I. Instructor: Dr. Charles T. Wynn
   Office: 4089 Social Science
   Phone: (770) 423-6360
   Office Hours: Tuesday/Thursday, and by appointment.
   Email: cwynn6@kennesaw.edu or through D2L class email.

II. Online Schedule: Learning Modules will be posted each Wednesday at 10:00 am beginning May 28. Each module’s assignments are due the following Wednesday at 10:00 am. The online course schedule is as follows:

   **Session 1** – Introduction and Module 1(The Current Status of Social Studies Education)-**May 28**
   -(Module 1 Assignments Due at 10:00 am June 4)

   **Session 2** – Reviewing the Goals, Rationale, Purpose, Structure, and Key Concepts of the Georgia Performance Standards and Common Core Standards in Social Studies -**June 4** -
   (Module 2 Assignments Due at 10:00 am June 11)

   **Session 3** – Do U.S. Citizens have the Cognitive Capacity to Participate in a Deliberative Democracy? An Overview of the Cognitive Dynamics of Teaching and Learning Social Studies-**June 11** - (Module 3 Assignments Due at 10:00 am June 18)

   **Session 4** – Teaching History and the Use of Primary Documents: How useful are the “Habits of Mind” of the Historian?-**June 18** - (Module 4 Assignments Due at 10:00 am June 25)

   **Session 5** - The Use of Controversial Issues in the Middle and High School Social Studies Classroom-**June 25** - (Module 5 Assignments Due at 10:00 am July 2)

   **Session 6** – Distinguishing between Global and Multicultural Education: To what extent should these fields guide our teaching?**July 2** - (Module 6 Assignments Due at 10:00 am July 9)

   **Session 7** – English Language Learners and Social Studies Instruction: **July 9** -
   (Module 7 Assignments Due at 10:00 am July 16)

   **Session 8** – Constructing and Referencing your Current Perspective on Social Studies Teaching and Learning-**July 16** - (Module 8 Assignments Due at 10 am July 23)
III. Text and other resources:
   Required:
   Evans, Ronald (2004). *The social studies wars: What should we teach the children?*
   New York: Teachers College Press.

   Selected articles from current research and scholarly journals in the field of social studies education, such as *Social Education, The Social Studies, Theory and Research in Social Education, The History Teacher* will be linked or posted on D2L under the relevant learning module, including:

   I will complete this list after completing all modules and will add technology requirements as well.

IV. Course Purpose and Rationale:
This course will examine the current trends and issues in social studies education mainly as identified and discussed in recent scholarly research published in recognized journals, recent books, and various publications or standards issued by state and national committees or councils for the social studies or social science fields and as experienced by practicing professionals. By becoming aware of recent research and debates concerning issues and trends in the social studies that often directly affect teaching strategies, the practicing professional can clarify his or her beliefs about the issues, make informed decisions with regard to personal practice, and be prepared to take a leadership role within his or her school or district.

V. Course Goals:
The main goals of the course are for the practicing professional facilitator of learning to deepen his/her awareness and understanding of the current issues in the teaching of social studies, to become adept at staying informed of changing issues and trends, and to encourage reflective and critical thinking about the application of that knowledge to their facilitation of learning. As a result of completing this course the student will be able to

1. Identify and describe current theoretical, philosophical, curricular, and instructional trends and issues in middle and secondary social studies education;
2. Critically evaluate the theoretical and philosophical frameworks, and curricular and instructional approaches in regards to their usefulness in their own middle or secondary social studies classrooms;
3. Define, analyze, and compare standards of each of the social studies disciplines (history [U.S. and world], geography, political science [civics and government], economics, and behavioral sciences [psychology and sociology], along with National Council for the Social Studies Standards, Common Core Standards, and Georgia Performance Standards;
4. Construct, reference, and defend his/her perspective on current trends and issues in social studies education.

Each of the eight learning modules had specific goals and objectives. Please see the “Module Goals/Objective Tab under each Learning Module as they are presented on D2L.
VI. Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (1000 total)</th>
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<tbody>
<tr>
<td>Module 1 Quiz</td>
<td>50</td>
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<tr>
<td>Module 1 Voice-Thread Assignment</td>
<td>50</td>
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<tr>
<td>Module 2 Quiz</td>
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<tr>
<td>Module 2 Discussion Board Assignment</td>
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<tr>
<td>Module 3 Quiz</td>
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<tr>
<td>Cognitive Dynamics Narrative</td>
<td>50</td>
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<tr>
<td>PBL/Primary Document Lesson</td>
<td>100</td>
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<tr>
<td>Module 5 Quiz</td>
<td>50</td>
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<tr>
<td>Controversial Issue Curricular Outline</td>
<td>50</td>
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<tr>
<td>Module 6 Quiz</td>
<td>50</td>
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<tr>
<td>Position Paper on Global/Multicultural Perspective</td>
<td>50</td>
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<tr>
<td>Module 7 Quiz</td>
<td>50</td>
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<tr>
<td>ELL Lesson Adaptation Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Module 8 – Final Paper-Perspective on Current Trends and Issues in Social Studies Education</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1000</strong></td>
</tr>
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VII. Grading:

Grade Calculations
Grading is based on a 1000 point total. Each student’s final grade is based on total points accumulated from each of the above assignments.

Grading Scale
Students are evaluated on the following scale:
A - (900 to 1000 points)  B - (800 to 899 points)  C - (700 to 799 points)
D - (600 to 699 points)  F - (599 points and below)

VIII. Kennesaw State University’s Conceptual Framework:
The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and
university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

**Knowledge Base:** Teacher development is generally recognized as a continuum that includes four phases: preservice, induction, in-service, renewal (Odell, Huling, and Sweeny, 2000). Just as Sternberg (1996) believes that the concept of expertise is central to analyzing the teaching-learning process, the teacher education faculty at KSU believes that the concept of expertise is central to preparing effective classroom teachers and teacher leaders. Researchers describe how during the continuum phases teachers progress from being Novices learning to survive in classrooms toward becoming Experts who have achieved elegance in their teaching. We, like Sternberg (1998), believe that expertise is not an end-state but a process of continued development.

**Use of Technology:** Technology Standards for Educators are required by the Professional Standards Commission. Telecommunication and information technologies will be integrated throughout the master teacher preparation program, and all candidates must be able to use technology to improve student learning and meet Georgia Technology Standards for Educators. During the courses, candidates will be provided with opportunities to explore and use instructional media. They will master use of productivity tools, such as multimedia facilities, local-net and Internet, and feel confident to design multimedia instructional materials, and create WWW resources. In this course, students will:
- do online research using ERIC, JSTOR, and other resources
- use a word processing program

**Professional Portfolio Narrative:** Currently, a required element in each portfolio for the Graduate Program is the portfolio narrative. The purpose of the portfolio narrative is to ensure that every candidate reflects on each of the proficiencies on the CPI with regard to evidence the candidate has selected for his/her portfolio. In the portfolio, you need to include a narrative which includes descriptive, analytic and reflective writing in which you reflect on each proficiency and make the case that the evidence you have selected in your portfolio supports a particular proficiency, using the Portfolio Narrative Rubric as a guide. The narrative should be comprehensive, documenting research-based best practices.

**IX. Policies:**

**Instructor Email Response and Return of Graded Assignments:** I will respond to emails within 24 hours, and will grade and return all assignments within 1 week.

**Diversity:** A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are age,
disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status. An emphasis on cognitive style differences provides a background for the consideration of cultural context. Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan.

A student who requires special services or accommodations must present documentation from Student Support Services to that effect at the beginning of the term.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. **Academic Honesty:** KSU expects that graduate students will pursue their academic programs in an ethical, professional manner. Faculty of the M.Ed. in Adolescent Education program abide by the policies and guidelines established by the university in their expectations for candidates’ work. Candidates are responsible for knowing and adhering to the guidelines of academic honesty as stated in the graduate catalog: http://catalog.kennesaw.edu/content.php?catoid=11&navoid=489#stud_code_cond Any candidate who is found to have violated these guidelines will be subject to disciplinary action consistent with university policy.

**Professionalism, Participation, and Attendance:** Part of your success in this class is related to your ability to provide feedback to each other. Furthermore, responding effectively and appropriately to feedback from your peers and the professor(s) is another measure of one’s professionalism. In addition, since class only meets for 8 weeks and each session requires participation and your completion of each assignment/task prior to the deadline. Failure to participate appropriately and complete assignments/task will affect your final grade.