

EDU378-603 Social and Academic Curriculum I

SUNY Cortland, Childhood/Early Childhood Education Department

Fall 2008

Course Information	Instructor Information
Credit Hours: 3 Section 603 CRN 96510 meets in Van Hoesen B223 9:10 - 10:00 Wednesdays 8:10 - 10:00 Fridays	Dr. Lin Lin http://web.cortland.edu/linlin Office: Van Hoesen B224 Office Phone: 607-753-4234 Email: linlin@cortland.edu Office Hours: MWF 2:40 – 3:40pm
<i>It's always appreciated that you make appointments first. Please note that the syllabus is subject to change due to collective activities of Block I. Thank you for being flexible and understanding.</i> -- Lin Lin	

Required Texts

Bullard, S., Carnes, J., Hofer, Polk, N., Sheets, R. (1997). *Starting small: Teaching tolerance in preschool and the early grades*. Montgomery, AL: Southern Poverty Law Center.

Seefeldt, C. (2004). *Social Studies for the preschool/primary child*. Upper Saddle River, NJ. Prentice Hall.

Course Description

Introduction to the social curriculum, methods, and strategies of classroom management, integrated with social studies theory and methods for grades one through six, with an emphasis on grades one through three. Focused on self-efficacy and respectful participation in communities through cooperative relationships and skills of negotiation and problem solving, with consideration of familial, ethnic and cultural backgrounds, and effects on child development.

Co-requisites: EDU 373, 374, 379. (3 cr. hr.)

Course Objectives: Students will be able to

1. Explain theories, models, methods, and strategies for successful classroom management in the primary classroom: understand how they
 - Relate to student development.
 - Relate to students' family and cultural background.
 - Relate to the methods and materials of Social Studies curriculum.
 - Reflect the goals of education in a diverse, democratic society.

ACEI Standards 1, 3b; NAEYC Standards 1a, b, c, 4b (2, 5, 7, 9); NCSS Thematic Standards I, IV; Cortland Learning Outcomes – Conceptual Framework: Attend to student development; Manage student behavior. 4, 6

2. Examine the causes of behavioral problems in the context of students' lives and develop expertise in contextually appropriate management strategies for general use and for particular diverse learners in the classroom: develop skills for successfully

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- Preventing and solving management problems in the classroom.
- Working with families to promote students' ethical and social development.
- Building a community of respect in the classroom.
- Introducing democratic values in a democratic society.

ACEI Standards 1b, 3b, 4, 5d; NAEYC Standards 1b, c, 4b (2, 5, 6, 7, 9); NCSSS Thematic Standards II, IV, 4d (1, 2, 3); Cortland Learning Outcomes – Conceptual Framework: Attend to student development; Manage student behavior; Demonstrate variety of teaching strategies; Demonstrate awareness of student diversity. 4, 6, 7, 12

3. Explain theories, methods, and materials for teaching Social Studies in the preschool/primary classroom: understand how they:

- Relate to the personal and social growth of students.
- Relate to students' individual, family and cultural background.
- Relate to other academic and social curricular areas.
- Reflect the goals of education in a diverse, democratic society.

ACEI Standards 1, 3b; NAEYC Standards 1a, b, c, 4b (2, 5, 7, 9); NCSSS Disciplinary Standard I: 5; Cortland Learning Outcomes – Conceptual Framework: Attend to student development; demonstrate a variety of teaching strategies. 4, 6

4. Participate skillfully and cooperatively as a member of an academic community.

ACEI Standard 5d; NAEYC Standards 5c, d; Cortland Learning Outcomes – Conceptual Framework: Promote parental involvement; Develop as a professional and reflective practitioner. 10, 13

5. Articulate and defend a personal philosophy of discipline responsive to New York State legislation, state and national standards and requirements, and the personal, familial and social needs of students in the preschool/primary classroom.

ACEI Standards 1, 3b, 4, 5b; NAEYC Standards 5a, b, c, d; Cortland Learning Outcomes – Conceptual Framework: Demonstrate knowledge of subject area; Attend to student development; Manage student behavior; Demonstrate awareness of student diversity; Develop as a professional and reflective practitioner. 2, 4, 6, 12, 13

ACEI/NCATE Standards available www.acei.org

NAEYC Standards available www.naeyc.org

NCSS Standards available www.ncsss.org

Cortland Learning Outcomes available www.cortland.edu

Academic Integrity: All violations of academic integrity will be addressed according to College policy.

It is expected that candidates will maintain the highest academic and ethical standards. The College is an academic community, which 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.

Plagiarism, whether by neglect or design, injures the learner and the community of learners; it is usually avoided by consistent and conscientious work habits. Violations will be handled according to *and Related Policies*.

A violation of academic integrity as an instance of academic dishonesty can occur in many ways. As discussed in the *SUNY Cortland College Handbook* (p. 51), instances of academic dishonesty are plagiarism, cheating on examinations and other actions such as:

- "Possessing papers, assignments, examinations, reports, lab reports or other assignments that have not formally been released by the instructor
- Purchasing or using a paper or assignment from an online source, paper mill, another student or other source and submitting it, wholly or in part as one's own
- Possessing another student's work without permission
- Writing or creating a research paper, written report, lab report or other work for another student
- Submitting the same work for two different classes without approval by both faculty members teaching both classes."

Further discussion of plagiarism in the *SUNY Cortland College Handbook* (p. 51) is as follows: "Students are expected to submit and present work that is their own with proper documentation and acknowledgement when the work of others is consulted and used. Plagiarism can be intentional by deliberately presenting the work of others as one's own, or inadvertent by accidentally omitting or erroneously citing sources."

Professional Dispositions Statement

This course follows the Childhood/Early Childhood Department procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate's professional Dispositions. It is the policy of the Department that positive teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

Accommodation of 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-1 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.

SUNY Cortland E-Learning and TaskStream Components of the Course

EDU378 uses SUNY Cortland E-Learning (formerly known as WebCt) to share with students instructional materials, course-related activities, lecture notes, useful websites in social studies and classroom management, assignment instruction, and grade book. Each student must have an active

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SUNY Cortland E-Learning account and submit course assignments through ASSIGNMENT page on SUNY Cortland E-Learning. Specific instruction will be provided for each assignment.

The Childhood/Early Childhood Education Department uses TaskStream (subscription website: www.taskstream.com) as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI), and other reports. Reflecting the assessment philosophy of SUNY Cortland, this data enables us to assess the quality of the program and performance of teacher candidates, and to make programmatic changes based on these assessments. Childhood Education Teacher Candidates are required to subscribe to TaskStream during all semesters when they are enrolled in required program courses, and to upload tasks into a Directed Response Folio for each of their courses. *TaskStream introduction and training will occur in EDU315.* Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program. For EDU 378, the two assignments to be submitted to TaskStream are Course **Assignments #4** – Community Diversity Analysis Paper (final draft) and Course **Assignment #5** -- Social Skills/Social Studies Lesson Plan (final draft).

Course Requirements (All course assignments, unless otherwise specified, should all be submitted on SUNY Cortland E-Learning.

**1. Professionalism = Active Participation + Attendance + Block I Final Presentations
(5 points = 5 %)**

Professionalism means active participation, full attendance, and punctuality, which are essential and expected in this course. Active participation means that you come to each class fully prepared after having completed all reading assignments and ready to share your opinions through whole class or small group discussions. Please come to class each week on time. Return from class breaks on time. Finish and submit all assignments on time. Your course points won't be affected if you miss this course TWICE or less the whole semester due to excused and unexcused absences. If you miss three classes, you will be deducted 5 points out of your total course points. If you miss four or more classes, a letter grade will be deducted from the course grade (For example, four absences will bring your final course grade from A to A-). Arriving more than 10 minutes late and/or leaving 10 minutes earlier before class ends will be counted as an absence for all possible reasons.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write a note to me explaining any such circumstances in case I do not remember verbal explanations. I will not excuse absences, but I will take reasonable conflicts into consideration when calculating final course grades.

PLEASE NOTE: It is your responsibility to keep copies of all handouts and other materials needed to score well on the exams and document your class performance should questions arise. Copies of missed handouts should be secured from the instructor in advance or fellow students as I might not carry multiple copies of old handouts to class each day. Do please feel free to come to my office and get or copy handouts there.

2. Reflections/Assessments of Reading Assignments (5 x 6 points = 30 points = 30%)

3.

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Selected Themes/Chapters	Assessment/ Assignment	Credits	Due Date
<i>No reading required for this first essay. The essay should be totally based on your experience of elementary Social Studies curriculum and instruction.</i>	#1: A Reflection Essay	6 points	8/31/2008
NYS SS Standards, pg. 1 http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf SS Resource Guide, pgs. 3-35 http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf Seefeldt Chapter 1, pp.3-23 Seefeldt, Chapter 5, pp. 125-162 Starting Small, Chapter 6, pp.141-169	#2: In-Class QUIZ (closed book)	6 points	9/5/2008
Seefeldt Chapter 3 Starting Small, Chapters 1 and 2	#3: An Interview Project	6 points	9/19/2008
Seefeldt Chapter 7, 8, 9 and 10	#4 Graphic Organizer	6 points	10/31/2008
Final Exam = Final Reflection Essay	#5 Summative Self-Assessment	6 points	12/10/2008

4. Learning Centers on Cultural Universals (25 points = 25%)

In this cooperative learning team project, you will demonstrate your understanding of concepts of cultural universals in elementary social studies curriculum. You will also demonstrate your ability to help children develop their understanding of such concepts.

Cultural universals refer to basic human needs and social experiences found in all societies, past and present. They are social studies concepts that could easily be used to integrate science, language arts, and other subjects. Your TEAM will select **ONE** of the cultural universals including (but not limited to) food, shelter, clothing, communication, transportation, family living, childhood, money, and government.

TEAM means **T**ogether **wE** h**A**ve **M**ore. You will be working in a team of four or five students. Depending on the number of your team members, each team will have four or five learning centers. All learning centers should share the same selected theme/concept of cultural universals. Each student will be responsible for one learning center. Each team will sign up to present their learning centers in 25 minutes. Detailed instruction will be shared later.

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5. Community and Diversity Analysis Paper* (Peer Review: 5 points + Paper: 10 points = 15%)

Based on your observations in an elementary classroom, please reflect on the students that you have in your host classroom. How well have students come together as a community. How do you think that your host teacher is doing to promote a sense of community for **ALL** students? Your paper should be approximately 4 pages long (word processed, double-spaced, margin 1 inch on all sides, font 12, page-numbered). Before turning in the paper, each student should give his or her paper to another student in class for peer review. The student who reviews the paper should write comments for the author. An essay with more than three (including three) grammatical and spelling errors will cost you 3 point out of the total 15 points. Detailed instruction will be shared on SUNY Cortland E-Learning and discussed in class.

6. Cooperative Social Skills/Social Studies Lesson Plan* (25 points = 25%)

Select a typical social skill issue or problem that occurs in classroom relationships (for example: responding to rules, making friends, scapegoating, bullying, being insensitive to the needs and feelings of others, etc.)

Using the standard Childhood/Early Childhood Department lesson plan format, prepare a cooperative learning lesson for a small or large group of students that teach one social skills (listening, speaking, turn taking, asking questions, helping, asking for help, for example) pertinent to this problem. The plan must integrate social studies content and standards and language arts content and standards. This assignment will be submitted three times through the semester: The First submission will be a draft lesson plan; students will receive narrative feedback and will be asked to make modifications if needed. The second submission will be the revised draft lesson plan. Student will re-write their lesson plan by making any necessary changes to the initial draft plan. After students receive their lesson plan back, they are then to implement the lesson plan in their host classrooms. Students must communicate with their host teachers to find an agreed-upon time to implement the lesson. Following the lesson, students will reflect on the lesson by responding to questions that will be provided with the full assignment description. Students' final lesson plans and corresponding reflection will be submitted for a grade FOLLOWING the impleted lesson. Final versions of lesson plans will not be accepted beyond the last day of classes.

Standards/Grade Equivalents (Items with * are TaskStream Core Course Assignments)

TaskStream Classifications: Target: A to A-; Acceptable: B+ to B-; and Unacceptable (Incomplete or C+ below)

#1 Professionalism	5%
#2 Assessment of Readings	30%
#3 Learning Centers on Cultural Universals	25%
#4 Community Diversity Analysis Paper*	15%
#5 Social Skills/Social Studies Lesson Plan*	25%
Total Points:	100%

A+ is reserved for flawless work of exceptional quality reflecting original insight, creativity, and perfect attendance).

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A	95 - 100	C	74 - 77
A-	90 - 94	C-	70 - 73
B+	88 - 89	D+	68 - 69
B	84 - 87	D	64 - 67
B-	80 - 83	D-	60 - 63
C+	78-79	F	below 60

Writing Guidelines

Papers must be word-processed, APA format and are due as assigned. They should be submitted electronically in .doc or .rtf format to SUNY Cortland E-Learning. Assignments #5 (final) and #6 must also be submitted to the TaskStream Directed Response Folio. If you need extra time to complete an assignment, please talk with me and we will determine a specific adjusted due date.

Development of writing skills is an essential component of your performance as a teacher. The use of standard English (spelling, grammar, mechanics etc.) is required. APA format is required, as per the Education programs. Part of the grade on written assignments will reflect these requirements.

Assignments offer the opportunity for reflective analysis. Target (A) work demonstrates critical thinking – that is, analysis, synthesis and evaluation. Acceptable (B) work demonstrates completeness and thorough mastery of knowledge, comprehension and application. As the writer, you are responsible for the precision, care and excellence of the ideas and the valid reasoning with which they are supported. Paying attention to general comments, to questions asked in class (and the answers that develop), discussing the material with classmates and the instructor, and striving to apply the theory at the deepest levels can help you achieve excellence. It always helps to think in terms of the *big ideas* that guide our study of discipline models in theory and practice.

Make each product your best work. Review the *APA Format Guidelines* and *the Writer's Guide* handouts for information on style and mechanics. Many resources are available to ensure that you submit your finest work. It helps to have at least one other person proofread your work. Read it aloud to yourself. Use the spellchecker.

I am always happy to discuss class notes, readings and assignments, to support optimal performance. I will be happy to work with you on drafts.

Course Calendar continues on the next page.

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Date	Readings and Assignments DUE Today	Major Topics
Week 1 8/25M	Orientation Meeting Start Reading Seefeldt Chapter 1	Course Overview Community Building
8/27W	NYS SS Standards, pg. 1 http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf SS Resource Guide, pgs. 3-17 http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf (Handouts provided)	Social Studies Curriculum: Yesterday and Today
8/29F	Seefeldt Chapter 1, pp.3-23 #1 Reflection Essay Due	Democratic Citizenship Education
Week 2 9/3W	SS Resource Guide, pgs. 20-35 http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf (Handouts provided)	Self, Others, and the Community Practicing Social Skills
9/5F	Seefeldt, Chapter 5, pp. 125-162 <i>Lesson Plan Assignment Starts</i> #2 QUIZ (closed book) in Class	
Week 3 9/10	Seefeldt, Chapter 8, pp. 223-251	Children’s Sense of History: Time, Continuity, and Change
9/12	Seefeldt, Chapter 3 pp. 61-81 Starting Small, Introduction, pp. v-vii and Starting Small, Chapter 1, pp. 1-29 Finding a partner for your interview project.	Celebrating Diversity
Week 4	9/15 to 9/17 Monday through Wednesday The Raquette Lake Outdoor Education Field Trip	Community Building Experiential Learning
9/19	Team Planning for Learning Centers on Cultural Universals	Environmental Awareness
Week 5 9/24	Seefeldt, Chapter 9, pp. 253-288	Children’s Knowledge of Geography: People, Places, and Environments
9/26	Starting Small, Chapter 2, pp. 31-54 #3 The Interview Project: Celebrating Diversity Due Today	
Week 6 10/1	Seefeldt, Chapter 4, pp. 83-122	Resources for Learning
10/3	No Class - Have a Great Fall Break!	
Week 7 Wednesday 10/8 Starting from 8am	Bowers 119 Seefeldt Chapter 2, pp. 25-60 Work on Learning Centers on Cultural Universals	Planning to Teach Children as Curriculum
10/10	Starting Small, Chapter 3, pp. 55-82	Celebrating and Responding to Differences
Week 8 10/13 MONDAY	Meet Lin Lin in Van Hoesen B223 Seefeldt, Chapter 6, pp. 163-192 Social Skills/Social Studies Lesson Plan Due (1st Draft)	Attitudes and Values: Whose Values in Social Studies?
10/15 Wednesday	Starting Small, Chapter 4, pp. 83-109 Please meet Chris Widdall on Friday, October 17, in Bowers 119	

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Week 9 10/22	Seefeldt, Chapter 7, pp. 193-219	Thinking and Concept Formation Inclusive Classroom
10/24	Starting Small, Chapter 5, pp.111-140 (Video Clip Chp.4-5) Social Skills/Social Studies Lesson Plan Due (2nd Draft) Handouts provided	
Week 10 10/27 Monday Double session for EDU378	Meet Lin in Van Hoesen B223 Seefeldt, Chapter 10, pp. 289-308 #4 Graphic Organizer Due Cultural Universals: Money Starting Small, Chapter 6, pp.141-169 Wednesday 10/29 Chris will have a double session of EDU315 Please meet her in Bowers 119	Children's Understanding of Economics: Production, Distribution, and Consumption
10/31 Friday	Please meet Chris Widdall in Bowers 119 for EDU315 Today	
Week 11 11/5	Starting Small, Chapter 7, pp.172-197	Meeting Diverse Needs of Learners
11/7	Learning Centers DUE today TEAM Presentations: Learning Centers On Cultural Universals	
Week 12 11/12	TEAM Presentations: Learning Centers On Cultural Universals	Practice Teaching Social Skills and Social Studies
11/14	No EDU378: NCSS Conference Chris will have an open lab for you. Work on Your Community Diversity Analysis Paper	
Week 13 Wed. 11/19	Community Diversity Analysis Paper 1st Draft Due Each student brings in a hard copy of the draft for peer review.	Observation: Meeting the Needs of Diverse Learners
Fri. 11/21	Community Diversity Analysis Paper Final Draft Due at Midnight Today	
Week 14	Nov. 24-26 No Class – Having a Great Thanksgiving Day!	
Week 15 12/3	Integrative Social Studies Unit	Putting it All Together: Teaching for Social Justice
12/5	Social Skills/Social Studies (final draft) DUE Today Last Day of Instruction	
Week 16 12/8	Monday Block I Final Presentations Time and Place: TBA	Assessment Without TaskStream Uploading you will have an incomplete.
12/10	#5 Summative Self-Evaluation Due Today	
12/12	Uploading Core Assignments (Community Diversity Paper and Lesson Plan) to TASKSTREAM	

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