

EDUC 4312: TEACHING SOCIAL STUDIES IN THE MIDDLE AND HIGH SCHOOL

Instructor Dr. Aimee Dennis
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Term Fall 2023
Time 5:00-7:45 p.m.
Days Tuesday

Last Day to Withdraw from this course: October 30, 2023

Course Description

This course is designed to engage students in methods to effectively teach social studies at the middle and high school level. *Prerequisite: Admission to School of Education.*

Student Learning Outcomes

Students that successfully complete this course will be able to:

Competency 006 (Social Studies Foundations and Skills)—The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.

- Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- Understands how social science disciplines relate to each other.
- Understands practical applications of social studies education.
- Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts) and uses information from a variety of sources to acquire social science information and answer social science questions.
- Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- Understands social science research and knows how social scientists locate, gather, organize, analyze and report information using standard research methodologies.
- Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view and frame of reference.
- Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
- Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).

- Communicates and interprets social science information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
- Uses standard grammar, spelling, sentence structure, punctuation and proper citation of sources.
- Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions and evaluate the effectiveness of solutions.
- Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences and take action to implement decisions.
- Knows how to create maps and other graphics to present geographic, political, historical, economic and cultural features, distributions, and relationships.
- Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
- Knows how to apply skills for resolving conflict, including persuasion, compromise, debate and negotiation.
- Understands and uses social studies terminology correctly.

Competency 007 (Social Studies Instruction and Assessment)—The teacher plans and implements effective instruction and assessment in social studies.

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.
- Selects and uses effective instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
- Knows how to promote students' use of social science skills, vocabulary and research tools, including technological tools.
- Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues and the community.
- Knows how to provide instruction that relates skills, concepts and ideas in different social science disciplines.
- Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
- Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English Language Learners.

Required Articles

Supplemental articles/readings will be required and will be provided by the instructor.

COURSE CONTENT

Module 1: Overview of Teaching Social Studies in Middle/High School

Module 2: Understanding Social Studies TEKS and Vertical Alignment

Module 3: Assessments

Module 4: Primary and Secondary Sources

Module 5: Effective Learning Experiences in Social Studies

Module 6: Extensions for Social Studies Instruction

Module 7: Final Project

Dr. Dennis reserves the right to update the order and/or the content of the course modules as needed to ensure students master the content outlined in the course description and the course objectives.

COURSE EVALUATION

GRADING CRITERIA

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.

Assignments and point values subject to change – Canvas will have all assignment details.

Grading:

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or below of total points

COMMUNICATION

To contact me outside of class, please email adennis@uttyler.edu. I strive to respond to all emails within 24 hours; however, emails over the weekend may not be responded to until the next business day. My preferred method of communication is email.

TEACHING STRATEGIES

During this course, students will complete collaborative and independent assignments, through assigned readings, group discussions, application activities, and presentations.

CLASS PARTICIPATION

This is a face-to-face course with some assignments to be completed outside of the class meeting times. Students are expected to arrive to class on time and be prepared to begin promptly at 5:00 p.m. It is the expectation that students are fully engaged in all class activities.

COURSE POLICIES AND GUIDELINES

1. Written Assignments

- a. 8 ½ x 11 paper
- b. Times New Roman
- c. 12 point-font
- d. Double-spaced
- e. 1-inch margin
- f. Free of typographical errors
- g. Assignment title will need to be centered at the top of the first page
- h. Save the document in the following format: **Last Name_First Name_Assignment Title**

2. Late Work

All assignments are due on the due date by midnight Central Standard Time. Late work will only be accepted for extenuating circumstances approved by the instructor.

Assignment due dates will be posted on Canvas.

3. Plagiarism

Plagiarism is defined as *the appropriation of material that is attributable, in whole or in part, to another source without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirement(s)*. Students must utilize their own language and expression while completing all assignments.

Any assignment found to be plagiarized will receive a grade of zero. Moreover, students may face disciplinary action, including a failing grade in the course. It is recommended that students submit their assignments through Unicheck within Canvas to identify potential plagiarism that needs to be addressed before submitting the assignment to the instructor.

4. Attendance

Attending each scheduled class is crucial for a student to succeed in this course. Points for in-class activities will only be awarded to those who attend the class. If there are unavoidable circumstances for an absence, please discuss with the instructor in advance.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies

- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and Family Education Rights and Privacy Act (FERPA) Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, is the open access computer lab for math students, with tutors on duty to assist students enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>
- [University Guidelines, Links and Policies](#)