

**EDU 640: Conflict and Controversy in Social Education, Fall 2007**  
*SUNY Cortland Department of Childhood and Early Childhood Education*

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**Course Description:**

This course involves the systematic study of the theories and methods that deal with teaching social issues to diverse populations of elementary school students. The course will consider aspects of the history of social studies and theory and research in social education. The course will stress, among other things, the nature of controversial subject matter, the methods of teaching critical social-inquiry, and ways of constructing a learning community. Attention will also be directed at developing competencies in social studies-related learning strategies, such as problem solving, critical thinking and reading, awareness of current events, and participatory citizenship activities. Prerequisite which may be taken concurrently: EDU 524. (3 cr. hrs.).

**Course Goals**

1. Define and discuss the role of democracy in social education.
2. Define and discuss issue-centered curriculum.
3. Discuss the purpose of public education in the role of developing interpersonal intelligence.
4. Define and discuss critical pedagogy in the foundation of education.
5. Define multicultural education and discuss the approaches to multicultural education.
6. Analyze state standards for issues connected with social analysis and critical self-reflection.
7. Construct issue-centered curriculum for teaching controversial issues, developing age-appropriate self-reflection and social analysis skills, and integrating curricula.
8. Explore class management techniques, classroom activities, and technology that can be applied to the issue-centered curriculum.

**Course Requirements**

➤ **3 Reading Response Papers (3 x 10 points = 30 points)**

Each student is expected to write three two-page single-spaced reading response papers during the entire semester. Each paper has a value of 10 points. Students will be instructed to write summaries of readings with their critiques. (DUE respectively on September 20, October 11, and November 15).

➤ **Social Education Inquiry Mini-Project (30 points) DUE November 25**

*You could build up this project for the final unit plan.*

Each student is going to complete a social education inquiry mini-project on his or her own or with a partner. The topic of your project should be a controversial issue. You can take the following four steps to complete the project. In the first step, you identify a topic or an issue in social education you would like to teach in your classroom or you think is worth investigating. Create a list of resources for the issue. Rank order them in importance to you. The list doesn't have to be long, but please include at least four resources. In the second step, take your list of resources and begin to abstract any information you feel is important for the investigation of the issue or the future instruction in an elementary classroom. Write a brief summary of each resource explaining any limitations each resource presents. In the third step, using the resources you have located, you construct a 2-3 page narrative describing the major findings of your research. Use your resources to provide support for your assertions (Use APA style for references when necessary). In the last step, you adapt the narrative you constructed in the above sequence for a classroom of elementary students.

➤ **Controversial Issues Mini-Unit/Lesson Plans = Final Exam (40 points)**

Written Unit Plan and Presentation DUE Dec. 10.

This unit plan project could be a final project out of your Inquiry Project.

Each student is expected to plan and develop an elementary grade level (4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade level strongly recommended) controversial issue unit of at least four connected lessons. You make your own choice of a controversial issue(s) and create an implementation plan that considers how you can teach the issue(s) to your students in an age appropriate manner. The unit will be judged on such factors as rationale, the quality of its content, its use of appropriate and engaging instructional strategies, and clarity of procedures.

**Grading**

3 Reading Response Papers (3x10)	30 points
Social Education Inquiry Project	30 points
<u>Mini-Unit/Lesson Plans (final exam)</u>	<u>40 points</u>
Total	100 points

Grading will be based on participation and assignments. Numerical grade equivalents are as follows:

99-100 points	= A+	95 to 98 points	= A	90 to 94 points	=A-
80 to 83 points	= B-	84 to 87 points	= B	88 to 89 points	= B+
78 to 79 points	= C+	74 to 77 points	= C	70 to 73 points	=C-
68 to 69 points	= D+	64 to 67 points	=D	60 to 63 points	=D-
0 to 59 points	= F				

## **Academic Integrity**

The College is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

## **Students with Disabilities**

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.