

**ED 4345-501**  
**Language Arts/Social Studies Methods -Elementary**  
**2005 Fall**

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Course Description:

This course is designed to study techniques and strategies employed by social studies teachers that are effective in motivating elementary school aged youth to acquire the information, skills, and modes of reasoning unique to the social sciences. Students are expected to plan, author and present instructional plans demonstrating use of various methods, techniques, and materials and expand their understanding of the field of social studies.

Course Objectives:

Through readings, activities, assignments, observations, and class participation, students will:

1. Be exposed to a variety of teaching methods (critical thinking, lecture, cooperative learning, concept formation, simulation, etc.) used in social studies education.
2. Acquire key concepts and terms of the social studies and social studies education.
3. Develop an understanding of the unique role of the teacher of social studies in the intellectual, emotional, and civic development of elementary school-aged children.
4. Develop critical thinking and the reflective temperament necessary to be a teacher of social studies.
5. Practice instructional planning skills.
6. Develop computer skills.

Required Text:

Duplass, J.A. (2004). *Teaching elementary social studies: What every teacher should know.*

Boston: Houghton Mifflin.

Recommended Text:

Nath, J. L. & Ramsey, J. (2004). *Preparing for the Texas PreK-4 teacher certification: A guide to the comprehensive TExES content areas exam.* Boston: Pearson.

Required Materials:

Art supplies: markers, scissors, tape, glue, etc.  
Paper, pen/pencil  
Map pencils

Required Software:

You will be required to purchase Microsoft Office Suite (including Microsoft Word) if you do not already have it on your personal computer or do not have access to it. The software is available on campus for instructors and students for a very small charge. Please take advantage of this opportunity, as many of the course assignments will require you to submit them using this software. No exceptions!!!

Supplemental Readings and Internet Sites:

**This semester, you will be completing supplementary course materials utilizing the Blackboard course management system. All students will be required to have a UTD net ID in order to log on to the system. To access the online classes, please log on to <http://blackboard.utdallas.edu> and enter your user name and password.**

Language Arts Texas Essential Knowledge and Skills (TEKS):

[www.tea.state.tx.us/rules/tac/chapter110/index.html](http://www.tea.state.tx.us/rules/tac/chapter110/index.html)

\*Copy of at least one grade level should be in portfolio

Social Studies Texas Essential Knowledge and Skills (TEKS):

[www.tea.state.tx.us/rules/tac/ch113toc.html](http://www.tea.state.tx.us/rules/tac/ch113toc.html)

\*Copy of at least one grade level should be in portfolio

TExES Test Frameworks for English Language Arts and Social Studies

[www.sbec.state.tx.us/](http://www.sbec.state.tx.us/)

National Council For The Social Studies (NCSS):

[www.socialstudies.org/](http://www.socialstudies.org/)

National Council For Teachers of English (NCTE):

[www.ncte.org/](http://www.ncte.org/)

Social Studies Center (SSC)

[www.socialstudies.tea.state.tx.us/](http://www.socialstudies.tea.state.tx.us/)

Professional Development and Appraisal System Manual (PDAS)

[www.tea.state.tx.us/PDAS](http://www.tea.state.tx.us/PDAS)

Assignments:

- A. **LA/SS Focus Unit:** In groups of 5, you will plan a unit which will focus on language arts and social studies concepts based on Sharon Creech’s novel, *The Wanderer*. The unit should contain 3 social studies lessons and 2 language arts lessons. The unit should be bound (3-ring binder) and presented in an attractive manner. Please use the lesson plan format on p. 240 of your textbook. Each group will make a presentation of their unit upon completion. The unit will be turned in to the instructor. **Each student in the class will be responsible for purchasing the children’s book, reading it, and taking an active role in the planning of the unit.** Group roles and responsibilities will be determined once the groups have been formed.
- B. **Field Trip & Travel Brochure:** One way to make social studies “relevant” to students is to include field trips as a part of your curriculum. Your job is to plan a field trip for your proposed class that will extend the learning in your classroom. You will be required to provide a one-page single-spaced detailed description of where you’re going, a rationale for going, pre-trip activities, and post-trip activities. In addition, you will be required to create a travel brochure that highlights your trip. The brochure must be computer generated and must include the following: name and location of field trip site, general information, i.e., what is there to see and do, and colorful designs and/or pictures. Remember: Your proposed field trip must be geared towards a “REAL” place. Please do the required research prior to turning in this project. This assignment should be submitted via Digital Dropbox on Blackboard. **All files must be saved as a Word Document, otherwise they will be returned to you and a penalty will be assessed!**
- C. **Biography:** Each student will be responsible for writing an original biography book to include a title page, foreword, introduction, factual events, author’s page, and bibliography. This project can be done individually or you may choose to work with a partner. The book must have an attractive binding and should be geared towards a specific grade level. Please choose an individual from the list in which to write a biography:
- John Smith, William Bradford, John Winthrop, Paul Revere, William Dawes, George Washington, Thomas Jefferson, James Monroe, Dred Scott, Abraham Lincoln, Jefferson Davis, General “Stonewall” Jackson, General Irvin McDowell, Robert E. Lee, Ulysses S. Grant, Andrew Carnegie, Cornelius Vanderbilt, Franklin

Roosevelt, Adolf Hitler, General George Patton, Dwight D. Eisenhower, Harry S. Truman, Mao Tse-tung, Gerald Ford, Fidel Castro, Saddam Hussein, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., Malcolm X, John F. Kennedy, Neil Armstrong, George H.W. Bush, Bill Clinton, Osama Bin Laden, George W. Bush, Francisco Vasquez de Coronado, Alonso Alvarez de Pineda, Alonso de Leon, Jane Long, Stephen F. Austin, Sam Houston, William B. Travis, David Crockett, Jim Bowie, James Fannin, Sacajawea, James Pinckney Henderson, Richard Coke, Mirabeau B. Lamar

- D. **Do-It-Yourself-Map:** You will be required to hand-draw a map on a sheet of 8 1/2 x 11 copy paper using the following directions:
1. Draw an outline map of an imaginary continent.
  2. You must include one peninsula and one bay.
  3. Draw a mountain range running east-west across your continent.
  4. Include at least one mountain pass.
  5. Show a city in the northern half of your continent and one in the southern half.
  6. Make one of the cities a seaport.
  7. Show a railway joining the two cities.
  8. Show 3 rivers on your continent.
  9. Show a lake and a swamp.
  10. Place a 3<sup>rd</sup> city somewhere on your map where you think a city should be.
  11. Show boundary lines that divide your continent into three large countries and one small country.
  12. Draw a legend, compass rose, and show a scale of miles.
  13. Place all appropriate symbols in your legend.
  14. Please name your continent, countries, and cities.
  15. Use map pencils to add color.
- E. **Portfolio:** You will be required to maintain a notebook that will contain the results of all your efforts in this class. Your portfolio will contain sections that should be clearly marked with dividers which identify the (8) teacher appraisal domains adopted by the Texas Education Agency referred to as the Professional Development and Appraisal System. The 8 domains are listed below.

**Domain I: Active, successful student participation in the learning process**

**Domain II: Learner-centered instruction**

**Domain III: Evaluation and feedback on student progress**

**Domain IV: Management of student discipline, instructional strategies, time, and materials**

**Domain V: Professional communication**

**Domain VI: Professional development**

**Domain VII: Compliance with policies, operating procedures, and requirements**

**Domain VIII: Improvement of academic performance of all students on the campus**

I will be evaluating each assignment as it is submitted; however, I want to examine your growth on a broader scale at the end of the course and ensure that you reflect upon your own growth in this class. Each student will be required to participate in a portfolio conference which will be

held at the end of the semester. We will discuss portfolios in detail throughout the semester. This assignment will help prepare you for standards-based assessment requirements, proficiency exams, and teacher certification. Following are some specific items you may want to include in your portfolio:

- Significant papers and projects from your professional teacher certification courses
- Samples of effective writing
- Awards, certificates
- Letters of recommendation
- Sample lesson plans/units
- Current resume
- Autobiography
- Philosophy of teaching
- Photos
- Successful TExES test results
- Evidence of staff development

F. **3 Exams:** You will be given 3 different assessments this semester. The first assessment will require you to write a social studies lesson plan, based on a prompt given by the instructor. The 2<sup>nd</sup> assessment will consist of T/F, fill in the blank, and essay questions. The 3<sup>rd</sup> and final exam will consist of multiple-choice test items. **Students must obtain a 70% average on all 3 assessments combined.** Students are required to take the exams on the date specified in the course schedule.

G. **Professionalism:** You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, interacting appropriately with instructor and other students, exhibiting self-control, using mature judgment, being reliable and responsible, maintaining personal and professional integrity, and consistently demonstrating professionalism during class and on assignments. At the end of the semester, the instructor will complete a professionalism form on each student.

H. **Final Reflection:** You will be required to write a detailed reflection of your learning during this course. Include in your discussion an evaluation of the text, class discussions and experiences, assignments, and discoveries you made during this course. Please respond to the following questions: Which experiences in this class had the greatest impact on your learning? How did the course contribute to changes in your thinking? How did incorporating PDAS and TExES standards within this course assist you in your professional development and learning experiences as a preservice or inservice teacher? In addition, provide your rationale for the grade you believe you earned in this class. Please include issues of professionalism, attitude, effort, participation, attendance, work ethics, etc.

### Written assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in to the instructor on the due date at the beginning of class. Late assignments (those received later in the same day or via email) will suffer a 25% penalty. No assignments will be accepted after the due date. Technology problems are not acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, etc.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted.

### Evaluation Methods & Grading Considerations:

- Grades will be assigned on the following basis:

Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	Below 60%

- Exams = 50%
- Assignments = 35%
- Portfolio, Professionalism & Final Reflection = 15%
- Total Points Possible = 1000

### General Rubric for Assignments

Points	Task
20	Creativity in Selection of Content, Resources, and Strategies
20	Completeness and Detail
10	Logical Sequence
10	Voice
10	Use of Professional Terms and Ideas
10	Originality
10	Presentation and Aesthetics
10	Grammar and Punctuation
100	Total

Attendance:

**DO NOT MISS CLASS!** Attendance at all class meetings is required and is essential to your success in this class. Many class objectives are met during active participation in class, therefore your attendance is vital to your learning and success in this class. Failure to attend class will impact your grade. If you must be absent, you are expected to contact a class member to obtain notes and announcements. This is your responsibility! Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and class requirements. Frequent tardiness and leaving early will also negatively impact your grade.

- No penalty will be assessed if a student misses one class.
- With a 2<sup>nd</sup> absence, a 50 pt. reduction in your total points will be assessed.
- Each tardy (arriving more than 15 min. late) will result in a 5 pt. reduction in your grade.
- Attending ½ class or leaving at the break will result in a 15 pt. reduction in your grade.
- Leaving the class early, without prior permission from the instructor, is regarded as an absence.
- **It is not the instructor’s responsibility to provide you with class information that you missed as a result of your absence.**

Unprofessional Behavior:

- Examples of unprofessional behaviors in class include: reading non-course materials or completing assignments for another course during instructional time, repeated talking during class time, responding in a negative manner to instructor or classmates, failure to exhibit collaboration and cooperation with classmates or instructor, responding in a hostile manner to suggestions for improvement of assignments or classroom performance, and talking on cell phones during class.
- Any display of unprofessional behavior during class will result in a 50 pt. reduction in your total points earned.

### Final Grades:

In order to receive a passing grade in this methods course, students must do **ALL** of the following:

- Attend all classes with a maximum of 2 absences (excused or unexcused).
- Complete and turn in all assignments.
- Make an average score of 70% or higher on all 3 exams.

If any of the above requirements are not met, the instructor reserves the right to give a failing or incomplete grade in the course. The highest grade that a student can earn without meeting all of the above requirements is a C-.

### **Course Outline For Language Arts/Social Studies: Fall 2005** (The instructor reserves the right to make changes as needed)

<b>Date</b>	<b>Topic/Assignments</b>	<b>Date</b>	<b>Topic/Assignments</b>
Aug. 23/Aug. 24	Introductions, Syllabus, Course Requirements	Aug. 30/Aug. 31	Unit 1
Sept. 6/Sept. 7	Unit 2	Sept. 13/Sept. 14	Map, Unit 3
Sept. 20/Sept. 21	Online Class	Sept. 27/Sept. 28	Exam I, Unit 4
Oct. 4/Oct. 5	Travel Brochure, Unit 5	Oct. 11/Oct. 12	Unit 6, Biography
Oct. 18/Oct. 19	Online Class	Oct. 25/Oct. 26	Exam 2
Nov. 1/Nov. 2	Focus Unit, Unit 7	Nov. 8/Nov. 9	Focus Unit, Unit 8
Nov. 15/Nov. 16	Portfolio Conferences	Nov. 22/Nov. 23	Work Day/Holiday
Nov. 29/Nov. 30	Exam 3, Final Reflection		