

HIST 3271 - 01

Introduction to History Education

Semester: Fall 2017

Location: SO 3012

Meeting Time: MW 2-3:15 P.M.

Instructor: Dr. Caroline J. Conner

Office: SO 4081

Office Hours: MW 12-1 P.M.

Office Phone: 470-578-6143

Email address: cconne33@kennesaw.edu

Course Description: This reading and writing intensive course introduces fundamental approaches, methods, and concepts relevant to the discipline of history, historical thinking, and teaching American history. Teacher candidates engage in reading and analyzing scholarly works, learn and practice basic research methods, examine contemporary debates and developments in history and history education, contextualize and plan lessons that engage secondary students in studying history, and complete a school-based internship. Course content focuses on a particular historical theme or period.

Credits: 3 Class Hours + 1 Laboratory Hour = 4 Credit Hours

Prerequisite Courses: Approval of Program Coordinator; HIST 1111, HIST 1112, HIST 2111, HIST 2112, and EDUC 2110

Concurrent Courses: EDUC 2130, HIST 3304

Section Focus: At the instructor's discretion, topics explored in HIST 3271 address major historical themes or time periods in US history. This particular section emphasizes topics related to the first half of the nineteenth century, with special consideration given to the Civil War Era and Reconstruction; however, it will be important to be familiar with US history in general.

Course Communication. D2L is the preferred means of communications outside of class. You are responsible for checking D2L regularly for updates, emails, assignments, and announcements. Be sure to check the D2L site and email prior to each class meeting. If there is a need to contact me quickly, please use my regular KSU email. If you contact me by office phone or email and have not heard back within 24 hours, feel free to send a gentle reminder. On weekends, however, I do not check messages or emails regularly.

Electronic Communications. The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

Context of this Course: As a member of a HIST 3271 class, you are part a cohort of teacher candidates beginning a sequence of classes that prepares you for graduation and a teaching career in history/social studies. Thus, HIST 3271 is not "just another" required course; it is the foundation upon which you will build. The content and skills taught in this course are practiced and reinforced but *not re-taught* in HIST 4488. In student teaching, you must gain full mastery of those ideas and skills. In this class, you are beginning to create your professional habits and reputation, and your performance and demeanor here are indicative of future success in the program and in the classroom.

Field Experience: Palmer Middle School (Requirements/Expectations)

HIST 3271-01 students must complete a field experience at Palmer Middle School. Candidates must be admitted to the KSU teacher education program and the HIED program (and complete a background check) before participating in this field experience. During the course of the field experience, some teacher candidates will observe in a selected teacher's classroom and will have an opportunity to observe and teach world area studies and/or Georgia studies classes. Other candidates will participate in the Advancement via Individual Determination (AVID) tutoring program and will work with specific students during the field experience. In both cases, candidates will learn more about both the middle school setting and adolescent learners in preparation for their field experience responsibilities in HIST 4488 the following semester.

Our class will be divided into two groups for the internship at Palmer.

Field Experience Schedule

*****Mandatory Orientation session:** Thursday, August 17, 2017 from 12:45 – 2:30 p.m. at Palmer Middle School for ALL students

	Begin Internship	During Internship	End Internship
Group 1	Tuesday, Aug 22 OR Thursday, Aug 24	Attend your scheduled session on T or R every week	Tuesday, Nov. 14 OR Thursday, Nov. 16
Group 2	Monday, Oct 23	Attend every day for 1 class for 3 weeks *Nov 7 is a TPD	Friday, Nov. 10

Professional Mindset/Dispositions

Candidates should approach this field experience responsibility with the utmost professionalism. During all field experiences in the HIED program, candidates are expected to adhere to the Georgia Code of Professional Ethics, the Bagwell College of Education's Handbook for Teacher Education, and HIED program policies and expectations. Working at Palmer is, in effect, your first extended job interview. Treat this field experience like a job in terms of attendance, readiness, professional demeanor, dress, etc. Candidates must successfully complete all portions of the field experience and the assignments/points (200) associated with it (See Assignments). *If you are removed from your field experience for any reason, you will automatically receive an F in the course and also be removed from HIED program.*

Required books/readings:

- Larson, B. (2017). *Instructional Strategies for Middle and High School Social Studies*, 2nd Ed. ISBN 978-1-138-846784.
- Mandell, N. & Malone, B. (2007). *Thinking like a Historian: Rethinking History Instruction*. ISBN 978-0-87020-438-8.
- NCSS National Task Force for Social Studies Standards, *Curriculum Standards for Social Studies: Framework for Teaching, Learning, and Assessment (2010)*
- Copy of Georgia Performance Standards for 11th Grade U.S. History (Follow links at www.georgiastandards.org. Bring a hardcopy to each class session).
- Additional reading assignments (generally on D2L or online) included on the schedule or assigned in class.

Learning Goals/Objectives	Standards*	Activities
<i>The student will (be able to):</i>		
1. Articulate what is encompassed by the discipline of history, develop historical arguments based on primary sources, and demonstrate level-appropriate content knowledge across the scope of U.S. history	CAPS 1; NCSS 1.0-10.0, NCSS PS 4	1. Primary Source Assignment 2. Content Exam 3. CAAR
2. Demonstrate an understanding of common rationales for learning and teaching history and, in light of educational history and contemporary ideas, develop a personal philosophy of teaching social studies.	CAPS 1, 9; NCSS 1.0-10.0; NCSS PS 9	1. Philosophy of Teaching Assignment 2. Final Exam
3. Exhibit a commitment to professional ethics and the school's mission on behalf of families, local communities, and the larger society by maintaining high ethical and professional standards and communicating effectively with students, parents/guardians, district and school personnel, fellow candidates, professors, and other stakeholders.	CAPS 9, 10; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5, 8, 9	1. CAAR 2. Student survey/Nature and Needs 3. WCR/WS
4. Apply curriculum models, applicable standards, social studies education research , and historical scholarship to inform planning, instruction, and assessment.	CAPS 1, 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Nature & Needs Field Assignment 2. Lesson Plans 3. Final Exam
5. Plan and implement social studies lessons that are meaningful, relevant, student-centered, and academically challenging.	CAPS 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Lesson plans
6. Distinguish between formative and summative, formal and informal assessments and design lesson assessments the results of which would provide feedback to students and parents and improve instruction.	CAPS 5, 6; NCSS 1.0-1.10; NCSS PS 4	1. Lesson Plans
7. Demonstrate a fundamental and sensitive knowledge of students — including learning differences and personal/community assets — by differentiating instruction and assessment in planning lessons.	CAPS 4, 10; NCSS TS 1.0-1.10; NCSS PS 1, 2, 6, 7, 8	1. Application Assignment 2. Lesson Plans 3. Nature/Needs Field Assignment
8. Help provide a positive, well-managed, safe, orderly learning environment	CAPS 7; NCSS TS 1.0-1.10; NCSS PS 3	1. Observation Summaries 2. Tutoring Sessions/Classroom Observations and Assistance 3. WCR
9. Apply a variety of meaningful, relevant, student-centered, and academically-challenging instructional methods and models of social studies instruction – including appropriate technology -- based on the Georgia Standards of Excellence for Social Studies, Common Core Literacy Standards, and NCSS Thematic Standards — to social studies content.	CAPS 8; NCSS TS 1.0-1.10; NCSS PS 1-9	1. Lesson Plans 2. Application Assignment 3. Tutoring Sessions/Classroom Observations and Assistance 4. Reflective Journal
10. Create high quality written work that demonstrates facility with using academic language in class activities and written work, during the field experience, and in lesson planning.	CAPS 1, 2, 10; NCSS TS 1.0-1.10; PS 1, 2	1. Class Discussions/Presentations 2. Tutoring Sessions/Classroom Observations and Assistance 3. Lesson Plans and other written work
11. Describe and adhere to the expectations and requirements of the HIED program .	CAPS 9; NCSS TS 1.0-1.10; PS 9	1. Class and Field Experience Activities 2. Final Exam

Course Polices:

Attendance Policy: You should attend all sessions of the class. If you miss more than four class sessions, you most likely will not pass the course. No distinction is made between “excused” or “unexcused” absences. *Arriving late, taking breaks, or leaving early may or may not count as a full absence, but will minimally count as half an absence.* Attendance affects class participation and success in the course and is an indicator of professionalism. *Furthermore, you are solely responsible for managing your enrollment status in a class; nonattendance does not constitute a withdrawal.* There is an attendance verification process to report grades of those who "Never Attended" (NA) and "Stopped Attending" (SA). These grades allow the university to document that students who receive federal funding and support are attending classes. Criteria are available in the KSU undergraduate catalog.

Class Participation: Complete all readings and assignments prior to class and be prepared to actively participate in class discussions and activities; failure to participate in an adequate and satisfactory manner will negatively affect your participation grade. See further information under Assignments and Grades.

Feedback: Written or oral feedback on assignments will be provided in a timely manner. Small assignments will likely be returned within two class periods; however, major assignments such as formal lesson plans or papers may take two weeks or more. If you have questions about the feedback provided on assignments, please inquire during office hours or by appointment.

Content Knowledge: Since successful completion of HIST 2111 and 2112 are prerequisites for this course, you should already have a solid foundation of content knowledge about US history. Should you find yourself lacking in this regard, please review a college level text and/or arrange a study group. See further information under Assignments and Grades.

Electronic Devices: Cell phones and other electronic devices should be turned off and put away during class unless they are utilized during the lesson. Those with a specific, verifiable need to use electronics should talk with the instructor at the beginning of the semester. If we use technology for instructional purposes, you should refrain from using such devices for personal business such as, but not limited to, checking emails, surfing the web, or using social media. I reserve the right to confiscate technology for the class period if it becomes a distraction. Please note that no electronics are permitted in the classroom during examinations.

Professionalism: Be present, punctual, and prepared. Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class.

Makeup Exams and Late Assignments: It is your responsibility to contact me promptly about any absence. *In the HIED program, an email is not only appropriate but expected. Work due in class on the day of an absence should be submitted via D2l email or D2L dropbox (if available) prior to the time the class meets.* Work missed during class can sometimes be made up, but the nature of the absence and/or the assignment are relevant factors. When absent, it is your responsibility to know the content addressed in class and to complete any announced work by the assigned date. Late written work will generally not be accepted. If accepted, a penalty of 10% per day will likely be applied. If you are allowed to make up a missed exam due to a documented medical or other emergency, all

departmental make-ups will be proctored Friday December 1, 2017 from 1-4 pm in SO 2036. You will need to bring an ID to the makeup exam.

Class Cancellations: Class will rarely, if ever, be canceled. If I have to cancel class due to inclement weather, illness, or other emergency, you will be notified on D2L. Assignments should still be submitted through D2L and you should check for online assignments or readings.

BCOE/EPP Policy Statements: Important information and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.

1. edTPA Information
2. KSU EPP Conceptual Framework
3. Use of Technology Statement
4. School-Based Activities Statement
5. EPP Diversity Statement
6. Campus Resources Statement

Academic Integrity Statement: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>. Following an informal hearing, if it is determined that student work was plagiarized, then the assignment/assessment will result in a grade of zero and cannot be re-submitted. Furthermore, depending on the severity and frequency of the infraction, the student may be referred to a formal hearing procedure and subject to the Code of Conduct's suspension requirement.

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University's Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Confidentiality and Privacy Statement (FERPA):

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

Student Rights Statement: <http://catalog.kennesaw.edu/content.php?catoid=37&navoid=2962>

KSU Code of Conduct: <http://scai.kennesaw.edu/codes.php>

Campus Carry: <http://police.kennesaw.edu/campuscarry.php>

Course Assessments/Assignments:

I. Teaching Philosophy

100 points

In order to be an effective history teacher, you must understand the purpose of schooling and the aim of social studies. Moreover, every decision you make in the classroom should reflect such educational goals. You will write a 2-3 page statement of your teaching philosophy in which you will answer the following questions: *What is the purpose of schooling? What is the aim of social studies? What actions will you take in the classroom to ensure those goals are met?* Your philosophy should be grounded in educational research with at least 4 scholarly sources cited in APA format. Papers should be double spaced with 1 inch margins and written in 12-point, Times New Roman font. Examples will be provided in class and a detailed rubric will be uploaded to D2L.

II. Field Experience Teaching/AVID Portfolio

200 points

You will keep a portfolio throughout your Palmer field experience/AVID experience that will consist of time logs, journal entries/reflections, AVID modules, observation summaries, the Candidate Attitudes Assessment Rubric, and/or your field evaluation (completed by your collaborating teacher). Some items may be completed on D2L while others may be submitted in hard copy. Detailed instructions will be provided in class and/or uploaded to D2L.

III. Formal Lesson Plans

200 points

You will create two formal lesson plans using the HIED lesson plan template provided on D2L. The first lesson plan will be a group activity in which 2-3 students collaborate to incorporate an assigned instructional method to demonstrate how it could be applied to teaching US History content. The second plan will vary by group. Group 1 will create a lesson plan for a future high school US History class. Group 2 will create a lesson plan to teach to their students in the Palmer field experience (AVID students will create one in the spring). All plans must include lecture notes and ancillary materials. The lesson plans will be graded separately from the teaching presentation/micro lesson. Examples will be provided in class and a detailed rubric will be uploaded to D2L.

IV. Teaching Presentations/Micro Lessons

200 points

You will present your two formal lesson plans over the course of the semester. The first teaching presentation will be done in a group of 2-3 students and will incorporate an assigned instructional method. Your group will introduce a short 5 minute “how to” presentation based on your assigned reading followed by a 5 minute presentation of your group lesson plan demonstrating how to incorporate the instructional method effectively into a high school US History course. The second teaching presentation will vary by group. For Group 1, the teaching presentation will consist of a 10-12 minute presentation of your final lesson plan to the class. You will provide a step-by-step overview of the plan along with a justification of each instructional decision. In other words, you must justify each part of the lesson to demonstrate how it aligns to both your philosophy and national/state standards. Group 2 will present your micro lesson to your Palmer students during the final week of your field placement. Micro lesson presentations will be evaluated using the intern

teacher keys. AVID tutors will complete their micro lessons in the spring. Detailed instructions for each presentation and rubrics will be provided in class and/or uploaded to D2L.

V. Content Exam

100 points

Since successful completion of HIST 2111 and 2112 are prerequisites for this course, you should already have a solid foundation of content knowledge about US history. You cannot teach what you do not know; indeed, knowing your content is the first essential step in planning quality lessons. Therefore, this exam serves as a baseline measure of your potential for success in upper-division HIST courses and in the HIED program.

VI. Participation

100 points

Since this class is conducted primarily in a seminar format, active class participation is expected from each member of the group.

Class participation is a component made up of the following factors:

- A. Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. Failure to contribute in an adequate and satisfactory manner will affect your grade negatively. Especially brilliant participation may have a positive effect on the final grade.
- B. In-class and D2L Assignments (including quizzes): These relatively small assignments will make up part of the class participation grade. Contributions to in-class activities and D2L discussion board prompts may be included. Quizzes will be based on assigned readings and/or material covered in class previously. Short writing assignments may be completed in class or on D2L. Each such assignment will carry an announced point value.
- C. Attendance and Punctuality: Students who miss more than four class sessions will likely not pass the course. *Students who arrive late, leave early, or take breaks* will be counted present or absent at the discretion of the instructor, but in any case, such an occurrence will count as at least ½ an absence. *Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.* Punctuality involves meeting deadlines as well as being on time for class and appointments. Attendance and punctuality, or lack thereof, will affect one's class participation grade.
- D. Professional Demeanor and Dispositions: Be a positive force in the classroom. Do your share of the work. Be prepared, congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class. To this end, a *Candidate Attitudes Assessment Rubric* will be completed (and reviewed with each student at the end of the semester). Kept on file by the HIED Program Coordinator, this evaluation serves as a key indicator of potential for success in the program. *As History Ed students and teacher candidates, it is time to begin moving to the "other side of the desk." You will be a model for your students – and that means "walking the walk" as well as "talking the talk."*
- E. Ethics Modules: This course contains module(s) designed to familiarize you with the Georgia Educator Code of Ethics, the professional standards that guide all teachers in the state. All teacher candidates in Georgia are required to demonstrate an understanding of these ethics and adhere to them in practice. The module(s) include an online mastery quiz and scenarios for class discussion. Upon completion of each module, you must upload your completion certificate to the appropriate page in Chalk & Wire accounts and submit this document to your course instructor.

VII. Final Exam

100 points

The final exam will be a 3-4 page paper in which you justify each decision you made in creating your final lesson plan. In other words, you will use educational theory to defend your instructional decisions. Papers should be typed in 12-point Times New Roman font, double-spaced with 1 inch margins. At least 4 scholarly references should be cited in APA format. Detailed instructions and a rubric will be provided in class and/or uploaded to D2L.

PLEASE NOTE: Course assignments and/or point values may be adjusted during the semester for good cause. Such adjustments will be announced and updates provided in writing on D2L

Grading:

Grading Calculation/Scale

Final grades will be assigned according to the *percentage of total points* earned. The following scale will be used:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 59% or below

I = Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

PLEASE NOTE: In the HIED program, there are no optional assignments. Each assignment has a specific purpose; even if an assignment is so late that no points are earned, the demonstration of learning must be done. **A student who makes a D or an F in HIED 3271 or whose work in the field experience is unsatisfactory will not go forward to HIST 4488.** The student may request to continue in the HIED program. Such requests involve making an appeal to the HIED Admissions and Academic Standing Committee to determine whether a second chance is warranted and, if so, when the student may re-enter the program.

Student Resources:

- I. **Office Hours.** Please feel free to attend my office hours or set up an appointment with me to receive assistance/guidance for any and all coursework. It is strongly suggested that you also form study groups and collaborate with both your classmates and colleagues in your field placement.
- II. **Study Room.** For your convenience, the Department of History and Philosophy has reserved a study lab space in SO 5074 on the following days and times:
 - a. M 9-11 a.m.
 - b. W 3-5 p.m.
 - c. R 9-11 a.m.
- III. **Writing Center.** The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development,

organization, research documentation, grammar, and much more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit

<http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.

IV. **Counseling & Psychological Services.** <http://counseling.kennesaw.edu/>

Course Schedule:

DATE	TOPIC	ASSIGNMENTS DUE
M Aug 14	Orientation & Welcome to the HIED Program	
W Aug 16	Professional Dispositions	Barbieri, R. (2011). The teaching profession? <i>Independent Schools</i> , 70(4), 106-113. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fth&AN=61023751&site=eds-live&scope=site Ch 1 – Mandell & Malone
*R Aug 17 12:45 – 2:30 PM	Orientation to AVID program for ALL students	Print and bring a hard-copy of the Tutorial Process Observation Checklist for AVID (see D2L) *Please note that this class session is <u>mandatory</u> and will be held on at <u>Palmer MS</u>
M Aug 21	Foundations of Social Studies Education	Intro & Ch 1 – Larson <i>*AVID Observations will occur on T or R this week during assigned times for Group 1. Plan to stay an extra 30 minutes.</i>
W Aug 23	Foundations of Social Studies Education	Stanley, W. B. (2005). Social studies and the social order: Transmission or transformation? <i>Social Education</i> , 282-286. Retrieved from https://www.socialstudies.org/publications/socialeducation/september2005/research-and-practice-social-studies-and-the-social-order-transmission-or-transformation CAAR & Taking Action DUE <i>*AVID Observations will occur on T or R this week during assigned times for Group 1. Plan to stay an extra 30 minutes.</i>
M Aug 28	Effective Teaching	Ch 2 – Larson <i>*AVID tutoring begins this week on T or R during assigned times for Group 1</i>
W Aug 30	Effective Teaching	King, M. B., Newmann, F. M., & Carmichael, D. L. (2009). Authentic intellectual work: Common standards for teaching social studies. <i>Social Education</i> , 73(1), 43-49. Retrieved from https://www.socialstudies.org/publications/socialeducation/january-february2009/authentic-intellectual-work-common-standards-for-teaching-social-studies
M Sept 4	LABOR DAY- NO CLASS	
W Sept 6	Introduction to Standards	Read the NCSS standards and executive summary found at the following link: https://www.socialstudies.org/standards/strands

		Bring a hardcopy of the US History Georgia Standards for Excellence for high school found at the following: https://www.georgiastandards.org
M Sept 11	Curriculum Wars	Evans, R. (2006) The social studies wars, now and then. <i>Social Education</i> , 317-321. Retrieved from https://www.socialstudies.org/publications/socialeducation/sepember2006/social-studies-wars-now-and-then
W Sept 13	High Stakes Curriculum	Grant, C. (2007). High stakes testing: How are social studies teachers responding? <i>Social Education</i> , 71(5), 250-254. Retrieved from https://www.socialstudies.org/publications/socialeducation/sepember2007/s-g-grant Teaching Philosophy DUE
M Sept 18	Common Core Curriculum	Kenna, J. L. & Russell III, W. B. (2014). Implications of common core state standards on the social studies. <i>The Clearing House</i> , 87: 75-82. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.362229574&site=eds-live&scope=site
W Sept 20	Thinking Historically	VanSledright, B. A. (2004). What does it mean to think historically... and how do you teach it? <i>Social Education</i> , 230-234. Retrieved from https://www.socialstudies.org/publications/socialeducation/april2004/what-does-it-mean-to-think-historically-and-how-do-you-teach-it Ch 2 – Mandell & Malone
M Sept 25	Thinking Historically	Ch 3 – Mandell & Malone
W Sept 27	US History Content Exam	
M Oct 2	Backwards Design	Boozer, A. & Carlson, D.L.: Planning backwards to go forward: Examining pre-service teachers' use of backward design to plan and deliver instruction. <i>Teacher Education and Practice</i> , 28(4), 522-547. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=120637682&site=eds-live&scope=site
W Oct 4	Backwards Design	Ch 3 – Larson **Last day to drop without academic penalty
M Oct 9	AVID Methods Presentation by Vijay Koilpillai	Ch 4 – Larson
W Oct 11	Introduction to Methods: Lecture; Questioning; Concept Formation	Jigsaw Reading: students are only responsible for reading their assigned chapter as indicated on D2L: Ch 5 – Larson Ch 6 – Larson Ch 7 – Larson

M Oct 16	Methods: Work-shopping	Jigsaw Reading: students are only responsible for reading their assigned chapter as indicated on D2L. Group A: Ch 8 – Larson Group B: Ch 9 – Larson Group C: Ch 10 – Larson Group D: Ch 11 – Larson
W Oct 18	Methods: Work-shopping	Bring draft of group lesson plan
M Oct 23	Methods: Cooperative Learning; Simulations, Role-Play, and Dramatization	All Group Lesson Plans DUE Group A Teaching Presentation (Ch 8 - Larson) Group B Teaching Presentation (Ch 9 - Larson) <i>*Field Experience begins at Palmer MS during assigned times for Group 2</i>
W Oct 25	Methods: Discussion & Debate; Inquiry & Student-Directed Investigations	Group C Teaching Presentation (Ch 10 - Larson) Group D Teaching Presentation (Ch 11 - Larson)
M Oct 30	NO CLASS – Individual Student Conferences	Formal Lesson Plan DRAFT DUE at time of conference
W Nov 1	NO CLASS – Individual Student Conferences	Formal Lesson Plan DRAFT DUE at time of conference
M Nov 6	Reaching All Learners: Differentiation	Anderson, K. M. (2007). Tips for teaching: Differentiating instruction to include all students. <i>Preventing School Failure</i> , 51(3), 49-54. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ767744&site=eds-live&scope=site <i>*Micro Lesson Presentations will be conducted this week during assigned times.</i>
W Nov 8	Reaching All Learners: Scaffolding Learning	Fisher, D. <i>Effective use of the gradual release of responsibility method:</i> Retrieved from https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf
F Nov 10		Field Experience ends at Palmer MS.
M Nov 13	Reaching All Learners: Disciplinary Literacy	Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. <i>Journal of Adolescent & Adult Literacy</i> , 57(8), 614-623. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lfh&AN=95772213&site=eds-live&scope=site

W Nov 15	Reaching All Learners: Literacy Strategies	Jacobowitz, T. & Sudol, K. A. (2010). Literacy strategies to promote democratic skills, attitudes, and behaviors in the social studies classroom. <i>Social Studies Research and Practice</i> , 5(3), 62-73. Retrieved from http://proxy.kennesaw.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=69880214&site=eds-live&scope=site
Nov 20-24	FALL BREAK – NO CLASS	
M Nov 27	Student Teaching Presentations	Final Lesson Plan DUE Final Lesson Plan Teaching Presentations
W Nov 29	Student Teaching Presentations	Final Lesson Plan Teaching Presentations
Fri Dec 1, 1-4 PM SO 3023	Make-Up Exams (if applicable) – must bring photo ID	
M Dec 4	Reflections: Looking Back and Forward	
M Dec 11 3:30 – 5:30 PM	Final Exam Paper DUE	
R Dec 14	Final Grades Due	

Course Changes/Modifications: It is possible that changes will need to be made to this syllabus, certain assignments, and/or the course calendar. Such changes will occur only for legitimate reasons and will be announced in class and/or through D2L.