

**Northeastern State University**  
College of Social and Behavioral Sciences  
Department of History  
Tahlequah, OK  
Fall 2000

**INSTRUCTOR:**

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**COURSE TITLE AND NUMBER:**

**CLASS DAYS & TIME:**

SOCIAL SCIENCE 4023 - SOCIAL STUDIES METHODS  
FOR SECONDARY TEACHERS

1:00 MWF

**PREREQUISITES:**

None

**CATALOG DESCRIPTION OF COURSE:**

Restricted to students seeking certification in secondary social studies. An examination of the methods, materials, and concepts currently used in secondary social studies teaching. This course is a three credit course which meets a total of 2,400 minutes.

**COURSE PURPOSE:**

This course is a required course for the B.A. in Education, History Education, and B.A. in Education, Social Studies Education degrees.

**KNOWLEDGE BASE:**

The Northeastern State University Teacher Education Program is based on specific philosophical assumptions about teaching, learning, and schooling that underlie all basic programs which prepare professional educators to work in public school settings. These philosophical assumptions are stated in the theme of the program. It is assumed that it is the responsibility of professional educators to:

1.     develop thinking/learning skills in their students through the use of appropriate pedagogical strategies, emphasizing reflection;
2.     serve all students under their charge, regardless of ability, with a sense of efficacy;
3.     instill self-respect, dignity, and respect for others in their students;
4.     be sensitive to and develop the ability to capitalize on the learning strengths of

5. individuals who reflect a diversity of cultural backgrounds, abilities and talents; and know, understand, and communicate the content of the specialty area(s) in which they are teaching.

These assumptions represent a philosophical approach to teaching and learning that is present throughout the course-work and the field experiences.

### **CONCEPTUAL FRAMEWORK:**

The conceptual framework for the Teacher Education Program at Northeastern State University consists of an Organizing Theme, "Professional Educators As Facilitators." The program is based upon the concept: The professional educator is a facilitator of growth and learning for all students under his/her care. This concept is implemented by a curriculum based upon the following five Sub-themes:

- A. An understanding of Multi-cultural Diversity and Global Perspectives in American Society and its relation to schooling.
- B. An understanding of Effective Teaching Practices reflected in part in the research-based Oklahoma Department of Education Minimum Criteria for Effective Teaching Performance.
- C. An understanding of Group Learning Strategies.
- D. An understanding of Reflective Thinking and its application to teaching processes and problem solving.
- E. An understanding of Educational Technology and how it enhances the ability of the professional educator in the teaching and learning process a teaching tool.

### **MAJOR GOALS / OBJECTIVES:**

The purpose of this course is to provide an introduction to social science concepts, materials, and teaching methods which will serve as a useful background for secondary social studies teachers, and provide the basis for successful teaching.

The specific goals / objectives which this course attempts to address include the following:

1. to assist students in developing a well founded philosophy for teaching social studies in the public schools
2. to assist students in understanding the relationships among the various social sciences
3. to assist students in evaluating the effectiveness and limitations of various teaching methods and strategies as they relate to the social studies
4. to assist students in understanding and using social science concepts, especially those needed for secondary teaching
5. to assist students in developing an interdisciplinary approach to problem solving

6. to assist students in developing a democratic outlook toward teaching that will enable them to understand, appreciate, and value students from a wide variety of cultures and social classes
7. to stress to the student that the study of social studies is the study of mankind in various societies, locations, and times, involving examinations of individuals, groups, and institutions with the goal of learning more about ourselves and our times.
8. to help students understand that communicating knowledge is an important aspect of teaching, but that it is only the first step in promoting learning.
9. to guide students in the development of teaching strategies that will engage learners in reflective thinking and making judgements involving values
10. to help students develop the ability to analyze, understand, and appreciate the values of different societies in a variety of locations and times
11. to help students learn to efficiently plan courses and participate in curriculum development.
12. To guide students to utilize a variety of techniques and methods of evaluating students effectively
13. To guide students in cultivating attitudes that promote professional ethics within the teaching profession and demonstrate professional attitudes in interactions with students, parents, fellow teachers, and school administrators.
14. To teach students how to locate, obtain, and effectively utilize a wide variety of resources that facilitate the teaching of social studies subjects.

### **EXPECTED COURSE OUTCOMES:**

Effective teaching methods generally vary with the teacher, student, and school community. It is imperative that all prospective social studies teachers understand a variety of teacher practices and be able to intelligently choose a method or methods that promote the highest level of learning. In this course, the student will:

1. Acquire information on Oklahoma's minimum criteria for effective teaching performance.
2. Be introduced to group learning strategies and other student centered teaching methods.
3. Become aware of the impact of multi-cultural diversity and global perspectives on American public education and resultant educational issues.
4. Be able to identify effective teacher characteristics and become aware of effective teaching strategies.
5. Know about organization and administration of schools with emphasis on Oklahoma.

6. Study legal and ethical considerations affecting school operation.
7. Become knowledgeable of the objectives and purposes of social studies education.
8. Be introduced to processes for reflective thinking and problem solving.
9. Become knowledgeable of programs for teacher-student development.
10. Be familiar with competency testing, licensing, assessment, and certification.

### **MULTI-CULTURAL DIVERSITY AND GLOBAL AWARENESS COMPONENT:**

One of the goals of education is to provide an equal opportunity for all children to learn. Multi-cultural education is an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world (Bennet, 1995, p 13). One of the goals of this course is to provide the teacher education candidate with those skills and strategies that are necessary to teach the culturally diverse child in the classroom.

The Students Will Be Required To:

1. Discuss the role of diversity and quality in the education process
2. Articulate why Multi-cultural Education and Global Awareness is for all students.
3. Create a plan for increasing knowledge about cultural diversity.
4. Articulate why Multi-cultural Education is just as important for students who are members of a dominant group in our society as for those who are members of powerless groups.

### **INSTRUCTIONAL MATERIALS: (Required Textbook, etc.)**

ZEVIN, *SOCIAL STUDIES FOR THE TWENTY-FIRST CENTURY* (2<sup>nd</sup> Ed.). In addition, students will be expected to read a group of articles, sections of books, and other reading selections that will be placed on reserve in the library, and some additional materials that will be distributed in class. Students may make copies of the items placed on reserve in the NSU library or read them in the library. Students should make notes over their reading assignments for review prior to exams.

### **INSTRUCTIONAL PROCEDURES:**

The expected course outcomes will be realized through a variety of instructional strategies to complement students' life experiences. Those strategies may include, but are not limited to, the following: expository-discussion, demonstration, inquiry, and group activities. The instructor also will integrate appropriate multi-media technology for the purpose of enriching the students total experience. This course is taught in part by the lecture/discussion method, but a great number of other methods are also employed including appropriate audio- visual presentations and demonstrations of computer simulations and other course related software. Much of the time which students spend on this course will be spent on required out-of- class assignments designed to acquaint them with the wide variety of social studies related resources available for use by teachers. These assignments may vary from semester to semester, but typically will require a minimum of two to three hours of out-of-class work in the library or computer lab each week. A partial list of assignments is included in the duplicated handout enclosed in this folder.

## **BRIEF OUTLINE OF MAJOR IDEAS, CONCEPTS AND SUBJECTS:**

- I. Teaching the Social Studies
  - A. The Broad Field of the Social Studies
  - B. The Effects of Teacher Attitudes and Philosophies
  - C. Outside Influences on the Class Situation
  - D. Implications of Learning Theory for Social Studies Teachers
  - E. The Changing World and Social Studies
  - F. The Place of Values and Attitudes
  
- II. Secondary Social Studies Curricula
  - A. Examples of Various Curricula
  - B. Common Themes in Secondary Curricula
  - C. New Approaches
  
- III. Methods and Strategies for Teaching Social Studies
  - A. Inquiry, Discovery, or Problem Solving
  - B. Reading and the Social Studies
  - C. Panels, Debates, Reports, Role-Playing and Sociodrama
  - D. Games and Simulation
  - E. Globes, Maps, Pictures, and Other Visual Devices
  - F. Using Computers and the Internet in Social Studies Classes
  - G. Other Useful Methods and Strategies
  
- VI. Resources Available for Social Studies Teaching
  - A. Building a File`
  - B. The Internet as a Resource
  - C. Making the Best use of Limited Resources
  - D. The School and Community as Laboratories
  
- V. Planning Lessons and Units
  - A. Review of the Basics
  - B. Reconciling Methods and Resources With Aims
  - C. The Importance of Evaluation
  - D. Using the Internet for Research
  - E. Preparing a Computerized Lesson
  
- VI. Concepts From the Various Subject Fields
  - A. The Common Denominator: Man
  - B. The Historical Perspective
  - C. Efforts at Government
  - D. Sociological Insights
  - E. Economic Problems
  - F. Geographic Influences
  - G. Current Events and Contemporary Problems
  - H. Controversial Issues

**STUDENT PERFORMANCE ACTIVITIES: (Attendance/Punctuality)**

**EXCESSIVE ABSENCE:** The instructor considers regular class attendance to be extremely important. If a student is absent more than 12 hours of class time, the student will normally receive a grade of "F" in the course. Make-up work (see separate statement below for details) is required for all absences (for any reason) beyond three hours of missed classes. Students are responsible for all material presented in lecture during their absence, and for all assignments that may be made during their absence. It is the student's responsibility to obtain information about what was missed during their absence prior to returning to class. Students who enroll late are responsible for all material and assignments missed prior to their enrollment.

**REQUIRED MAKE-UP WORK FOR EXCESSIVE ABSENCE:** Whenever any student misses more than three hours of class (including class periods missed due to late enrollment and all other reasons), the student will be required to submit a detailed outline of the reading assignment in the textbook for the week when the absence occurred (for those weeks with no reading assignment, the outline should be for the previous week's reading assignment). The outline must be submitted within one week of the absence and must be a minimum of three typewritten, double spaced pages and must effectively summarize the major points covered in the chapter. Failure of the student to submit the outline(s) prior to the beginning of Finals Week will result in a grade of "F" being assigned for the student's semester grade. It is the responsibility of the student to keep up with his own absences, and to submit the required make-up work in a timely fashion. The instructor assumes no responsibility to warn or remind students of the need to complete this make-up work, but will keep attendance records and enforce the policy. (Note: If a student is late to class, entering after role has been checked, the student is officially absent unless he/she stops at the end of class and requests that the role be corrected.)

**ASSIGNMENT DUE DATES:**

**SEMESTER READING ASSIGNMENT SCHEDULE:** Students should read the indicated chapter(s) in their textbook by the dates indicated. Please note that students will be called on to make class presentations regarding some chapters.

Week	Chapter(s)	Week	Chapter(s)	Week	Chapter(s)
1 Aug 21	1	7 Oct 2	7	13 Nov 13	12
2 Aug 28	2	8 Oct 9	8	14 Nov 20	13
3 Sept 4	3	9 Oct 16	9	15 Nov 27	14
4 Sept 11	4	10 Oct 23	1 <sup>st</sup> Exam	16 Dec 4	15
5 Sept 18	5	11 Oct 30	10	17 Dec 11-15	Finals
6 Sept 25	6	12 Nov 6	11		

Note :9/4 = Labor Day; 9/29 = last day to drop with a "W"; 10/16 = midterm; 10/19-20 = Fall Break; 11/22-26 = Thanksgiving; 12/8 = last day to drop

**WEEKLY TESTS OVER READING:** There will be regular tests over reading assignments. All questions on these tests over reading assignments will be multiple-choice. Handwritten notes may be used

during these tests. Near the end of the semester a comprehensive make-up test will be given in class for students who have missed one or more of these tests. Students who have missed no tests and who have made up all absences will be allowed to take these same tests and earn up to 10 bonus points on each. No notes of any type may be used during make-up tests.

**MAJOR EXAMS:** There will be two major exams. One of the major exams will be at approximately mid-semester, the other during the final exam week. Both major exams will have a combination of multiple-choice, short answer, and essay type questions. No notes of any type may be used during the major exams. After the mid-term exam, a second chance/make-up exam will be given. Students may elect to take this exam to improve their scores if all required absence make-up work has been completed. No notes of any type may be used during this exam. If a student misses a final exam, they should contact the instructor immediately to make arrangements for a make-up.

**OUT-OF-CLASS ASSIGNMENTS:** Students will be required to complete a variety of out-of-class assignments. Many of these must be done in the NSU library or computer labs. Students should plan to be able to spend approximately two hours per week in the library and/or computer labs. Most of these assignments are viewed by the instructor as course requirements (no credit in course unless they are satisfactorily completed), but most do not lend themselves to traditional grading (letter grades). Assignments which will receive letter grades will be clearly identified. Each assignment will have a specific due date and students need to comply with the deadlines. Any out-of-class work turned in during or after final exam week will result in the student's grade being lowered one grade level below the calculated average.

**TEACHING PHILOSOPHY:** By the end of the first week of the semester each student should prepare and turn into the instructor a personal statement of his/her teaching philosophy. This should be limited to the front and back of one sheet of notebook paper. Also, please include at least one paragraph about why the social studies are included as a part of the public school curriculum.

**COLLECTION OF FREE AND INEXPENSIVE SOCIAL STUDIES MATERIALS:** Each student will be required to begin a collection of materials useful for teaching some aspect of the social studies. By the last week of the semester each student should have accumulated a minimum of 20 different materials. Details for reporting on this assignment will be provided prior to the end of the semester. NOTE: Materials from the Oklahoma Departments of Education, Transportation, and /or Tourism may not be counted as a part of the 20 items. Also, students may not count materials which must be purchased. The only money which students may spend in the collection of these materials is for small sums of less than \$1.00 required for postage and handling. Any material that the instructor provides may not be used to meet this requirement.

**INTERNET MATERIALS:** Each student will be required to prepare an annotated list of 20 sites on the Internet that would be useful for social studies teachers and students. Detailed instructions for this assignment and a due date will be provided on a separate sheet. This will be a graded assignment. The work of each student will be shared with all class members.

## **LIBRARY ASSIGNMENTS:**

### **I. PROFESSIONAL JOURNALS:**

Each student should visit the periodical section on the 2nd floor of the library and examine the following

journals: (1) American Heritage (2) Chronicles of Oklahoma (3) National Geographic (4) Current History (5) Social Education (6) School Library Journal (7) Magazine of History

To report on this assignment students should prepare a report which describes the type of information and/or illustrations contained in each journal, how it might be used by social studies teachers, and if it would be something that might be appropriately used by public school students at some grade level. Keep a copy of your report for reference during class discussion and for review prior to exams.

## **II. GOVERNMENT DOCUMENTS:**

Each student will be required to examine a select group of government documents in order to acquire an understanding of the variety of materials available through the government printing office. To report on this assignment the student should prepare a summary or description of at least five items. The summary or description should tell the type of item (map, chart, pamphlet, etc.) describe the information provided by the item, explain the item's uses, and list the department or agency which prepared it (Dept. of Defense, Dept. of State, etc.). NOTE: Be certain to examine "Background Notes" and "Post Reports" from the Dept. of State and the "Area Handbooks" or "Country Studies" from the Dept. of Defense. Keep a copy of your report. Additional instructions for this assignment will be provided at a later date.

## **III. REFERENCE VOLUMES:**

Each student will be required to examine a group of reference volumes that will be useful to social studies teachers. Some items are in the NSU library while others are on the Internet. Carefully examine each item to determine how it might be useful. If the item is part of a set, examine each volume in the set. As you examine each item, look at the index to determine how the volume is organized and then look at the type of information which is included in each major section. Prepare a description of each item which tells the nature of the item and its various uses. Detailed instructions for this assignment will be provided at a later date.

## **IV. NATIONAL COUNCIL FOR THE SOCIAL STUDIES PUBLICATIONS:**

Each student should locate the publications of the National Council for the Social Studies in the Library and select one volume that seems especially interesting. The student should then carefully examine the volume and prepare an extensive written review of the contents and usefulness of the volume. The student should also prepare a 5 minute report on the volume for presentation in class. Note: A few of these items have been placed on reserve in the library.

## **COMPUTER BASED ASSIGNMENTS:**

Throughout the semester computer based assignments will be made. Each assignment will have a relationship to the job of social studies teaching and each will be designed to introduce the student to a professional use of the computer or computer software. These assignments are a required part of the course. The instructor will supply copies of all necessary software that is not available in the NSU labs. Students will need computer diskettes. Some of these assignments may be completed on any type of computer that students may have access to, while other assignments will require use of the IBM type computers (or an IBM clone) available in the NSU labs. Each computer assignment will have its own assignment sheet and due date.

**CLASS PRESENTATIONS:** Each student will be required to make presentations over textbook reading and other assignments during the semester. Details and instructions for each presentation will be given in advance and these presentations will result in a “Participation” grade that will be factored into the students semester average.

### **STUDENT EVALUATION:**

Evaluation of student work is based on examinations, classroom participation, and the out-of-class assignments. Frequent objective type tests over assigned reading and two major examinations using both objective and essay type questions will be administered during the course.

**SEMESTER GRADES:** Semester grades will be calculated on the basis of test and exam grades (50%), certain out-of-class assignments(25%), and the participation grade (25%). The formula used to calculate final course grades is as follows: Average of the weekly tests, the mid-term exam, and the final exam grades will have equal weight in calculating the exam component of the grade. The value of each graded out-of-class assignment and classroom presentation will be clearly indicated as the assignments are made. The grading scale used to determine semester grades is: 90% or better = A; 80-89% = B; 70-79% = C; 60-69% = D; less than 60% = F.

**EXTRA CREDIT:** There are several different ways for students to earn extra credit in this course. These include working with a computer based tutorial covering the contents of this course, and passing a major exam over the material, reading approved books and passing exams over the books, or other projects approved by the instructor. Please see the instructor for specific instructions concerning the various extra credit assignments. Successful completion of an extra credit project will result in ten points (one grade letter) being added to a major exam grade. Extra credit work must be completed prior to end of the last week of regular class meetings and does not guarantee a student a higher semester grade.

**POLICY REGARDING CHEATING / PLAGIARISM:** All cases of cheating and/or plagiarism that come to the attention of the instructor will be dealt with on an individual basis. Punishment appropriate to the individual case will be assigned and may involve the student being assigned a grade of "F" for the semester.

### **ADA COMPLIANCE / STUDENTS WITH DISABILITIES:**

If any student has a disability requiring special accommodations the instructor will work with that student and the University's Office of Student Affairs to provide reasonable accommodations. Please advise the instructor of such a disability and the desired accommodations during or immediately after the first scheduled class period. It is the responsibility of each student with a disability to notify the university of such disability and make an official Request for an Academic Accommodation. Requests should be filed through the Coordinator for Students with Disabilities.

### **POLICY REGARDING INCLEMENT WEATHER OR DISASTER:**

All NSU classes will meet unless an official announcement canceling classes is issued. Decisions concerning classes will be made by 6:00 a.m. (or 3:00 p.m. for night classes) and announcements made over the following news media sources:

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**Radio Stations:**

KRMG 740 AM	Tulsa
KAYI 107 FM	Tulsa
KTLQ 1350 AM	Tahlequah
KEOK 102 FM	Tahlequah
KBIX 1490 AM	Muskogee
KMMY 97 FM	Muskogee
KVOO 1170 AM	Tulsa

**Television Stations:**

KJRH Channel 2	Tulsa
KOTV Channel 6	Tulsa
KTUL Channel 8	Tulsa
KFSM Channel 5	Fort Smith
Cable Channel 96	Tahlequah

The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.

This class will meet unless all NSU classes are canceled. Students are not expected to risk life or limb to attend class, but absences due to weather conditions are treated identically to all other absences and make up work is required if the student has already missed three hours of class time prior to the weather related absence. In the event that a test or exam is scheduled on a day when weather conditions are bad, the instructor may elect to postpone the test or exam until the next regularly scheduled class meeting when the test or exam will be given without any additional warning. It is the responsibility of students to keep themselves informed regarding class activities.