

**Syllabus for SED 4100 and SED 5100:  
Teaching Secondary Minor Methods: Social Studies  
Oakland University**

**2018 Winter Semester: Monday 5:30pm – 8:50pm: 306 Pawley Hall 318**

**Instructor:**

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**Office Hours:**

Wednesday 12:00 – 2:00  
Or by appointment

**Course Overview**

Learning to teach secondary students is a challenging and deeply rewarding endeavor. This class will start you on this adventure, but teaching is more of a journey than a destination. This course will help you learn some of the practical knowledge and skills you need in order to motivate your students and to teach for understanding. In addition, this course will help establish a knowledge base for future professional learning in the program. You have already had experiences as students in high school and middle school classrooms. But, learning to teach asks you to *reframe* those experiences, that is, to reconsider teaching and learning from “the other side of the desk.” Becoming a teacher of adolescents requires you to learn to think like a teacher; that involves thinking about *why* you are teaching, *who* you are teaching, *what* you will teach, and *how* you will teach it. Our work together in this course is structured to provide you with some tools to help you answer those questions and teach effectively for student understanding. While this class is built primarily around history and social studies, it is also focuses on core general teaching skills applicable across multiple disciplines.

At the end of this semester, intern teachers should be able to:

- Teach with core content using "big ideas" and concepts. This includes:
  - Posing problems and questions about content
  - Building instruction and objectives around core content, big ideas, and intellectual problems
  - Having students use content in making arguments, narratives, explanations
  - Using the model Backward Design to plan lessons and units
- Design tasks/assessments for students. This includes:
  - Composing, selecting, adapting homework, quizzes, tests, and other methods of assessing student learning of a chunk of instruction
  - Selecting and using specific methods to assess students' learning on an ongoing basis within and between lessons
  - Use unit goals and objectives to design and check questions, tasks, essays, etc. on assessments
- Sequence instruction for coherence and building student performance. This includes:
  - Designing purposeful and meaningful lessons plans
  - Designing a sequence of lessons on a core topic
  - Designing instruction based on state, local, and national standards.
  - Utilizing formal and widely accepted lesson planning template

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- Teach with and about texts. This includes:
  - Using classroom strategies for teaching with and about texts
- Elicit and interpret student thinking before, during and after instruction. This can include:
  - Using formative, summative, formal and informal assessment to probe/ surface student thinking
  - Recognizing and identifying common patterns of student thinking in a content domain
  - Identifying and implementing an instructional strategy or intervention in response to common patterns of student thinking
- Present content clearly using conceptual organization and tools (such as Powerpoint)
- Establish and maintain productive instructional routines. This includes:
  - Establishing norms and routines for classroom discourse and work that are central to the content
  - Employ effective “general” routines or lesson regimes
  - Employ effective routines or lesson regimes to meet specific instructional/ and learning goals (e.g. use concept, hook/ elicit conjectures, use evidence, link student conjectures to content (evidence), make arguments, take perspective, etc.

**The InTASC Standards associated with this course are:**

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

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The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Course Assignments, Grading and Participation**

Because this class is part of your professional preparation for teaching you are expected to meet a higher standard than is perhaps expected in other courses in the university. Specifically, you are expected to complete *all* assignments, to actively participate in *all* course discussions both during class sessions and in online formats, to challenge yourself to do your best and **ultimately be the type of learner you want your students to be. All interns must earn at least a 2.8 in all professional courses to continue in the MATSE or STEP programs.**

### **Class Participation and Meaningful Preparation (20% of final grade):**

You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an *active listener* – tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

All absences count against your final grade (Excused absences: 2 points for full session, 1 point for ½ class or for tardy. Unacceptable absences: 4 points for full session, 2 points for 1/3 class or tardy). Excused absences are those for which you have a valid excuse with documentation and (1) you notify me in advance of class (by 4pm on the day of class so I can record the class for you); (2) you complete an outline from the recording of class; and (3) you complete all assignments from the class session. If you know you are going to miss a class, talk with me prior to that time so I can record the class session for you (of which you will submit a full outline of the course). Help me understand why the absence is necessary. Also, make a plan to get the information from that class. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call me at the phone numbers above and leave a voice mail message. In any event, communicate with me as soon as possible so I can audio record the class for you.

Absences for which you have not pre-notified me or absences that are not considered valid become “unacceptable” absences. Unacceptable absences will have a stronger negative impact on your grade: two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences (with valid excuses or not) from the class will significantly lower your grade and even cause you to have to retake the course. Finally, multiple instances of lateness to class can also significantly lower your grade.

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Important - Use of cell phones, laptops, or any other electronic device during class for entertainment purposes can negatively affect your grade. Please be professional and respectful to your peers and instructors when using technology in class.

### **Academic Integrity**

I expect each of you to produce your own work that represents your own thinking. That does not mean that you cannot, or should not, speak to other people about assignments. You can and **should** discuss your work with others – your own thinking **improves** through interaction with others and their ideas. Also, there is much information available on the Internet that I expect you to make use of. This does mean, however, that you distinguish the ideas and words of others and your own. Use appropriate citation. Failure to uphold these standards may result in a 0.0 grade for the course. As stated in the Oakland academic code of conduct:

“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 the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.”

Oakland’s academic code of conduct is posted online: <http://www4.oakland.edu/?id=1610&sid=75>

### **Course Readings and Materials**

- **Texts and other requirements:**

(1) Wiggins, Grant, & McTighe, Jay (2005). Understanding by design, Expanded 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

(2) You SHOULD subscribe as a (student) member to a professional journal/organization. Details below.

(3) This course requires a Via LiveText subscription. Via LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one Via LiveText subscription is needed for the length of your program. Therefore, if you already have purchased Via LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of Via LiveText is a hardship for you, please see your instructor. You can find more information <https://www.vialivetext.com>.

- **All other Texts available on Moodle / via handout / online**

### **Professional High School Teaching Journals available through Kresge Library**

History Teacher  
Social Education  
Phi Delta Kappan

### **National Professional Teaching Organization (Student) Membership Subscription:**

One of the hallmarks of a professional is participation within a community. As teachers of social studies there are a number of choices that can provide immediate benefits to your professional learning. Such benefits include:

- Provides you access to subject-specific resources and the latest ideas about teaching and learning in your field of study.

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- Gives you access to online versions of many professional resources.
- Membership in a professional organization tells prospective employers that you are already started as a professional science teacher.
- It's really fun to learn about teaching from others who are doing the same. Eventually, you might contribute your own ideas!

**ALL Social Studies Teachers** should join the National Council for the Social Studies (NCSS). Student membership is inexpensive and includes a subscription to the *Social Education* journal.  
[www.socialstudies.org](http://www.socialstudies.org)

### Assignments and Grades

Assignments with approximate values are listed below. Complete descriptions and specifications will be provided at least a week in advance and discussed as we move through the term. The following total 100%:

- Journal/Reading Submissions on Moodle (10%)
- HLTPs (20%)
  - 5% HLTP1 (Explaining and Modeling Content) (Lesson Planning)
  - 5% HLTP2 (Texts, Tasks, and Learning Goals)
  - 5% HLTP3 (Eliciting Individual Student Thinking)
  - 5% HLTP4 (Lesson Planning)
- Mini-lessons preparation and lesson plans (10%)
- Participation, attendance, and preparation (both in-class and online - 20%)
- Structure of the Disciplines (10%)
- SAT/MTTC Documentation – details to come (5%)
- Final Mini-Unit Plan (25%)
  - Stage I (5%)
  - Stage 2 (5%)
  - Final Submission (15%)

The grading scale will be as follows:

A	96-100	4	C+	80 - 78	2.6 – 2.4
A	95	3.9	C	77	2.3
A	94	3.8	C	76	2.2
A-	91-93	3.7	C	74-75	2
B+	90	3.6	C-	73	1.9
B+	89	3.5	C-	72	1.8
B	88-86	3.4-3.2	D+	71 - 69	1.7 – 1.4
B	84-85	3	D	68	1.3
B-	83	2.9	D	67	1.2
B-	82	2.8	D	65-66	1
B-	81	2.7	E/F	64 - 0	0

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**Course Schedule** (subject to revision)

Date	Topic/Driving Questions:	Readings DUE & Topics Covered: (SUBJECT TO CHANGE, see weekly agenda/class powerpoint on MOODLE)	Assignment DUE
1/8	<b>INTRODUCTION</b>	Introduction  Get into Content Area groups for Unit	none
	What is GOOD history and social studies instruction? What is Instructional Design? What are High Leverage Teaching Practices? How do I collect evidence of my instruction? What is Understanding? What are barriers to understanding?		
1/15	<b>NO CLASS</b>	Dr. Martin Luther King Jr. Day	Reading reflections
1/22	<b>Explaining and Modeling Content</b>	Stage 1a – Big Ideas, Enduring Understandings  <b>For these weeks:</b> Wiggins - Chapter 1, 2, & 4 How Students Learn Intro chapter Teaching Works website, HLTPs; Ball and Forzani, 2009 Standards for your content area	Reading reflections
	How do students learn? How do I structure content? What are BIG IDEAS? What are Central Questions? What are enduring understandings? How do I teach for student inquiry? How do I make my instruction meaningful to students?	<b>HLTP I – Explaining and Modeling Content</b>  For this HLTP you will teach a short section of your CTs classroom (if possible). You need to teach for 5-10 minutes and make sure you cover one new idea/skill/concept. You will record your efforts and then analyze with the questions provided in class.  HLTP I – DUE – 2/12	
1/29	<b>Explaining and Modeling Content</b>	Stage 1b – Central Questions, Instructional Objectives  Wiggins Chapter 5 Readings: Caron, 2005; Bain, 2005	Stage 1a – individual draft due (1/29 by 5:30)  Reading reflections
	How do I set instructional objectives? What is the Value of the Content?		

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2/5	<b>Explaining and Modeling Content</b>	<p>Stage 1c – Value of the content, Acquisition, Student Preconceptions</p> <p>Francis, 2014</p>	<p>Stage 1a combined draft and Stage 1b draft due (2/5 by 5:30)</p> <p>Reading reflection</p>
	<p>What facts are critical to student understanding? How do I use student preconceptions in my instruction?</p> <p>How do I choose effective models and analogies? How do I use powerpoint and other tools effectively?</p>		
2/5 - 2/12	<b>Group Meet to Finalize Stage I</b>	<p>UPLOAD all parts of Stage I – Standards, Big Ideas and Key Skills, preconception, Central Questions, Objectives, etc. Comment on your group member’s work (1/31 – 2/7)</p>	
2/12	<b>Explaining and Modeling Content</b>	<p>Group meetings with me on Stage I</p> <ul style="list-style-type: none"> <li>4:30 – 7:00</li> </ul> <p>7:30 – 8:50 Microlessons – Videos or IRL</p>	<p>Draft of all Stage I due by 5:30 2/12</p> <p>HLTP1 due</p>
2/19	<b>Winter Break</b>		
2/26	<b>Tasks, Texts, and Learning Goals</b>	<p>HLTP2 – Instructional Objectives, texts, finding and modifying activities</p> <p>Using Texts in the history and social studies classroom</p>	<p>Revised Stage I – FINAL DRAFT. Due 2/26 5:30</p> <p>Reading reflection</p>
	<p>How do I use objectives to guide my instruction?</p> <p>How do I choose texts for student learning?</p> <p>How do I effectively use activities I find online or from colleagues?</p>	<p><b>HLTP2 – Texts, tasks, and Learning Goals</b></p> <p>For this HLTP, you will select or design an activity from your CTs classroom (if possible). You will consider the assessment in regard to the learning objective and describe the results of the student work. You will then analyze your efforts with the questions provided in class.</p> <p><b>DUE – 3/19</b></p>	

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3/5	<b>Tasks, Texts, and Learning Goals</b>	Stage II - Assessment	Reading reflection
	How do I assess my students' learning?  What kinds of evidence would help me gauge student understanding?	Readings: Wiggins Chapter 7 <i>Thinking like an Assessor</i>  STRUCTURE OF THE DISCIPLINES Project introduced (Presentation due 4/9, Project due 4/16/17)	
3/12	<b>Tasks, Texts, and Learning Goals</b>	Stage II – Assessment (cont.)	Reading reflection
	What types of assessments might I use?  How do I gauge effective student performance?	Readings: Mertler, 2001 (PDF on moodle)  Gronlund Chapter 9 <i>Performance Assessment (PDF on moodle)</i>  Structure of the disciplines	
3/19	<b>Eliciting and Interpreting Student Thinking</b>	Peer Review – HLTP2 TTLG  HLTP3 EIST	HLTP2 due
	Why does student thinking matter?  How do we elicit student thinking?	Structure of the disciplines	
3/26	<b>Eliciting and Interpreting Student Thinking</b>	Preparing to “interview” students to learn more about what they know.	PP Lesson Plan
	How do I craft questions that reveal student thinking?  How do I target key content?	Stage III – Learning Activities – Calendar, Lesson plan  Structure of the disciplines	

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	How do I plan learning activities?	<b>HLTP3 – Eliciting and Interpreting Individual Student Thinking</b>  For this HLTP, you will perform and record 3 minute interviews with 2 students from the classroom based on your CTs teaching. You should prepare a short list of You will analyze your efforts	
4/2	<b>Eliciting and Interpreting Student Thinking</b>	Stage III (cont.) – Lesson planning	PP Lesson Plan
	How do I use premade learning activities?	Bring in a lesson plan you found online that is related to your content of your unit. We will modify the lesson plan to match your objectives.  Structure of the disciplines	
4/9	<b>Conclusion</b>	Structure of the Discipline Presentations DUE 10 – 15 minutes PRESENTATIONS on each DISCIPLINE  What did we learn this semester? Where do we go from here?  What is social studies? What is the purpose?	
4/16	ONLINE CLASS	ONLINE CLASS	
4/19 - 4/25	EXAM WEEK	Final Unit Plans DUE – Stage I, II, III Final Reflection on Class DUE	

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