



**EDCI 3127: Education Curriculum Disciplines: Social Studies (Sec. 1), Fall 2010**

**M & W 1:10-3:00**

**Peabody 218**

**Louisiana State University**

**Instructor: Dr. Jennifer L. Jolly**

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**Office: 201 Peabody Hall**

**Office: 578-2049**

**Office hours: M & W 8:30 a.m.-9:30 a.m. or by appointment**

**Required Materials:**

LA Social Studies Standards and GLEs

<http://www.doa.louisiana.gov/ost/lac/28V121/28v121.pdf>

Required readings will be posted to Moodle.

**Course Description:**

EDCI 3127 Curriculum Disciplines: Social Studies (3 hours credit). Prerequisite: EDCI 2025 or 2030. 2 hrs. lecture; 2 hrs. lab/field experience in multicultural settings. Focus will be placed on structures of the social studies disciplines for teaching in the lower/upper elementary school; strategies, techniques, basic rationales, and materials.

**Service-Learning:**

EDCI 3127 is a service-learning course, which is defined as "a course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995).

**Service Learning Partner:**

Louisiana State Museum, Baton Rouge

Contact: John Sykes

225.342.5428

[jsykes@crt.state.la.us](mailto:jsykes@crt.state.la.us)

**Academic Goals:**

By the end of the course, the pre-service teacher should be able to:

- organize and present Social Studies content to elementary students;
- demonstrate an understanding of how children learn, and facilitate learning in a variety of ways so that each child is given the best opportunity to learn;
- develop and demonstrate techniques to integrate Language Arts (as well as other disciplines) into the Social Studies lesson;
- develop and demonstrate technology skills to enhance Social Studies teaching and learning, and
- develop a greater understanding of children from diverse backgrounds,

particularly those from minorities

**Civic Goals:**

To demonstrate an understanding of social issues in our community.

To demonstrate an understanding of civic responsibility.

To demonstrate an understanding of social issues in education.

**Course Requirements:**

**Assignments:**

There will be written assignments and oral presentations throughout the semester. As a successful teacher, it is important that you are able to critically reflect and convey your ideas in writing. All assignments submitted should be typed (using Times or Times New Roman 12 pt. font), double-spaced, and where appropriate follow MLA or APA (5<sup>th</sup> ed.) style guidelines. I reserve the right to include additional quizzes when necessary.

**Late Assignments:**

Assignments are to be submitted on the announced due date. *Late assignments will not be accepted, and will receive a grade of zero, unless the student and instructor have agreed that extenuating circumstances exist (my printer ran out of ink is not an excuse). A late assignment must be cleared with the instructor at least 24 hours in advance. I will not accept ANY assignments through e-mail.*

**Reflection:**

Reflection is an important part of the service-learning experience:

Reflection is the "intentional consideration of an experience in the light of particular learning objectives." The presumption is that community service does not necessarily, in and of itself, produce learning. Reflection activities provide the bridge between the community service activities and the educational content of the course. Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding (Bringle & Hatcher, 1999).

In this class formal reflection will take place in three different ways:

- 1) Reflective essays: After each major portion of the project you will be required to submit a 1–2 page essay in which you reflect on your experience including what you have experienced in terms of civic involvement and ethical considerations. Further, you should connect your experiences with the content of the course, analyzing how these fit together. These essays will be based on specific questions posed by the instructor. Reflection questions and format can be found on Moodle.
- 2) In-class discussion sessions: These sessions will allow students an opportunity to share experiences with other students and learn from one another.
- 3) Presentation of experience: Student will formally present their ideas and work to the Louisiana State Museum staff and other educators. Further information will be provided in detail outlining the requirements for the unit.

**Fieldwork**

The lab for this class consists of a fieldwork component to be completed in a local elementary school. You and your teaching partner will be assigned to work with a cooperating teacher in his or her classroom for a total of 10 fieldwork days. Missed fieldwork days cannot be made up. Your fieldwork grade will be based on two components:

(a) Fieldwork Journal —You will be expected to reflect on your fieldwork experience through a discussion board on Moodle. Four discussion board questions will be posted to Moodle over the course of your field experience. Your response must be posted by 1:00 p.m. the following day. (15 points)

(b) Cooperating Teacher Evaluation—The teacher will complete an evaluation of your performance based on professionalism, organization, and teaching preparedness. (5 points)

**Class Participation**

You are expected to thoughtfully participate in the discussion and present your ideas. During each class meeting, there will also be some type of activity, which requires your participation. These activities are created to reinforce the content presented in class and will be used to assign participation points.

**Primary Resources Unit**

As part of the service-learning component for this class, you and your teaching partner will design a unit of study for the Louisiana State Museum based on the content presented in their exhibits and geared toward the grade level in which you did your fieldwork. This class will help in the museum's on-going efforts to provide supplemental materials to teachers who use the museum as a learning tool.

The units will be based on LA's Social Studies GLEs, needs and expectations expressed by the Louisiana State Museum staff, primary resources, and content and exhibits located in the museum. The unit will span 7 days based on the use of primary resources as your teaching tools. You will deliver both a hard and electronic copy of your unit to Dr. Jolly. The electronic copy will be provided to the museum for dissemination to educators who access the museum and to the cooperating teacher during your fieldwork experience. Further information will be provided outlining in detail the requirements for the unit.

**Model of Teaching Presentation**

Each group will research a model of teaching assigned by Dr. Jolly. Background information on the model will be presented to the class along with a lesson based on a topic found in the LA State Museum that incorporates your assigned model of teaching (this lesson may also be included in your primary resource unit).

Along with your lesson, a handout with background information and lesson plan will be provided for the class. Please schedule a meeting with Dr. Jolly two weeks before your presentation. This meeting will help the group to organize their thoughts and provide guidance concerning lesson planning and presentation requirements. You will be graded on your demonstrated understanding of the model, lesson, organization, and handout. Your classmates will also evaluate your presentation and provide feedback.

<b>Grades Based On:</b>	
<b>Reflection Essay and Discussion</b>	<b>150 points</b>
<b>Reflection Presentation</b>	<b>50 points</b>
<b>Models of Teaching Presentation</b>	<b>250 points</b>
<b>Primary Resources Unit</b>	<b>250 points</b>
<b>Fieldwork Journal</b>	<b>200 points</b>
<b>Class Participation</b>	<b>100 points</b>
<b>Total Available Points</b>	<b>1000 points</b>

**Grading Scale**

93-100=A

83-92=B

78-82=C

69-77=D

0-68=F

Date	Assignment
M August 23	Introduction & Syllabus
W August 25	What is Social Studies?/Louisiana Social Studies GLEs (see Moodle for readings)
M August 30	Museum Visit
W September 1	Lesson Planning/Primary Resources (see Moodle for readings)
M September 6	No Class
W September 8	<b>Fieldwork</b> Due: Reflective Essay
M September 13	Lesson Planning/Backward by Design (see Moodle for readings)
W September 15	<b>Fieldwork</b>
M September 20	Assessments (see Moodle for readings)
W September 22	<b>Fieldwork</b> Due: 1 <sup>st</sup> Discussion Board Reflection (9/8, 9/15, & 9/22)
M September 27	Model of Teaching Presentation- <i>Role Play</i>
W September 29	<b>Fieldwork</b>
M October 4	Model of Teaching Presentation- <i>Memorization</i>
W October 6	<b>Fieldwork</b> Due: 2 <sup>nd</sup> Discussion Board Reflection (9/29 & 10/6)
M October 11	Mid-Term
W October 13	<b>Fieldwork</b>
M October 18	Model of Teaching Presentation- <i>Cooperative Learning</i>
W October 20	Model of Teaching Presentation-

	<i>Concept Attainment</i>
M October 25	Model of Teaching Presentation- <i>Direct Instruction</i>
W October 27	Fieldwork
M November 1	Model of Teaching Presentation- <i>Inductive Thinking</i>
W November 3	Fieldwork Due: 3 <sup>rd</sup> Discussion Board Reflection (10/13, 10/27, &11/3)
M November 8	Museum Visit/Unit Planning (Class meets at Louisiana State Museum)
W November 10	Fieldwork
M November 15	Museum Visit/Unit Planning (Class meets at Louisiana State Museum) Due: Reflective Essay
W November 17	Fieldwork Due: 4 <sup>th</sup> Discussion Board Reflection (11/10 & 11/17)
M November 22	Unit Work Day
W November 25	Thanksgiving Break
M November 29	Unit Peer Review Day
W December 1	Race to Nowhere (Class meets in Peabody Rm. 225)
Finals Week	TBA Turn in Unit Due: Reflective Presentation (Class meets at Louisiana State Museum)