CI 362: Elementary & Middle Level Social Science Methods (Grades 4-8) and
CI 470/570: Teaching and Learning Non-Fiction Sources for Adolescent and Adult Learners
Department of Curriculum and Instruction, Southern Illinois University-Carbondale
Fall Semester 2016

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Course Goals and Objectives:

This course will provide prospective social studies teachers with opportunities to:
1) Select and integrate knowledge from the Common Core States Standards and other sources to design curriculum appropriate for middle and high school classes and for varied school populations (i.e., special education, ESL, honors, etc.).
2) Develop a variety of instructional approaches based on student work samples.
3) Demonstrate proficiency in the identification, development, and alignment of (mis)conceptions in students' acquisition of skills.
4) Learn to use sources to enhance students' critical thinking skills and help them develop the ability to engage in critical thinking.
5) Communicate the nature of knowledge and research in the content areas.
6) Learn how to have fun in the classroom . . . and still make it educational.

Course Information

Note for Social Science Education Students: Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including 1) the development of lessons and unit plans that incorporate the social studies, arts, and primary sources and 2) scaffolds that engage students with diverse learning needs in historical thinking.

Canceling Class: In the event of inclement weather or other unforeseeable event, I will decide whether to hold class by 4pm of that day. I will e-mail you at that time if we are not having class.
SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call (618) 453-1492, email siucares@siu.edu, or http://salukicare.siu.edu/index.html

SIU’s EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES

We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and though text and email alerts. To register for alerts go to: http://emergency.siu.edu/

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs: http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit:

http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY

There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:

ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

SALUKINET: https://salukinet.siu.edu/

MORRIS LIBRARY HOURS: http://www.lib.siu.edu/

Fall 2016 O’Reourke
Course Requirements

1) Participation (individual, 50 pts): These points includes class attendance, participation in class discussions and case studies, quizzes, and the written assignments you will bring to class (see calendar for dates and descriptions). Written assignments should be submitted during that class. Written assignments, quizzes, and class participation are graded in terms of four categories:
   A: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.
   B: You completed the assignment appropriately; this is a solid performance.
   C: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.
   F: The work fails to address the intent of the assignment. The assignment has to be redone.

Class attendance is required, and Participation Points are assigned for attending class. If you miss a class for any reason you are expected to contact a class member or come to my office hours or give me a call or send an email to go over issues covered in that class to receive credit. It will also be your responsibility to find out if any additional materials were handed out during that class. Furthermore, if you have to miss more than three classes, I suggest that you take the course at another time.

2) * Modeling Historical Thinking with US History Lesson (teams of 3-4, 50 pts. for presentation, 50 pts. for lesson outline) Due Weeks 7-10, 12, & 15 (IPTS 1I, 2C, 2J, 2L, 2M, 2E, 5E, 5L, 6G, 6N, 6O)

3) 10 CCSS-Aligned Assessments (individual, 100 pts) Due Week 13 (IPTS 2K, 5O, 6H)

4) * Literacy Assessment Mini-Module (pairs of 2, 100 pts) Due Weeks 4, 7, 9 & 12 (IPTS 1B, 1E, 1H, 2A, 2B, 2G, 2H, 3D, 3G, 3J, 4E, 4H, 5G, 5H, 5J, 5P, 6K, 7B, 7D, 7E, 7G, 7J, 7K, 7M, 7O)

5) * Learning from Students (pairs of 2, 100 pts) Due Week 8 (IPTS 1C, 2B)

6) Native American Regions Presentation (CI362 and CI470 Students ONLY, groups, 50 pts.) Due Week 11 (IPTS 2M, 3L)

7) Research Synthesis Presentations (CI570 Students ONLY, 100 pts) Due Week 14

*Major assignments must be submitted to Livetext to be considered complete.

NOTE: Assignments not submitted by December 13, 2016 will be assigned an F for a letter grade.

Grading Scale

500 pts. possible: A (450-500); B (400-449); C (350-399); D (300-349); F (299 or below)

Course Readings


Course Overview and Readings

1) Tuesday, August 23: Introduction to Course

Textbook Vocabulary List: Historical Thinking Pedagogy

- analyzing/analysis
- argument
- authoritative tone
- claims
- close reading
- comprehension
- content knowledge
- contextualization
- convince
- corroboration
- disciplinary literacy
- evidence
- explicit
- history
- historical argumentation
- historical thinking
- historical writing
- informational texts
- inquiry
- interpretation
- memorization
- perspectives
- proclamation
- propositions
- questions
- relevant
- sources
- reliability
- secondary sources
- skills
- sources
- supporting views
- textual

2) Tuesday, August 30: Introduction to Historical Thinking


Reading for CI570 Students: 1) Barton (1997) “I Just Kinda Know.” Analyze how the curriculum elementary students were introduced to in this study and compare it to the approaches presented in the other sources assigned for today. How were students introduced to these skills? How well did they do? Where do they struggle? Why?

Preparation for Class: Defining Historical Thinking

After comprehending what is presented in the sources assigned for this week, your goal is to be able to use as many of the major concepts listed above from the Monte-Sano et al textbook to answer the following questions: What is historical thinking? How does it compare to your experiences as a social studies student? Why might these changes in curriculum be occurring? Be sure to use specific evidence from the videos to support your responses.

3) Tuesday, September 6: Introduction to Informational Source Curriculum

Readings: 1) Landorf and Lowenstein – The Rosa Parks Myth and 2) Fang & Coatoam – Disciplinary Literacy


Preparation for Class: Montgomery Bus Boycott Lesson AND Finding Sources

Use the textbook vocabulary we worked with last week to help you compare and contrast the readings assigned for today with the primary source lesson available at: http://historicalthinkingmatters.org/rosaparks/. ALSO, identify, bring, and be prepared to discuss one text-based (e.g. newspaper) and one image-based (e.g. political cartoon) source you could use in class to appropriately assess 2 or more CCSS Informational Source standards. We will workshop these assessments in class, so it will be important for you to bring drafts of questions with you.

4) Tuesday, September 13: Learning from Students

Readings for CI470 and CI570 Students: 1) Considine et al – Teaching and Reading for the Millennial Generation and 2) Salinas et al. – Introducing Historical Thinking to Second Language Learners

Reading for CI570 Students: Nokes (2013) – Elementary Students’ Roles and Epistemic Stances

Preparation for Class: Developing a Protocol for Learning from Students

Based on the readings assigned for today, what are students’ impressions of history and historical understanding/thinking? What are their common misperceptions? What influences these (mis)perceptions? What are ways to obtain this kind of information from the students we interview?
Due: Part 1 of Literacy Assessment Mini-Module (preferably with a partner)
Create a worksheet that prompts students to identify evidence to support a claim for 3-4 Library of Congress primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One of these primary sources will need to be a text-based source. Two copies of your worksheet need to be submitted: one with highlighted “answers” and explanations and one that is blank for your colleagues to complete.

5) Tuesday, September 20: Presenting and Supporting an Argument with Primary Sources
Readings: 1) Textbook – Chapter 3 and 2) Stacy – The Guide on the Stage
Reading for CI570 Students: 1) De La Paz et al. (2014) Developing Historical Reading and Writing with Adolescent Readers. How did De La Paz and her colleagues conduct this study? What did they find? What does it reveal about students’ learning needs?

6) Tuesday, September 27: Assessing with Informational Sources
Reading: 1) Breakstone et al. – Beyond the Bubble, 2) Wineburg et al. – New Directions in Assessment, and 3) Slave Quarter Assessment Module
Reading for CI570 Students: 1) Grant & Salinas (2008) – Assessment and Accountability in the Social Studies.
Preparation for Class: Analyzing Student Work Samples - Sourcing
Using the rubric provided in the Slave Quarter Assessment Module, come to class having already ranked each student’s response as “Proficient,” “Emergent,” or “Basic.” Also, identify and be prepared to discuss which CCSS reading and writing standards are exhibited in all three assessments.

7) Tuesday, October 4: Meeting Students’ Diverse Learning Needs
Readings: 1) Textbook – Chapter 4, 2) Short et al. – The Academic Language of Social Studies and History, and 3) Gitter et al – Teacher Scaffolding of Academic Language
Reading for CI570 Students: 1) Jarman & McClune – Developing Students’ Abilities to Engage Critically with Science in the News. Use the textbook vocabulary list to analyze how science curriculum, including the 8th-grade PARCC exam sample (https://parcc.pearson.com/practice-tests/english/), includes the use of informational sources and compare this to how we have defined historical thinking.
Due: Part 2 of Literacy Assessment Mini-Module (preferably with a partner)
Using the data collected from Part 1, compile a qualitative and quantitative report of how well students can cite evidence to support a claim. Be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your report with your plans for instruction that will address these issues.

Tuesday, October 11 – Fall Break (No Class)

8) Tuesday, October 18: Teaching Government with Multiple Sources
Readings for CI470 and CI570 Students: 1) Textbook – Chapter 5, 2) Blackerby – The Evolution of a Bill, 3) Hess – Supreme Court Misconceptions, 4) Jackson – Teaching the Constitution
Preparation for Class: Analyzing Sources for the US Constitution
Review the History Scene Investigation, The U.S. Constitution: “I Smelt a Rat,” at http://web.wm.edu/hsi/cases/constitution/constitution_student.html in order to: 1) identify the writing and academic language demands presented in this module and 2) compare this module’s approach to learning about the US government to the readings assigned for today.
Due: Learning from Students Assignment

9) Tuesday, October 25: Native Americans in US History
Readings for CI470 and CI570 Students: 1) Textbook – Chapter 6 and 2) Loewen – Red Eyes
Due: Part 3 of Literacy Assessment Mini-Module (preferably with a partner)
Create a worksheet that prompts students to source and corroborate 4 primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One set of these primary sources will need to be text-based. Two paper and
Digital copies of your worksheet need to be submitted: one with highlighted “answers” and explanations and one that is blank for secondary students to use.

10) Tuesday, November 1: History as a Weapon


Reading for CI470 and CI570 Students: 1) Textbook – Chapter 7 and 2) Loewen – History as a Weapon

Preparation for Class: Using UDL to Scaffold Corroboration

Be prepared to compare and contrast the various justifications and approaches to culturally responsive instruction in today’s readings.

Due: Sourcing (or Corroboration) Think Aloud Video

11) Tuesday, November 8: Geography and Geographic Informational Systems

Readings for CI362 Students: 1) Britt & LaFontaine – Google Earth, Shin & Alibrandi – Online Interactive Mapping, and 3) Hinde & Ekiss – No Child Left Behind…Except Geography


Preparation for Class: Online Geography Resources

Peruse the geography modules presented in your set of readings and be prepared to identify ways they support learning geography curriculum that includes informational sources.

Due: Native American Regions Assignment

12) Tuesday, November 15: Guiding Student Learning with Formative Feedback

Readings: 1) Textbook – Chapter 8

Due: Part 4 of Literacy Assessment Mini-Module (preferably with a partner)

Using the data collected from Part 3, present a qualitative and quantitative report of how well students can source and corroborate sources. When identifying their strengths and weaknesses, focus on the CCSS and Academic Language demands of this task. Also, be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your presentation with your plans (based on course readings) for instruction that will address these issues.

13) Tuesday, November 22: Morning Meetings, Socratic Seminars, and Classroom Discussions


Class Discussion: (Not) Teaching about Racism

Based on today’s readings, be prepared to address the following questions: To what extent have issues of racism been discussed in your secondary-school experience? When would they have/have not been appropriate? Why? To what extent do the course readings provide support for these discussions and/or investigations in a high school classroom? Cite specific evidence from the readings to support your claims.

Due: 10 CCSS-Aligned Assessments

14) Tuesday, November 29: Response to Intervention (and Instruction)

Readings: 1) Textbook – Chapter 9, 2) Lenski – What RTI Means, and 3) Brozo – Response to Intervention or Responsive Instruction

Preparation for Class: RtI

Use today’s readings as a lens to analyze the final chapter of our textbook. Specifically, what are examples of RtI or “Responsive Instruction” in descriptions of students’ writing process and progression? Be sure to use vocabulary from the readings and specific examples from the textbook to support your analysis.

Due: Research Synthesis Presentations (CI570 Students)

15) Tuesday, December 6: TBA

Due: Informational Source Lesson Plan (CI362 and CI470 Students)

Finals Week – December 12-16

Please Note: To better meet the needs of this course, this syllabus is subject to minor changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.