



**TED UNIVERSITY**  
**FACULTY OF EDUCATION**  
**EGE 331 SOCIAL STUDIES IN PRIMARY EDUCATION**  
**Fall 2019 Syllabus for Section 1**

### Course Information

**Schedule:** T 4:00 p.m. – 5:00 p.m. & Th 10:00 a.m. – 12:00 p.m.  
**Location:** T – D126-L & Th – F206

### Instructor Information

**Instructor:** Assist. Prof. Dr. Sibel AKIN  
**Office:** G018  
**Office phone:** 0312 585 0209  
**E-mail:** sibel.akin@tedu.edu.tr  
**Office hours:** Mondays 11:00 a.m. – 12:00 p.m. & By Appointment (please put EGE-331 in the subject of ALL email correspondence)

### Course Description

(1+2) 2 Credits / 3 ECTS

Definitions, rationales, purpose, and foundations of social studies in primary education, sources of content for social studies, planning of instruction in social studies, instructional methods and techniques in social studies, instructional materials and tools in social studies, assessment in social studies, values and character education, democracy and citizenship education, social studies for diverse learners, controversial issues in social studies.

### Course Objectives

The aim of this course is to help teacher candidates develop a comprehensive understanding of social studies education in primary schools. To this end, students are expected to build knowledge on the essential definitions and purpose of social studies education. Besides, they are expected to identify the primary foundations of social studies education. Students are further expected to gain the necessary knowledge, skills, and attitudes for effective planning of instruction in social studies education. To this end, they are expected to be able to identify the essential instructional methods and techniques for teaching social studies in primary education. In addition, they are expected to identify different instructional materials that are key to teaching social studies in primary education. Moreover, students are expected to identify different assessment and evaluation techniques in social studies. Lastly, students will develop awareness towards the current issues in social studies education.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

1. comprehend the essential definitions of social studies
2. acknowledge the purpose of social studies education
3. identify the foundations (sources of content) for social studies education
4. discuss effective planning of instruction in social studies education
5. identify different instructional methods and techniques for teaching social studies in primary education
6. identify various instructional materials for teaching social studies in primary education
7. identify different assessment and evaluation techniques in social studies
8. discuss the current issues in social studies education.

### Extended Catalog Description

Constructing the core concepts of social studies in primary education, analyzing the primary foundations of social studies, developing instructional planning skills in social studies in primary education, identifying instructional methods and techniques in social studies, identifying instructional materials and tools in social studies, identifying assessment and evaluation techniques in social studies, constructing values and character education, constructing democracy and citizenship education, constructing social studies for diverse learners, discussing controversial issues in social studies.

## Course Materials

**Online course management system:** If you do not have one yet, please create an account at <http://moodle.tedu.edu.tr/>. The Moodle site for this course is named **2019F\_EGE331\_SEC01**. Please use Moodle actively for this class. All assignments must be submitted both on Moodle and also handed in as a hardcopy.

### Textbooks:

- Brophy, J., & Alleman, J. (2007). *Powerful social studies for elementary students*. Belmont, CA: Thomson Wadsworth.
- Claire, H., & Holden, C. (2007). *The challenge of teaching controversial issues*. Stoke on Trent, UK and Sterling, USA: Trentham Books.
- Ellis, A. K. (2007). *Teaching and learning elementary social studies*. Boston, MA: Pearson Education, Inc.
- Farris, P. J. (2012). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Long Grove, IL: Waveland Press, Inc.
- Nelson, M. R. (1998). *Children and social studies: Creative teaching in the elementary classroom*. Fort Worth, TX: Harcourt Brace College Publishers.
- Parker, W. C. (2014). *Social studies in elementary education*. The USA: Pearson Education, Inc.
- Szymanski-Sunal, C., & Haas, M. E. (2011). *Social studies for the elementary and middle grades: A constructivist approach*. Boston, MA: Pearson Education, Inc.
- Welton, D. A., & Mallan, J. T. (1999). *Children and their world: Strategies for teaching social studies*. Boston, MA: Houghton Mifflin Company.
- Zarrillo, J. J. (2008). *Teaching elementary social studies: Principles and applications*. Upper Saddle River, New Jersey: Pearson Education, Inc.

## Student Workload (Total 90 Hrs)

Lectures & Hands-On Activities: 36 hrs, Course Readings: 22 hrs, Student Presentations: 2 hrs, Report on a Topic: 4 hrs, Observation: 8 hrs, Oral Presentation (for Observation): 1 hr, Observation Report: 2 hrs, Midterm Exam: 7 hrs, Final Exam: 8 hrs

## Planned Learning Activities

Telling/Explaining, Discussions/Debates, Brainstorming, Questioning, Reading, Scaffolding/Coaching, Hands-on Activities, Collaborating, Think-Pair-Share, Field Trip, Observation, Video Presentations, Oral Presentations, Concept Mapping, Web Searching.

## Assignments

Your total grade consists of scores from the following items:

Assignments	Weight
Student Presentations	10%
Written Project (Reflection Paper)	10%
Midterm Exam	20%
Written Project (Observation Report & Oral Presentation)	10% +10%
Final Exam	30%
Attendance & Participation	5% + 5%
<b>TOTAL</b>	<b>100%</b>

### 1. Student Presentations

You are expected to prepare individual oral presentation/s for the topics that are listed on the course schedule as follows:

1. Foundations of social studies

2. Sources of content for social studies
3. Planning instruction
4. Teaching social studies
5. Instructional materials
6. Assessment in social studies
7. Values and character education
8. Democracy and citizenship education
9. Social studies for diverse learners

## **2. Reflection Paper**

During the semester, you are expected to write a reflection paper presenting your view on “why teaching social studies in primary school is essential.”, as if you are responding to a group of colleagues or policymakers that do not want to include social studies in school curriculum. This paper should be 3 double-spaced and typed pages, and is due on the week of **October 14<sup>th</sup>-18<sup>th</sup>**. The assignment must be submitted both on Moodle and also handed in as a hardcopy.

## **3. Midterm Exam**

Throughout the semester, one written midterm exam will be conducted comprising the topics covered. Our midterm will be in the week of **November 18<sup>th</sup>-22<sup>nd</sup>**. The exact date and time will be announced during the semester.

## **4. Observation Report & Oral Presentation**

In this course, you are expected to observe two different elementary teachers in social studies classes. The purpose of each observation is to explore how different aspects of instruction are implemented in real classroom settings. Hence, your observation report will include the comparison of two teachers based on their teaching/learning principles, instructional methods, teacher/student interaction, classroom atmosphere, use of technology, assessment techniques, etc. that are present in the classroom, and how each of these components is related to the teaching of social studies. The report should be 4 double-spaced and typed pages. Then, you will prepare an individual oral presentation based on the report you prepared. The observation report and the oral presentation is due on the week of **December 16<sup>th</sup>-20<sup>th</sup>**. The assignment must be submitted both on Moodle and also handed in as a hardcopy.

## **5. Final Exam**

A written final exam will be conducted comprising the topics covered. The final exam date will be announced by the university.

## **6. Attendance and Participation**

This is an undergraduate course directed towards students who are prepared and invested. We will work hard to build a learning community that taps into each student’s level of knowledge, expertise, and interest. Therefore, attendance and intense participation is crucial for the success of everyone involved.

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch about the emergencies prior to class. **Exceeding 3 weeks / 9 hours of absenteeism will result a half letter grade reduction.** The TEDU policy concerning attendance will be followed strictly.

*Please note that all of your assignments must be formatted in compliance with the publication style guidelines spelled out in:*

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Edition). Washington, DC: Author.

## COURSE POLICIES

### I. Professionalism

Includes regular attendance in class, timely completion of assignments / readings, and active participation in all activities and discussions.

### II. Plagiarism / Academic Dishonesty

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association.*

c. Read the academic honesty contract. By signing this contract, you certify that you have read, understand, and comply to agree with all rules and regulations of academic honesty.

### III. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones, or programmable calculators. And please keep your eyes on your own work.

### IV. Attendance

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. Exceeding 3 weeks / 9 hours of absenteeism will result a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

### V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. *In all other cases, there will be a 10% point-reduction per day for late work, and the assignment will not be accepted after three days late.*

Percentage scores	Grade points	Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
0	0.00	FX

### VI. Extra Credit

There is no rewriting or extra credit offered in this course.

### VII. Class Participation

Class participation is an integral part of this course. Classes may involve telling/explaining, brainstorming, concept mapping, watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, web searching, and oral presentations.

### VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the course discussions.

### IX. Announcements

All announcements will be made on the Moodle site for this course. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

### Tentative Course Schedule

Week No	Main Content	Readings/Assignments/Assessment
<b>Week 1</b> <b>23-27</b> <b>Sept.</b>	Meeting the Students & Overview of the Course	Syllabus and Textbooks
<b>Week 2</b> <b>30 Sept.</b> <b>– 04</b> <b>Oct.</b>	Introduction to social studies	<b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b>  <b><u>Student Presentations:</u></b> Chapter 1: An introduction to the social studies: Linking the past and the present (Zarrillo, 2008) Chapter 1: What is powerful and meaningful social studies? (Szymanski-Sunal & Haas, 2011) Chapter 1: Social studies education: Definitions and rationales (Ellis, 2007) Chapter 1: Social studies education: What and why? (Parker, 2014)
<b>Week 3</b> <b>07-11</b> <b>Oct.</b>	Foundations of social studies	<b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b>  <b><u>Student Presentations:</u></b> Chapter 1: Social studies and integrated instruction: A look at social studies (Farris, 2012) Chapter 3: Setting standards: The knowledge base for social studies (Ellis, 2007) Chapter 2: Social studies in the school curriculum (Nelson, 1998) Chapter 2: History and the social sciences: The knowledge base for social studies (Welton & Mallan, 1999)
<b>Week 4</b> <b>14-18</b> <b>Oct.</b>	Sources of content for social studies	<b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b>  <b><u>Student Presentations:</u></b> Chapter 10: Democratic citizenship: participating in civic life (Zarrillo, 2008) Chapter 11: History and geography: understanding people of different times and places (Zarrillo, 2008) Chapter 12: The other social sciences and topics of special interest: Completing the social studies curriculum (Zarrillo, 2008) Chapter 3: History, geography, and the social sciences (Parker, 2014)  <b>Submission: Reflection Paper</b>

<b>Week 5</b> <b>21-25</b> <b>Oct.</b>	Planning instruction	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 4: Lesson and unit plans: Organizing instruction (Zarrillo, 2008)  Chapter 5: Planning for social studies teaching and learning (Ellis, 2007)  Chapter 10: Planning and orchestrating instruction (Welton &amp; Mallan, 1999)  Chapter 7: Planning units, lessons, activities (Parker, 2014)</p>
<b>Week 6</b> <b>28 Oct.</b> <b>– 01</b> <b>Nov.</b> <b>(Official</b> <b>Holiday</b> <b>on Oct.</b> <b>29th)</b>	Teaching social studies	<p><b><u>OFF (PUBLIC HOLIDAY) (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 2: How do students engage in powerful and meaningful social studies (Szymanski-Sunal &amp; Haas, 2011)  Chapter 6: Strategies for social studies teaching and learning (Ellis, 2007)  Chapter 6: Facilitating learning through strategic instruction in social studies (Farris, 2012)  Chapter 8: Five great teaching strategies (Parker, 2014)  Chapter 6: Inquiry, lecture, and guided discovery (Nelson, 1998)  Chapter 8: Role play, group decision making, and case studies (Nelson, 1998)</p>
<b>Week 7</b> <b>04-08</b> <b>Nov.</b>	Instructional materials	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 10: What are some other strategies for teaching social studies (Brophy &amp; Alleman, 2007)  Chapter 4: Powerful tools: Maps, globes, charts, and graphics (Parker, 2014)  Chapter 5: Current events and public issues (Parker, 2014)  Chapter 11: Four great resources (Parker, 2014)  Chapter 13: Helping students use maps, globes, and graphics (Welton &amp; Mallan, 1999)  Chapter 14: Using instructional tools: Print, multimedia, and community resources (Welton &amp; Mallan, 1999)  Chapter 10: Computers, simulations, games, and the media (Nelson, 1998)  Chapter 11: Map and globe skills (Nelson, 1998)</p>
<b>Week 8</b> <b>11-15</b> <b>Nov.</b>	Assessment in social studies	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 3: Classroom assessment in social studies (Farris, 2012)  Chapter 14: How do I teach students to learn through multiple assessments and evaluation? (Szymanski-Sunal &amp; Haas, 2011)  Chapter 7: Assessing social studies learning (Ellis, 2007)  Chapter 6: Assessing student learning (Parker, 2014)  Chapter 11: Assessing learning (Welton &amp; Mallan, 1999)</p>

<b>Week 9</b>  <b>18-22</b> <b>Nov.</b>	<p>MIDTERM</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p>MIDTERM</p>
<b>Week 10</b>  <b>25-29</b> <b>Nov.</b>	<p>Values and character education</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 11: Teaching and learning values, character education, and moral development (Ellis, 2007)  Chapter 6: Developing character and values (Welton &amp; Mallan, 1999)  Chapter 4: Recognizing values (Nelson, 1998)</p>
<b>Week 11</b>  <b>02-06</b> <b>Dec.</b>	<p>Democracy and citizenship education</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 14: Children in a democracy: Teaching and learning responsible citizenship (Ellis, 2007)  Chapter 12: Civic education in a democratic society (Farris, 2012)  Chapter 5: How do students develop citizenship in democratic and global societies? (Szymanski-Sunal &amp; Haas, 2011)  Chapter 6: What is social studies' contribution to global education? (Szymanski-Sunal &amp; Haas, 2011)</p>
<b>Week 12</b>  <b>09-13</b> <b>Dec.</b>	<p>Social studies for diverse learners</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b><u>Student Presentations:</u></b>  Chapter 4: Multicultural and bilingual education: Making the connections in social studies (Farris, 2012)  Chapter 5: Social studies for all learners (Farris, 2012)  Chapter 10: How can I involve all students in meaningful social studies? (Szymanski-Sunal &amp; Haas, 2011)  Chapter 2: Children, diversity, and learning: Implementing differentiated instruction (Zarrillo, 2008)  Chapter 5: Special people in social studies (Nelson, 1998)  Chapter 2: Teaching diverse children (Parker, 2014)</p>
<b>Week 13</b>  <b>16-20</b> <b>Dec.</b>	<p>Student Presentations</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b>Submission &amp; Presentation: Observation Report</b></p>
<b>Week 14</b>  <b>23-27</b> <b>Dec.</b>	<p>Student Presentations</p>	<p><b><u>Observation Time in Life/Social Studies Class (Tuesday)</u></b></p> <p><b>Submission &amp; Presentation: Observation Report</b></p>

\*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.