI State Standards and Controversy Democratic Citizenship Education Core Democratic Values Constitution Day	
Session 3 9/21	Finding and Using Great Resources (introduce assignment) Current Events	
Session 4 9/28	Democratic Citizenship Through History	
Session 5 10/5	Michigan History Local History (introduce assignment) Book Club 1	
Session 6 10/12	Democratic Citizenship through Geography	
Session 7 10/19	Michigan Geography Book Club 2	
Session 8 10/26	Democratic Citizenship through Economics	
Session 9 11/2	Michigan Economy Book Club 3	
Session 10 11/9	Democratic Citizenship through Civics Civic Engagement in Michigan (introduce assignment)	

Session 11 11/16	Global Conscious Social Studies Book Club 4	
Session 12 11/30	Integrating the Arts in Social Studies	
Session 13 12/7	Integrating the Curriculum-Pulling it all Together	
Week 14 12/14	?	