



TED UNIVERSITY
FACULTY OF EDUCATION
EGE 331 SOCIAL STUDIES IN PRIMARY EDUCATION
Fall 2020 Syllabus for Section 1

Course Information

Schedule: T 9:00 a.m. – 11:00 a.m. & Th 9:00 a.m. – 10:00 a.m.
Location: Online (via Zoom)

Instructor Information

Instructor: Assist. Prof. Dr. Sibel AKIN
Office: G018
Office phone: 0312 585 0209
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Office hours: Thursdays 10:00 a.m. – 10.50 a.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 **2020F_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, Lesson Plan Development: 8 hrs, Oral Presentation (for Observation): 3 hrs, Life Studies Curriculum Analysis: 7 hrs, News/Article Analysis: 8 hrs

Planned Learning Activities

Telling/Explaining, Discussions/Debates, Brainstorming, Questioning, Reading, Scaffolding/Coaching, Hands-on Activities, Collaborating, Think-Pair-Share, Guest Speaker, 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%
Written Project (Life Studies Curriculum Analysis)	30%
Written Project (Lesson Plan Development & Oral Presentation)	10% +10%
Written Project (News/Article Analysis)	30%
TOTAL	100%

1. Student Presentations

You are expected to prepare 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

Working in groups of 4-5, 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 pages (double-spaced and typed), and is due on the week of **October 26th-30th**. The assignment must be submitted on Moodle as a softcopy.

3. Life Studies Curriculum Analysis

Working in groups of 4-5, you are supposed to analyze the life studies curriculum that is implemented in Turkey, in terms of the main philosophy, goals and learning objectives, content, suggested instructional strategies and methods, suggested assessment and evaluation techniques, and emphasized skills and values. The curriculum analysis report should be 4 pages (double-spaced and typed). A detailed rubric will be provided as a guideline. The curriculum analysis report submission and presentation is due on the week of **November 30th-December 04th**. The assignment must be submitted on Moodle as a softcopy.

4. Lesson Plan Development and Oral Presentation

Working in groups of 4-5, you are expected to develop 1 lesson plan for teaching life studies. Rubrics for the lesson plan will be provided as a guideline. The lesson plan is expected to be 3 pages (double-spaced and typed). The due date for the lesson plan and its presentation is provided on the tentative course schedule. The assignment must be submitted on Moodle as a softcopy.

5. News/Article Analysis

Locate one news/research article from scholarly journals or web that is of interest to you and related with life studies curriculum of a country of your own choice, including Turkey. The article must be approved by the instructor in advance. Once approved, students are to write a paper reflecting on the article. The paper should not exceed 3 pages (double-spaced and typed). Keep in mind that this is a critique for your Social Studies in Primary Education class, so your paper should focus on the tensions, discussions, concerns within the life studies curriculum implemented in Turkey or elsewhere. Then, you are expected to develop a presentation for your paper to enhance the class’s understandings of how the news/research article you chose discusses the life studies curriculum that is implemented in primary education in the selected country context. The submission and presentation of the news/article review on life studies curriculum is provided on the tentative course schedule. The assignment must be submitted on Moodle as a softcopy.

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* (6th 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 6th 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.

Turnitin Similarity Report	0-5% (excellent)	6-10% (good)	11-15% (bad)	More than 16% Ⓢ
Reduction	0 point	1 point	2 points	Plagiarism contract will be applied

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, discussions/debates, brainstorming, questioning, reading, scaffolding/coaching, hands-on activities, collaborating, think-pair-share, guest speaker, video presentations, oral presentations, concept mapping, web searching.

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
Week 1 05-09 Oct.	Meeting the Students & Overview of the Course	Syllabus and Textbooks
Week 2 12-16 Oct.	Introduction to social studies	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)
Week 3 19-23 Oct.	Foundations of social studies	<u>Student Presentations (Tuesday):</u> 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) <u>Discussion on Life Studies Curriculum (Thursday)</u>
Week 4 26-30 Oct.	Sources of content for social studies	<u>Student Presentations (Tuesday):</u> 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) Submission: Reflection Paper <u>Discussion on Life Studies Curriculum (Thursday)</u>

Week 5 02-06 Nov.	Planning instruction (Sample Lesson Plan)	<p><u>Student Presentations (Tuesday):</u> 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 & Mallan, 1999) Chapter 7: Planning units, lessons, activities (Parker, 2014)</p> <p><u>Discussion on News/Article Analysis (Thursday)</u> Submission: News/Article Analysis Report (Group 1)</p>
Week 6 09-13 Nov. (Official Holiday on Oct. 29th)	Teaching social studies	<p><u>Student Presentations (Tuesday):</u> Chapter 2: How do students engage in powerful and meaningful social studies (Szymanski-Sunal & 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> <p><u>OFF (PUBLIC HOLIDAY) (Thursday)</u></p>
Week 7 16-20 Nov.	Instructional materials	<p><u>Student Presentations (Tuesday):</u> Chapter 10: What are some other strategies for teaching social studies (Brophy & 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 & Mallan, 1999) Chapter 14: Using instructional tools: Print, multimedia, and community resources (Welton & Mallan, 1999) Chapter 10: Computers, simulations, games, and the media (Nelson, 1998) Chapter 11: Map and globe skills (Nelson, 1998)</p> <p><u>Discussion on News/Article Analysis (Thursday)</u> Submission: News/Article Analysis Report (Group 2)</p>
Week 8 23-27 Nov.	Assessment in social studies	<p><u>Student Presentations (Tuesday):</u> 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 & Haas, 2011) Chapter 7: Assessing social studies learning (Ellis, 2007) Chapter 6: Assessing student learning (Parker, 2014) Chapter 11: Assessing learning (Welton & Mallan, 1999)</p> <p><u>Discussion on Life Studies Curriculum (Thursday)</u></p>

