

**Inquiry in the Humanities and Social Sciences**  
**At the Elementary Level**  
**Northeastern University – 253 Ryder Hall**  
EDUC 4552/Spring - 2016  
Mondays 4:35PM – 7:35PM  
January 11<sup>th</sup> – April 18<sup>th</sup>, 2016

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Office Hours: by appointment and daily via e-mail.

**Course Description:**

This course is designed to teach students how teachers can develop children's understanding of history and social studies as part of a coordinated approach to the humanities. The goal for this course is for teachers to engage students actively in reading, writing, and speaking through approaches that develop critical thinking skills that will teach them to develop educated opinions about issues of citizenship, community, social justice, and the pursuit of truth in a global world. EDUC 4552 explores primarily the methodology and curriculum design that is applicable within and beyond Social Studies/History and Language Arts/English.

Students will analyze the ways in which the culture that we bring to the classroom and the culture that we create in the classroom affect students' and teachers' expectations, classroom interactions, teaching, and learning particularly in the areas of literacy and language at the elementary level. Participants will explore the following questions: "What are literacy, culture and language?", "How are they expressed inside and outside the classroom?", "How do our beliefs and cultures affect expectations and our ability to establish a literate environment in the classroom?", "What are the obstacles that prevent students/teachers from meeting expectations?", "What attitudes, strategies, and curricula help students reach their highest potential?"

This class will introduce curriculum design and assessment as interrelated processes that include structuring learning environments and experiences that are responsive to children's emotional, social, physical, and cognitive development. EDUC 4552 will also introduce strategies for developing learning opportunities that are appropriate for all children including those with special needs and children from diverse cultural, ethnic and linguistic backgrounds will be explored.

**Learning Objectives:**

After successful completion of this course students should:

- Acquire and apply the skills of a historian to develop an educated and informed point of view about a topic of discussion, utilize frame of reference to support arguments, carefully consider alternative perspectives on an issue, and recognize differences between primary and secondary sources;
- Apply and describe a variety of approaches to teaching and learning, including constructivism, cooperative learning, responsive classroom and other student-centered methodologies;
- Interpret current articles and assigned textbook articles which focus on these issues and arrive at reasons why students and schools are successful or not, based on: the implications of culture, language and literacy in the classroom, and on implications of theories of teaching and learning rooted in theory;

- Examine and present their own perceptions and experiences with teaching and learning through reflective journals;
- Practice critical thinking skills and clear use of oral presentation of a topic by introducing and participating in class discussions;
- Advance their ability to write clear and practical lesson plans;

### **Required Course Reading and Materials:**

a) Savage, T. & Armstrong, D. (2008). Teaching and Learning Elementary Social Studies. 6<sup>th</sup> edition. Upper Saddle River, NJ: Pearson Prentice Hall;

b) Massachusetts Curriculum Frameworks – Elementary Curriculum (to be printed by individual students). You can find all documents necessary for this class at <http://www.ivillagecentral.com>;

c) Active e-mail account that you check daily;

d) Personal student website to be developed during the first week of class;

e) Computer, or access to a computer with word processing software;

f) An active and accessible Skype account;

g) Access to the internet daily.

### **Required Social Studies Website:**

- <http://www.ivillagecentral.com>

### **Class Expectations:**

**A. Attendance is mandatory. Please be on time for class.** We already have a very limited time reserved for our meetings. The course is designed to keep students actively participating through every class, and therefore, it is extremely difficult to make up an absence. In addition, in the event that classes are canceled by the university due to inclement weather, we will still meet via Skype and hold a synchronous session online instead.

**B. Completion of all required weekly readings.** Generally, you can expect to read between 30 and 50 pages for each class session. Please plan accordingly! You are encouraged to take notes on the readings, jot down questions or areas of confusion, and draw connections among various assigned readings. During class, please be prepared to respond orally and in writing to the assigned readings, as well as to apply the readings to case studies and our video analyses observations. Please bring your textbook and reading notes with you to every class.

**C. Class participation** will play a key role in the development of your skills as well as of your classmates' growth from each student's participation. In addition to working together during exercises, students will be required to comment on/during everyone's presentations and in-class discussions.

**D. Written assignments** when expected to be handed in, they are expected to be hand-written or typed, double-spaced, font 11, or 12 – except for ICA's (in-class activities only).

For all other submissions, including multimedia items (i.e.: images, audio, video, VoiceThread, etc), you can find clear guidelines on <http://ivillagecentral.com>

**E. Chapters that will be addressed in class should be read before class.** It is really important that you come prepared to be able to actively participate in our in-class activities and discussions. **Please note that cell phones and any battery-operated device are required to be turned off for the duration of the class, unless they are used as supporting materials for ICA's.**

### **Course Assignments:**

You will receive more detail about all EDUC 4552 assignments as the term unfolds.

1. Weekly In-class Assignments (ICA) – i.e.: lesson plan, discussions, video analyses, in-class exercises, news report, Fieldtrip projects, Zaption Tours, Qualtrics and VoiceThread;
2. Textbook reading and class participation – see detailed guidelines on iVillageCentral;
3. One final Unit Plan with ten lesson plans;
4. Field Trip Presentation via VocieThread;
5. Game Project;
6. News Reports;
7. Children's Literature.

### **Grading:**

Class participation (see Participation Guidelines on iVillageCentral): 10%

ICA: 30%

Unit Plan: 30%

News Report: 5%

Game Project: 5%

Field Trip Presentation: 20%

Note: Guidelines and directions for all assignments can be found at <http://ivillagecentral.com>.

### **Grading Breakdown:**

A=	94% – 100%
A-=	90% – 93%
B+=	87% – 89%
B=	84% – 86%
B-=	80% – 83%
C+=	77% – 79%
C =	74% – 76%
C-=	70% – 73%
D=	50% – 69%
F=	Below 50%

**Late work:** Late work will be marked down. For every class meeting the project is late, you will lose a full grade. Electronic submission applies to selected assignments – if you don't have it in class, you will have until midnight to submit your assignment on the day it is due.

## **Class Schedule and Planning**

### **Monday, 01/11/16**

Introduction to class and to each other.

Defining Social Studies.

Course overview: Syllabus and expectations for a successful and enjoyable semester.

EDUC 4552 website: <http://ivillagecentral.com>

READ: N/A

Assignment due: Social Studies Chalk Talk.

Student Website – due 1/15/16.

### **Monday, 01/18/16 – MLK Day – No Classes!**

### **Monday, 01/25/16**

History & Geography.

MA Curriculum Frameworks.

READ: Chapters 1 and 2.

Fieldtrip Project and Proposal Explained.

Assignment due: ICA, JiTT Quiz

News Report #1: Instructor

### **Monday, 02/01/16**

Political Science, Economics and Related Social Sciences.

READ: Chapter 3.

Assignment due: ICA, JiTT Quiz.

News Report #2

Children's Literature #1: Instructor

### **Monday, 02/08/16 - Fieldtrip Proposal Due!**

Active Learning: Giving Life and Meaning to Social Studies.

Assessing Student Outcome – article on iVillageCentral.com

READ: Chapter 4.

Assignment due: ICA, JiTT Quiz.

News Report #3

### **Monday, 02/15/16 – NO CLASS – President's Day!**

### **Monday, 02/22/16**

Selecting Teaching Approaches for Knowledge Acquisition and Knowledge Discovery.

Lesson Plans.

READ: Chapters 5 and 6.

Assignment due: ICA, JiTT Quiz.

News Report #4

Children's Literature #2

Game Proposal Due

### **Monday, 02/29/16**

Teaching Social Studies Skills – Game Project Explained

READ: Chapter 7.

Assignment due: ICA, JiTT Quiz.

News Report #5

Children's Literature #3

Unit Plan Proposal Due

**Monday, 03/05/16 – Spring Break – No Classes!**

**Monday, 03/14/16**

Social Studies and Literacy.

READ: Chapter 9 and extra article. All articles can be found at <http://ivillagecentral.com>

Assignment due: ICA, JiTT Quiz.

Children's Literature #4

**Monday, 03/21/16**

Planning for Success: Social Studies and Curriculum Connections.

READ: Chapters 10 and 11.

Assignment Due: Game Project Due.

**Monday, 03/28/16**

Planning For Diversity.

Assessing Social Studies Outcomes

READ: Chapter 8.

READ: Chapter 12.

Assignment due: ICA, JiTT Quiz.

Children's Literature #5

**Monday, 04/04/16 –**

Social Studies and Technology

Applications (Desktop and Mobile)

READ: As assigned on ivillagecentral.com

**Monday, 04/11/16 –**

Virtual Fieldtrips

READ: As assigned on ivillagecentral.com

**Monday, 04/18/16 – Potluck! – Final Unit Plan Due with Informal Presentations!**

**Academic Misconduct:**

**Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular instructional procedures as a result of academic misconduct, the instructor has the authority to assign an F, or zero in the course. For more information on the consequences of plagiarism please consult Northeastern University's student handbook.**