

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/7/2013

1b. Department/Division: Education Curriculum & Instr

1c. Contact Person

Name: Susan Nelson Wood

Email: susan.wood@uky.edu

Phone: 850-322-4087

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ F 2012

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDC 446

2c. Full Title: Applications of Teaching middle Level Social Studies

2d. Transcript Title: Apps of Tchng Middle Level Soc St

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

CLINICAL: 15

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course emphasizes analyzing and assessing teaching and learning appropriate to inquiry-based social studies instruction in the middle grades. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

2k. Prerequisites, if any: EDC 346 or permission of instructor.

2l. Supplementary Teaching Component: Service Learning

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Middle School Teacher Education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_NEW EDC 446|20130102

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE_NEW EDC 446|20130102

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW EDC 446|20130102

NEW COURSE FORM

| | | | | |
|---|--|--|---|-------------------------------|
| 1. General Information. | | | | |
| a. | Submitted by the College of: <u>Education</u> | Today's Date: | <u>September 9, 2011</u> | |
| b. | Department/Division: <u>Curriculum & Instruction</u> | | | |
| c. | Contact person name: <u>Susan Nelson Wood</u> | Email: <u>susan.wood@uky.edu</u> | Phone: | <u>850-322-4087</u> |
| d. | Requested Effective Date: <input type="checkbox"/> Semester following approval | OR | <input checked="" type="checkbox"/> Specific Term/Year ¹ : | <u>F 2012</u> |
| 2. Designation and Description of Proposed Course. | | | | |
| a. | Prefix and Number: <u>EDC 446</u> | | | |
| b. | Full Title: <u>Applications of Teaching Middle Level Social Studies</u> | | | |
| c. | Transcript Title (if full title is more than 40 characters): <u>Apps of Tchng Middle Level Soc St</u> | | | |
| d. | To be Cross-Listed ² with (Prefix and Number): <u> </u> | | | |
| e. | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type. | | | |
| | <u>3</u> Lecture | <u> </u> Laboratory ¹ | <u> </u> Recitation | <u> </u> Discussion |
| | <u>15</u> Clinical | <u> </u> Colloquium | <u> </u> Practicum | <u> </u> Research |
| | <u> </u> Seminar | <u> </u> Studio | <u> </u> Other – Please explain: <u> </u> | |
| f. | Identify a grading system: | <input checked="" type="checkbox"/> Letter (A, B, C, etc.) | <input type="checkbox"/> Pass/Fail | |
| g. | Number of credits: <u>3</u> | | | |
| h. | Is this course repeatable for additional credit? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES: Maximum number of credit hours: <u> </u> | | | |
| | If YES: Will this course allow multiple registrations during the same semester? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| i. | Course Description for Bulletin: | <u>This course emphasizes analyzing and assessing teaching and learning appropriate to inquiry-based social studies instruction in the middle grades. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.</u> | | |
| j. | Prerequisites, if any: <u>EDC 346 or permission of instructor.</u> | | | |
| k. | Will this course also be offered through Distance Learning? | YES ⁴ <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| l. | Supplementary teaching component, if any: | <input type="checkbox"/> Community-Based Experience | <input checked="" type="checkbox"/> Service Learning | <input type="checkbox"/> Both |
| 3. | Will this course be taught off campus? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

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|------------|--|--|--|--|
| 4. | Frequency of Course Offering. | | | |
| a. | Course will be offered (check all that apply): | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| b. | Will the course be offered every year? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If NO, explain: | _____ | | |
| 5. | Are facilities and personnel necessary for the proposed new course available? | | | |
| | | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If NO, explain: | _____ | | |
| 6. | What enrollment (per section per semester) may reasonably be expected? | <u>25</u> | | |
| 7. | Anticipated Student Demand. | | | |
| a. | Will this course serve students primarily within the degree program? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, explain: | _____ | | |
| 8. | Check the category most applicable to this course: | | | |
| | <input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere | | | |
| | <input type="checkbox"/> Relatively New – Now Being Widely Established | | | |
| | <input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities | | | |
| 9. | Course Relationship to Program(s). | | | |
| a. | Is this course part of a proposed new program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, name the proposed new program: | _____ | | |
| b. | Will this course be a new requirement ⁵ for ANY program? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> | |
| | If YES ⁵ , list affected programs: | <u>Middle School Teacher Education</u> | | |
| 10. | Information to be Placed on Syllabus. | | | |
| a. | Is the course 400G or 500? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.) | | | |
| b. | <input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached. | | | |

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDC 446

Proposal Contact Person Name: Susan Nelson Phone: 850-322- Email: susan.wood@uky.edu
Wood 4087

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---------------|--|-----------|
| Middle School Teacher Education Program Faculty | 9/8/2011 | S.N. Wood / 850-322-4087 / susan.wood@uky.edu | |
| Curriculum & Instruction | 10/7/2011 | Parker Fawson / 859-257-0767 / parker.fawson@uky.edu | |
| C&C Committee | 11/15/11 | Doug Smith / 7-1824 / dcsmit1@uky.edu | |
| CoEd Faculty | 12/13/11 | Steve Parker / 7-8847 / spark01@uky.edu | |
| | | / / | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁶ |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDC 446: Applications of Teaching Middle Level Social Studies

SYLLABUS

“Research and Reflection for Learning and Leading”

| | | |
|------------------------|------------------|--|
| Instructor: | Linda S. Levstik | |
| Office Address: | 349 Dickey Hall | |
| Email: | Llevs01@uky.edu | |
| Office Phone: | 7-3230 | |
| | | |
| Office hours: | TBA | |

Course Description:

This course emphasizes analyzing and assessing teaching and learning appropriate to inquiry-based social studies instruction in the middle grades.

This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

Prerequisites:

EDC 346 or permission of instructor.

Student Learning Outcomes/Course Goals:

Goal One: Students will plan for, implement, and assess instruction using the state standards related to social studies. **See:**

<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/>

Goal Two: Students will plan for, implement, and assess instruction using the NCSS standards for social studies. **See:**

<http://www.socialstudies.org/standards/strands>

Goal Three: After completing this course, students will be able to:

- Identify a set of goals and purposes for social studies education within a pluralist democracy and design instruction consonant with those purposes.
- Demonstrate deep, accurate content knowledge that reflects current scholarship in all areas of middle level social studies.
- Design effective instruction that reflects current scholarship in all areas of middle level social studies;
- Conduct classroom-based research to identify and analyze middle level students' conceptual development in the context of social studies instruction;
- Observe, analyze and evaluate methods, materials and technologies appropriate for teaching in middle level social studies classrooms (clinical as well as field observations);
- Design standards-based, inquiry-oriented and differentiated instruction for middle level social studies that include attention to controversial issues;
- Design, implement and evaluate assessment techniques appropriate to middle level social studies teaching and learning (clinical as well as during field observations);
- Observe and evaluate a special needs student's engagement with social studies content and plan instruction accordingly;
- Conduct "action research" on student learning on one concept fundamental to learning middle level social studies and suggest instructional strategies to correct misconceptions and enhance student understanding;
- Differentiate instruction based on school context and individual student needs.
- Identify instructional goals and objectives in accordance with state and national standards;
- Plan for curriculum integration across content areas;

- Demonstrate professional ethics in all professional interactions.

Required Materials:

Sample texts:

Hess, (2008). *Controversy in the Classroom*. Routledge
 Levstik, L. & Barton , K. (2004). *Teaching History for the Common Good*. Routledge.
 McCullough, D. (2011). *The Greater Journey: Americans in Paris*. Simon & Schuster.

Sample adolescent literature:

Kelly, J. (2011). *The Evolution of Calpurnia Tate*. Square Fish.

Sample Required web-based sources:

Kentucky Social Studies Core Content for Assessment:

<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessme nt/Core+Content+for+Assessment+4.1/>

Kentucky New Teacher Standards:

<http://www.kyepsb.net/teacherprep/standards.asp>

NCSS Standards/Themes:

<http://www.socialstudies.org/standards/strands>

World History:

<http://www.worldhistoryforall.org>

Description of Course Activities and Assignments

| Week | Topic | Instructor Notes (as needed) |
|---------|---|------------------------------|
| Week #1 | Candidates in field | |
| Week #2 | Candidates in field | |
| Week #3 | Candidates in field | |
| Week #4 | <p>Designing Inquiry-based units of instruction.</p> <p>Day One. Initiating events, question setting and data collection</p> <p>Day Two. Interpretation, narration and culminating events.</p> | |
| Week #5 | <p>Designing Inquiry-based units of instruction with pluralism in mind.</p> <p>Day One. Culturally responsive social studies pedagogy. Readings Quiz</p> <p>Day Two. Gender equitable social studies pedagogy.</p> | |
| Week #6 | <p>Curricular integration: Comparative world economics and government</p> <p>Day One. Comparative World Economics</p> <p>Day Two. Comparative World Governments</p> <p>Readings quiz</p> | |

| | | |
|----------|---|--|
| Week #7 | Integrating Social Studies Genres. Day One. Adolescent literature (i.e. <i>Green Glass Sea</i>) Day Two. Selecting and using movies, documentaries and other video media. Readings quiz. | |
| Week #8 | Present, critique and modify unit plans | |
| Week #9 | Candidates in field | |
| Week #10 | Candidates in field | |
| Week #11 | Candidates in field | |
| Week #12 | Candidates in field | |
| Week #13 | Candidates in field | |
| Week #14 | Present analysis of unit implementation. | |
| Week #15 | Controversies in the classroom: Day One: Establishing democratic discourse Day Two: Managing discussion of controversial topics. | |
| Week #16 | UK exam week | |

Course Assignments

1. QUIZZES over readings
2. SITE DESCRIPTION to include:
 - Observation of setting
 - Description of strengths and needs of the site
 - Reflection on candidate's "fit" with the environment
 - Identification of strengths that candidate can bring to the site with potential for leadership
3. Teacher Work Sample UNIT OF STUDY for which candidates design and teach a minimum of 5 lessons in a whole group setting of student learners. Small group and individual instruction should also occur within this mini-unit, as needed, to include evidence of
 - Content expertise: content is accurate, reflects current scholarship, reflects knowledge of national as well as state standards.
 - Collaboration with cooperating teacher and others (e.g., other faculty, parents, special staff) in the design and implementation of instruction and assessment
 - Assessment of learners
 - Communication of assessment results to the learner and cooperating teacher
 - Design, implementation and management of instruction to meet learning objectives and support development of learner's knowledge, performance, and abilities
 - Differentiation of instruction according to needs and strengths of learners
 - Reflection and evaluation on his/her own teaching and learning
 - Use of technology in assessment, teaching, and communicating results

Course Grading

Point Distribution: Before considering class attendance, the number of points earned by each student will be tentatively translated into letter grades using the following scale

A=90-100%

B=80-89%

C=75-79%
D=65-74%
E=below 65

Final unit plan and evaluation due on date of final exam (TBA)

Mid-term Grade (for 100-500 level courses only)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar
(<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Major Course Requirements & Expectations:

1. Punctual, regular attendance and participation in class discussions and activities.
 - a. Any unexcused absence or tardiness will have a pronounced negative effect on course grade. Three unexcused absences will lower your course grade by one letter grade. More than three unexcused absences will result in failure in the course. If you have an excused absence, it is your obligation to notify the instructor in writing. If you enter class late, you must notify the instructor at the end of the class period, in writing, or you will be marked absent. Persistent tardiness will have the same result as three or more absences. Excuses should be attached to your folder.
 - b. Excused absences. If you are ill—running a fever and experiencing sore throat, cold symptoms, please do not come to class until you have checked with the Health Center or your doctor to make sure you do not have the H1N1 virus. This is extremely contagious and you should take appropriate precautions for yourself and for those around you. Absences due to illness are excused and appropriate extensions or, in extreme cases, an Incomplete can be arranged. Other excused absences are those allowed by University Senate policy (see S.R. 5.2.4.2).
 - c. University policy states that students who miss more than 20% of the class for any reason (including illness/medical reasons) may be dropped from the class. If your absences are excused but still involve more than 20% of the class you may petition for withdrawal (W).

2. Students with special needs.
 - a. If you believe that you have a disability requiring accommodation please contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu or 257-2754), Room 2, Alumni Gym. Following Mr. Karnes approval, notify your instructor of necessary accommodations.
3. Professional behavior in all class, field, and other professional interactions.
 - a. Please note: cell phone, IM use are prohibited during class except as designated by the instructor. Turn off phones. If there is a reason for emergency contact, let instructor know, put phone on vibrate.
 - b. Professional dress is required for fieldwork, regardless of individual school practices. You represent the University of Kentucky and should dress and act accordingly. If you have any questions about appropriate attire, please check with the instructor.
 - c. Respectful interaction with all class members and guests is expected.
3. Timely completion of required readings and other assignments. Readings are designated on the attached class agenda.
 - a. Class assignments are due as noted on the class agenda. If you have any questions about assignments, see instructor early.
 - b. Late assignments: Lower one grade per day. Under exceptional circumstances (see above), instructor may extend a deadline.
4. Satisfactory completion of assignments (see appendix for details on assignments and assessment criteria).

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes ([859-257-2754](tel:859-257-2754)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.