

EDU378 Social and Academic Curriculum I
SUNY Cortland, Childhood/Early Childhood Education Department
Fall 2009

Course Information	Instructor Information
Credit Hours: 3 Sections 601 and 602 meets on T/Thurs in Education Building 1101 601 meets at 11:40 -12:55pm 602 meets at 2:55 – 4:05pm	Dr. Lin Lin http://facultyweb.cortland.edu/linlin Office: Education Building 1250 Office Phone: 607-753-4234 Email: linlin@cortland.edu Office Hours Wednesdays: 10:00 –11:00 and 1-3pm Tues./Thurs.8:30 – 9:55am & 1 – 2:30pm
<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.

The other course-related handouts are available in class or on eLearning.

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

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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

- 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 (the National Council for the Social Studies) 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.

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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

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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 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.

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2. Reflections/Assessments of Reading Assignments (5 x 4 points = 20 points =20%)

All questions are provided on eLearning. As you read, I strongly suggest that you use WORD processor to take notes or type notes into an electronic copy. You will need to print out a copy of your journal entry for in-class peer review before you submit an electronic copy on eLearning. Mid-term exam items will come from these questions. Always remember to save your work into multiple copies in case the only copy gets lost. Always remember to take your flash drive with you as you log off a lab/public computer.

Selected Themes/Reading Assignments	Assessment/Assignment	Credits	Due Date
<p>Social and Academic Curriculum Starting Small Chapter 6 “<i>Peace Takes Practice</i>” pp. 141-169 Lecture Notes</p>	<p>Journal Entry #1 Peer-Review in Class before submission</p>	4 points	9/3/2009
<p>Social Studies Curriculum and Standards 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</p>	<p>Journal Entry #2 Peer-Review in Class before submission</p>	4 points	9/10/2009
<p>Celebrating Diversity and Fostering Social Justice Seefeldt, Chapter 5 “Self, Others, and the Community,” pp. 125-162 Starting Small, Introduction, pp. v-vii Starting Small, Chapter 1 “<i>Everybody’s Story</i>” pp. 1-30 Starting Small, Chapter 2 “<i>A Wider Circle</i>” pp. 31-54 Starting Small, Chapter 3, “<i>From the Ground Up</i>”, pp. 55-82</p>	<p>Journal Entry #3 Peer-Review in Class before submission</p>	4 points	9/22/2009
<p>Four Models of Classroom Management Handouts on Dreikurs, Canter, Glasser, and Albert’s Models of Discipline</p>	<p>Journal Entry #4 Peer Review in class before submission</p>	4 points	10/8/2009
<p>Social Studies Concepts in History, Geography, and Economics Seefeldt Chapter 7, 8, 9 and 10 and pages 8-11 of the New York State Social Studies Core Curriculum and Resource Guide</p>	<p>Journal Entry #5 Graphic Organizer</p>	4 points	11/19/2009

3. Mid-term Exam (25 points = 25%)

The week before fall break we will take an in-class closed-book midterm exam on October 14, 2009. The content of the exam items will be based on the reading assignments, lectures, classroom activities, and journal entries you have been updating in this course.

4. Integrative, Cooperative, Thematic Units 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 design and develop a thematic unit that has at least four or five connected lessons in the unit. All lessons should share the same selected theme/concept of cultural universals. Together as a team, you will participate in writing the rationale, learning objectives, guiding questions, learning/teaching strategies, and assessment for the whole unit. Each student will be responsible for at least one lesson plan in this unit. Each team will sign up to present their thematic units in 25-30 minutes. Detailed instruction will be shared later.

5. 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 implemented 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	20%

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#3Midterm Exam	25%
#4Thematic Units on Cultural Universals	25%
#5Social 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).

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

Essays and lesson plans 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) must also be submitted to the TaskStream Directed Response Folio. If you need extra time to complete an assignment for a specific and logical reason, 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.

Date	Readings and Assignments DUE Today	Major Topics
Week 1	Orientation Meeting/Course Overview	Community Building

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Tue. 9/1	Start Reading Starting Small Chapter 6 “Peace Takes Practice” (pp. 141-169)	Classroom Rules and Discipline as Instruction
Thur. 9/3	Starting Small Chapter 6 (pp. 141-169) Journal Entry 1 (peer review in class) Please bring a Hard copy to class.	
Week 2 Tue. 9/8	Seefeldt Chapter 1, “These Are the Social Studies”, pp.3-23 NYS SS Standards, pg. 1 http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf SS Resource Guide, pgs. 21-25 http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf (Handouts provided) SS Resource Guide, pgs. 25-27 http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf (Handouts provided)	Social Studies Curriculum Democratic Citizenship Education Social Studies: Yesterday and Today
Thur. 9/10	Journal Entry 2 (peer review in class) Starting Small, Introduction, pp. v-vii Starting Small, Chapter 1 “Everybody’s Story” pp. 1-30	Social Skills to Success in Life
Week 3 Tue. 9/15	Seefeldt, Chapter 5 “Self, Others, and the Community,” pp. 125-162 Social Skills Lesson Plan Starts Today	Celebrating Diversity Promoting Gender Equality, Fairness, and Social Justice
Thur. 9/17	Seefeldt Chapter 3 “ Celebrating Diversity”, pp.61-81	Define Classroom Management
Week 4 9/22	Starting Small, Chapter 2 “A Wider Circle” pp. 31-54 Starting Small, Chapter 3, “From the Ground Up”, pp. 55-82 Journal Entry 3 (peer review in class)	Characteristics of a Well-Managed Classroom Define Classroom Management Characteristics of a Well-Managed Classroom
9/24	NO CLASS ON CAMPUS 9/23 to 9/25 Wednesday through Friday The Raquette Lake Outdoor Education Field Trip	Community Building Environmental Awareness Experiential Learning
Week 5 9/29	Dreikurs’ Democratic Discipline and your practicum experience Handout provided	Dreikurs’ Democratic Discipline
10/1	Glasser’s Reality Therapy and your practicum experience Handout provided	Glasser’s Reality Therapy
Week 6 10/6	Canter’s Assertive Discipline and your practicum experience Albert’s Cooperative Discipline and your practicum experience Handout provided The First draft of Social Skills Lesson Plan DUE today	Canter’s Assertive Discipline 3Cs and 4 Goals of Behaviors in Albert’s Cooperative Discipline Model
10/8	Journal Entry #4 (peer review in class) How do host teachers build up their classroom community? How do host teachers address diversity in their classrooms?	Review of Classroom Observations
Week 7 10/12	Starting Small, Chapter 4, “A Sense of Wonder”, pp. 83-110	Reflecting on Prejudice and Discrimination
10/14	Midterm Exam (In-Class, Closed-Book)	Formative Assessment
Week 8 10/20	The Second Draft of Social Skills Lesson Plan Due Today Seefeldt, Chapter 6, “Attitudes and Values”, pp. 163-192	Democratic Dispositions and Values in Social Studies

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		Inclusive Classroom: Differentiated Instruction
10/22	Starting Small, Chapter 5 “ <i>These Little Hands</i> ” pp.111-140 Starting Small, Chapter 7, “ <i>Layers of Meaning</i> ” pp.172-197	
Week 9 10/27	Seefeldt Chapter 2, “ <i>Planning to Teach</i> ”, pp. 25-60 Team Planning for Learning Centers on Cultural Universals Starts Today	Planning to Teach: Children as Curriculum
10/29	Seefeldt Chapter 7 “ <i>Thinking and Concept Formation</i> ”	Cultural Universal Concepts
Week 10 11/3	Seefeldt Chapter 4, “ <i>Resources for Learning</i> ”	Children’s Sense of History: Time, Continuity, and Change
11/5	Seefeldt, Chapter 8, “Children’s Study of Time, Continuity, and Change: History” pp. 223-251	
Week 11 11/10	Seefeldt, Chapter 9, “People, Places, and Environments: Geography” pp. 253-288 New York State Social Studies Core Curriculum and Resource Guide, pp.8-11	Children’s Knowledge of Geography: People, Places, and Environments
11/12	Meet in class as Teams of Cultural Universal Units Team Workshops (NCSS Conference)	
Week 12 11/17	Seefeldt, Chapter 10, “Production, Distribution, and Consumption: Economics”, pp. 289-308	Children’s Economic Decisions: Production, Distribution, and Consumption
11/19	Journal Entry #5 = Graphic Organizer DUE Today Team Workshops	
Week 13 11/24	Team Written Cultural Universal Units DUE Today	
11/26 No Class - Happy Thanksgiving!		
Week 14 12/1	Final Draft of Social Skills Lesson Plan DUE Today (Implementation of this lesson in your practicum class must be completed by today.) Team Presentations	Presenting Units to Peers Practising teaching these units to Students in Local Schools
12/3	Team Presentations	
Week 15 12/8	Team Presentations	Summative Assessment Authentic Assessment Portfolio Assessment
12/10	Team Presentations in local schools (TBA)	
Week 16 12/15	Block I Final Presentations (TBA)	
12/17	Last Day for Uploading Core Assignments) to TASKSTREAM Course grade will not be assigned without TaskStream Submission by today	