

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

Instructors:

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Location: 111 Erickson Hall

Monday & Wednesdays, 12:40 – 2:30 pm
Thursday 4:10-6pm

*“Education consists mainly
in what we have unlearned.”*

- Mark Twain, 1898

Office Hours: by appointment in-person, via skype/phone

Class website: [Critical Social Educator](#) or
<https://criticalsocialeducator.wordpress.com/>

General Information

The MSU description of this course is as follows: “Gathering data on learners to inform content and instructional decisions. Learning what should be taught and how it should be taught for specific disciplines at the secondary level (6-12). Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.”

This course therefore builds off of TE 407. While that course looked at how curriculum, instruction and assessment can be used to support diverse learners, TE 408 does this work more specifically in the context of the specific social studies disciplines (history, geography, political science, and economics). In addition, the course also helps us prepare for the fifth-year teaching internship by looking at the responsibilities of teachers in a democratic society.

Finally, be mindful that that teacher learning can and does happen in a variety of settings. In order to teach well, we have to allow ourselves to be enriched by all aspects of our life. The list of areas in which any one person might find growth include: family life, friendships, cultural events, independent readings, political action, religious worship, and, of course, formal university courses. The important thing is that you seek to improve yourself by learning from the many different people and settings you come into contact with. In this way, you have more to offer to your students, colleagues, and communities.

General Goals

The following are a list of important course goals¹:

- Learn not only about the curriculum in each of the major subject areas outside of US history (world history, geography, economics, and government/civics), but

¹After considering these, note the items that interest you. Feel free to reach out to discuss if anything important seems to be omitted from these objectives.

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

also about instructional strategies that are “natural fits” for certain subjects and that can be used across the social studies (e.g., a public issues deliberation is essential to a civics course, but can also be used to consider the advantages of different fiscal policies in an economics course).

- Continue to refine knowledge of certain categories of learners: English language learners, gifted students, students of diverse sexual and gender orientations, and students of diverse religious backgrounds. Consider how curriculum, instruction, and assessment can be adapted to the needs of individual students while still meeting the needs of the broader population of learners.
- Further explore methods for classroom management and discipline. Prepare for the fifth-year teaching internship.

Content Themes

- **The Teaching of World History**
- **The Teaching of Geography (World and US)**
- **The Teaching of Political Science, Government and Civics**
- **The Teaching of Economics**
- **Classroom Management and Looking Forward to the Internship**
- **Dynamic and Differentiated Instructional:**
 - e.g Use of simulation & role play to teach about some aspect of ancient world history.
 - e.g Using technological application to teach some aspect of non-Western geography with the use of small cooperative learning groups.
 - e.g Using public issues in deliberation, mock government scenario to address a controversy around something such as meaning of the amendments in the Bill of Rights.
 - e.g Considering what it means to ‘teach the terrible’ by examining topics such as global poverty or explicit examples of genocide.

Refining Previous Objectives:

- Understand and practically use many different teaching methodologies
- Develop a teaching practice (habits, skills, knowledge, & etc.)
- Learn to design/implement lesson and unit plans, establishing clear objectives for understanding and incorporating authentic assessments methods for diverse students
- Develop a teaching philosophy and identity suited to teach *all* students
- Explore purposes for teaching social studies and their impact on curriculum design and philosophies

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

- Gain valuable experiences via micro-teaching, field work, observation, & discussions
-

Expectations

In order to maximize our learning, it is essential to be the professional version of yourself. This means being fully present (in the literal and figurative sense of the word), reliable, and demonstrating maturity; being punctual & prepared, courteous, and collaborative.

Accordingly, **we insist that you not use your cell phone or laptop during class except as directed by your instructors or peers during micro teachings.** We all know what it feels like to talk to someone who is only partly attending to you because they are multitasking on their phone or computer. We must avoid sending messages that we are unconcerned, disinterested, and not willing to listen with our full attention. Please extend this courtesy!

Course norms that are common throughout the College of Education. Further, this highly social and collaborative course is premised on the notion that everyone has unique talents, gifts, and perspectives on the world. Teachers need to be good at finding and seeing the best in ourselves, our colleagues, our students, and our leaders. Our intent is to support each other to develop our capabilities as professionals, not to judge one another’s competence and/or merit as teachers and human beings.

It’s also hard to talk about the problems of practice without invoking the names of real people. To protect the confidentiality of those with whom we work, remember to be constantly aware of whom you are with. When teachers and administrators are together, it is appropriate for them to talk about particular students, but to do so with cautious professionalism.

Attendance Policy²

Being in class for each class session and on time is imperative as this course is planned on the assumption that you will come on time and prepared to participate (this includes coming to class alert, not on social media or surfing the web). Your instructors reserve the right to adjust your grade as a response to absences or excessive tardiness. In the case of recurring absences or tardiness, a program administrator will be notified and you may be required to attend a meeting regarding your attendance. Continued absences may result in your being asked to leave the program.

You should view attending your courses as a professional obligation in which absences should be **proactively communicated to before class and not by a peer. This correspondence should be formal, either by phone message or email.** Please note that although you cannot earn points for attendance, you may lose them for absences. You will have four points deducted from your course grade each time you are absent. If you have more than two

² In accordance with the Program's Professional Conduct Policy, it is your responsibility to familiarize yourself with the policy which is in your Team Handbook and on the web at: <http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm>.

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

absences per semester, a meeting may be called with a Program Administrator to discuss your progress in the program. Such meetings are meant not as a penalty but to make sure you are on target to progress to the Internship.

Finally, your instructors will do their best to respond within 12 hours to emails during the week and with 24 hours on the weekend. You may also reach us via phone.

Content & Assignments

Required Text: You'll need a copy of *Night* by Eli Wiesel, which can easily be [purchased for a few dollars online](#).

All other readings/texts will be announced in multiple formats with adequate notice (usually at least 1-2 weeks in advance) consisting of various texts such as articles and videos.

**A complete reading list will be made available upon request.*

(1) Micro Teachings – 20% [40 points]

You will be presented with multiple teaching opportunities to practice common instructional strategies with an assigned topic and get constructive feedback from your instructors and peers. Your micro teaching will be filmed and graded according to the rubric used during the senior-year final exit exam.

- Tentative Micro teaching Dates: Late January, Late February, & Mid-Late March

**These presentations will be video taped & available upon request*

(2) Portfolio – 30% [60 points]

Student assessment, feedback and grades will additionally take place through a mini-portfolio project. There are specific requirements for what must go into the portfolio and certain “check in” points by which at least one new portfolio item must be posted on your website. Your portfolio must include the following:

- A model lesson plan using the final exit exam template; to be taught in one of the micro teaching sessions. The lesson will be annotated to demonstrate reflection on how each aspect of the lesson engaged learners with explicit curricular content. **Points: 20**
- [A 100 point objective test](#) for a unit that you have conceptualized and mapped out. **Points: 20**
- An analysis of student work through a formative assessment task that you collect when you teach in in your placement (for example, a bell ringer or exit ticket). **Points: 20**

Tentative “Check in” Dates: February 7th, March 16th, April 27th

**More information on this assignment will come later in the semester.*

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

(3) Reflections & Participation – 25% [50 points]

Reflections (35 points): 10 written reflections on course readings, prompts, and current events pertaining to social studies, schooling, and class work. Reflections will be (usually) posted on your website so you can build a more robust digital portfolio. You will be notified of each prompt at least a week before via email and the class page, [*Critical Social Educator*](#). Unless given other instructions, each reflection should be approximately 2-4 thoughtful paragraphs in length.

**Good teachers are good communicators - don't take reflections lightly, work out your ideas and responses with seriousness & excellence!*

Participation (15 points): You are to contribute positively, consistently, and appropriately in micro-teaching, discussion, and other class activities. Professionalism necessarily includes punctuality and coming unprepared. Consider TE 408 as practice for future staff meetings where your language, conduct, and contributions matter immensely. While there are multiple valid ways to participate well, regardless of one's unique disposition, it is EXPECTED that you will participate regularly and professionally.

**Again, specific deductions will occur with poor attendance, unproductive/unprofessional behavior in seminar or placements, for dozing off, and for being on social media/online during class time.*

(4) Final Exit Exam – 25% [50 points]

TE 408 will conclude with a final exit exam in a participating 6-12 school at the end of the semester, TBA. As this is an important aspect and even culmination of your time in the College of Education, thus adequate time and attention will be given to framing and preparing you for this assignment.

**More information will come later in the semester.*

Grading

Grading is based on your ability to perform the required skills for a novice teacher. Accordingly, you will be provided with rubrics, checklists and other guides to make clear the grading criteria for each assignment. Within a week of handing in an assignment, you will be given fair, accurate, and helpful feedback that will help you become a better teacher that will also give you a realistic sense of where you are in terms of specific teaching skills.

Course work will be submitted through a web platform (blog, email, wiki, or some other site) that you develop and expand throughout the year, or via *D2L* drop boxes, in the case of papers. If you ever have a concern about your grade, just ask. Your instructor(s) will clarify and, if the situation is appropriate, allow for revisions for a higher grade.

4.0	92 - 100	2.0	64 - 70
3.5	85 - 91	1.5	58 - 63
3.0	78 - 84	1.0	51-57
2.5	71 - 77	0	50 & below

Also

References: When it is appropriate, references and footnotes should be included, and when work is adapted from another’s (i.e. “good teaching involves borrowing and tweaking others’ teachings”), be sure to give appropriate credit (and this goes for ideas and work both published and unpublished).

MSU Policy³: “the ‘I’ (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; *and* (b) has done satisfactory work in the course; *and* (c) in the instructor’s judgment can complete the required work without repeating the course. Since each course from TE 302 on is a prerequisite for each succeeding course, incomplete’s must be cleared before the first meeting of the succeeding course and are therefore wise to avoid entirely.

Additional Information

1. COLLEGE OF EDUCATION MISSION STATEMENT⁴

The College of Education at Michigan State University has a mission of **Leadership, Scholarship, and Service**, explicated in the following statements:

We prepare professionals for leadership roles in education: Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.

We seek to understand, reform and improve education: We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.

We examine issues of education across the lifespan: We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for the benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our college as a scholarly community for students, faculty and staff

³ For the MSU grading policy, visit: <http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s525>.

⁴ Source: <http://education.msu.edu/about/mission/>

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

2. SOCIAL STUDIES TEAM ENDURING UNDERSTANDINGS

As a social studies department, we have come together to draft a list of five enduring understandings that we hope each teacher candidate will leave our program having reflected upon. The themes that have been identified will be foundational ideas that carry from your senior year into your internship experience.

Teachers Create the Curriculum: Curriculum is that from which we learn and it is never neutral. It embraces the what, how, and why of learning. Teachers use resources, materials, and student ideas to create learning opportunities that are meaningful, authentic, and socially-relevant.

Teachers Value the Cultural, Social and Intellectual Funds that Students Bring to School: Teachers accept and value what children bring to school. Teachers scaffold learning by using students’ prior knowledge, prior life experiences, personal life goals, role models, values, and talents.

Teaching is a Learning Profession: Teachers continue to learn and grow as they provide access to learning for self and others. Teachers learn as they use past life experience to solve professional problems in the present and to imagine a better future. Teachers learn in collaboration with others. Outside of the classroom, teachers are always reading and everything they read is filtered through their teaching.

Social Studies Teaching is Interdisciplinary & Connect Students to the World: Social studies teachers creates connections to the world through active inquiry and the use of dynamic teaching strategies. Social studies teachers pull out the “big ideas” as they investigate essential questions with their students. Social studies teachers connect students to the world around them through the curriculum and assessments they have created. Social studies teachers draw from all areas of knowledge (both academic and artistic fields) in their lessons and units.

Teachers and Students are Citizens: Citizens make informed choices and are aware of the impact of their choices on others (locally and globally). Citizens care both about the common good and the unique needs of individuals. Teachers and students recognize and respect each other as citizens of the classroom, school, community, nation and Earth.

3. COLLEGE OF EDUCATION POLICIES

Attendance: Regular on-time attendance and full participation in class is critical to learning. Of course illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must *proactively* call or email the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to meet a field visit commitment. You must make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers to relay messages, make sure you communicate directly with your mentor. This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy which is in your Team Handbook and on the web at: <http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm>. In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course.

Academic Honesty and Integrity: We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code. Incidents of plagiarism⁵ are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim or use someone else's ideas on class quizzes, tests, reports, projects, or other class assignments without using appropriate citations.

Problem solving: If you have problems with the course or the instructor, you must first speak with the instructor about the situation. If the problem cannot be resolved at that level of interaction, then you may contact the faculty course or subject area leader, and after that, the team coordinator or team leader. Names and contact information for the relevant individuals can be found in the Secondary Team Handbook, or by request from the instructor.

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

**Instructors' Note:* Students who need accommodations are encouraged to first contact the instructor to discuss possible arrangements, if they so wish.

Counseling Center: Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. The Teacher Preparation Program instructors or coordinators might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center⁶, for which the phone number is 355-8270 located at 207 Student Services Building.

Sexual Assault and Abuse: Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required to report suspected child abuse/neglect and allegations of sexual assault to the appropriate authorities

⁵ For University regulations on academic dishonesty and plagiarism, refer to <http://www.vps.msu.edu/SpLife/rule32.htm> & <http://www.msu.edu/unit/ombud/plagiarism.html>

⁶ Website: <http://www.couns.msu.edu/>

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

when they become aware of such matters in the course of their employment. Sexual assault survivors are encouraged to meet with the Sexual Assault Program at the MSU Counseling Center for counseling and victim advocacy services.

Writing Center⁷: Teachers are to be models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, try the College of Education Office of Student Writing Assistance (OSWA), 513 F Erickson Hall, phone 432-0425 or email campbell@msu.edu. The Writing Center (300 Bessey Hall, 432-3610) and the Grammar Hotline (432-1370) are available.

4. REQUIREMENTS FOR PROGRESSION TO THE INTERNSHIP⁸

To progress to the internship a teacher candidate must: A) meet the Academic Requirements listed below, B) pass the required Michigan Test for Teacher Certification (MTTC) for elementary teaching or the subject test corresponding to the teaching major for secondary teaching, C) submit a complete Conviction Disclosure Form, and D) meet the Professional Criteria set forth below.

A. Academic Requirements

Before beginning the internship, teacher candidates must have:

- (1) completed all teaching major and teaching minor requirements as well as all teacher certification coursework and other courses required for teacher certification;
- (2) been awarded the bachelor's degree (**Note: Music Education students complete MUS 495, “Directed Teaching”, as part of their baccalaureate degree.**);
- (3) earned a Grade Point Average of 2.5 or above in each of the following:
University overall cumulative GPA, teaching major GPA and teaching minor GPA;
- (4) earned a Grade Point Average of 2.5 or above for pre-internship, professional education courses required for teacher certification, with no individual grade below 2.0;
- (5) earned a minimum grade of 2.0 in all courses in the Planned Program Certification;
- (6) passed all three components of the Michigan Test for Teacher Certification Basic Skills test (reading, writing, and math); and,
- (7) completed the Michigan State Department of Education technology requirement.

B. Pass the required Michigan Test for Teacher Certification (MTTC)

Students seeking elementary certification, including those in special education and early childhood education, must pass the Elementary Education MTTC (Test #83) as a condition for progression to the internship (TE 501).

⁷ Website: <http://writing.msu.edu/>

⁸ Source: <http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp>

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

For elementary certification students, passing the Elementary Education MTTC is a requirement for completion of the teacher certification program and a State of Michigan requirement for certification to teach in grades K-5. Students who also wish to teach in grades 6-8, must pass the MTTC corresponding to their teaching major. Students in Special Education and Early Childhood Education must pass tests in their respective areas (i.e., Learning Disabilities and Early Childhood Education) to become endorsed to teach in those areas. Passing these subject matter tests is not required for program completion and progression to the internship; however, it is required if the student is to be recommended for certification in those areas.

For those seeking secondary certification (including the K-12 majors of Art, Communicative Sciences and Disorders, Music and Physical Education), students must take and pass the MTTC corresponding to their major as a condition for progressing to the internship (TE 501, CSD 883, MUS 495). All secondary education students, except those in Music, Art, and Physical Science (comprehensive group majors), are required to complete an approved teaching minor. For secondary education students, passing the MTTC corresponding to the minor is a requirement for becoming certified to teach the minor and a requirement for placement in the minor subject area during the internship. While it is in the best interest of secondary teacher candidates to be certified in both their major and minor areas, the Michigan Department of Education now permits secondary candidates to earn provisional certification in the major without certification in the minor.

In addition to passing the MTTC corresponding to their teaching major, students who wish to be certified to teach world languages are required to meet **oral proficiency standards** established by the State of Michigan. Secondary education students with world language *majors* must meet the standard as a condition for progression to the internship. Secondary education students with world language *minors* and elementary students with world language majors or minors are not eligible for internship placements in world languages unless they have met the standard. All candidates must meet the standard before they can be recommended for certification to teach a world language.

C. Conviction Disclosure Form

It is important that prospective interns be appropriate candidates for the teaching profession. In Michigan, the State Board of Education may refuse to grant, or may impose conditions upon, a teaching certificate for an individual who is convicted as an adult of a felony involving moral turpitude or who is convicted of an act of immoral conduct contributing to the delinquency of a child. Conviction of these and other crimes may, therefore, preclude the teacher candidate from participating in the internship. To be eligible for the internship, the teacher candidate must complete, sign, and submit the Conviction Disclosure Form to the Student Affairs Office. Concealment or misrepresentation of information required to be disclosed in the Conviction Disclosure Form may result in denial of admission to the internship year or in denial of recommendation for teacher certification.

D. Professional Criteria

The internship involves the intern in extensive co-planning and co-teaching with an experienced collaborating teacher and requires the intern gradually to assume responsibility

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

for all aspects of learning and teaching in the classroom. To be eligible for an internship, the teacher candidate must have demonstrated a readiness to work in accordance with the Professional Standards in part III below and an appropriate disposition for the profession of teaching. Therefore, a teacher candidate who meets the Academic Requirements listed above may be denied the opportunity to do an internship if, in the judgment of the Teacher Education Department, the teacher candidate has failed to meet any of the following Professional Criteria. The Professional Criteria are related to the Professional Standards used to evaluate interns' progress during the internship year (see part III below).

(1) Reliability and Responsibility

Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

(2) Communication Skills and Social Relationships

Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

(3) Comfort with and Concern for the Learning of all Children

Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual orientations. Racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

Professional Standards for the Internship

The Teacher Education Program has adopted Professional Standards which are used to evaluate interns' performance and make decisions about recommendations for certification.

- Employ a liberal education
- Teach a subject matter
- Work with students as individuals
- Organize a class
- Use an equipped school room

“Crafting Teaching Practices in Secondary Social Studies”

TE 408: Section 005

- Join a faculty and school
- Engage guardians and community
- Teacher as professional and reflective learner