Instructor: Dr. Rénard Harris  
Time: 1:40-2:55 Tues / Thurs - EDCTR rm. 215  
Office: School of Education, 86 Wentworth St, Room 327  
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953-0897 (office)  
Office hours: Tues: 10:30-12:30  Wed: 11:00-2:00

Course Prerequisites  
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. Microsoft PowerPoint/SMARTboard. 3. Microsoft Word.

Course Description  
This course introduces students to all facets of the 2–8 social studies experiences needed to guide students on the path to responsible citizenship. The course will focus on the highly integrative and multidisciplinary nature of social studies. Particular emphasis is placed on appropriate curricula, methods, and materials for social studies.

Course Text Materials / Articles:

Social Studies Standards  
1. SC Social Studies Academic Standards and Correlations  
   http://ed.sc.gov/agency/offices/cso/standards/ss/index.html  
2. NCSS National Standards for Social Studies Teachers www.ncss.org

American History Website  
http://www.americaslibrary.gov/jb/nation/jb_nation_subj.html

Articles  


**OUTCOMES FOR CANDIDATES:** All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. understand and value the learner; 2. know what and how to teach and assess and how to create an environment in which learning occurs, and 3. understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn for you to develop the knowledge, skills and dispositions in these three areas that you need to become an effective teacher. Below are EDEE 373’s specific outcomes related to the three elements of teacher competency. These refer to standards developed by the School of Education that are based on the National Council for the Social Studies (NCSS) Standards and the South Carolina Academic Social Studies Standards. The National Association for the Education of Young Children (NAEYC) standards define expectations for early childhood teachers, the National Council for the Accreditation of Teacher Education (NCATE) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle grades teachers.

**OUTCOMES RELATED TO KNOWING AND VALUING THE LEARNER:**
Outcome 1: Candidates will demonstrate their knowledge of child and adolescent development and culture. They will coordinate that knowledge with their knowledge of their own development and culture. NMSA 1; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b
Outcome 2: Candidates will apply knowledge, skills, and dispositions from the social studies to organize, and provide developmentally appropriate, integrated instruction for the study of major concepts, themes, and modes of inquiry drawn from academic fields that address culture; time, continuity, and change; people, places and environment; individual development and identity; individuals, groups and institutions; power, governance, and authority; production, distribution, and consumption; science, technology, and society; global connections; civil ideals and practices. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 1,2
OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS:
Outcome 3: Candidates will demonstrate an understanding of the areas of social studies that include history, geography, the social studies (anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas such as humanities, law, philosophy, religion, mathematics, science, and technology. NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b; NMSA 4
Outcome 4: Candidates will design experiences to help elementary students learn about the historical development of democratic values. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 5: Candidates will design experiences to help elementary students learn about the basic principles of government and citizenship in a democratic republic. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 6: Candidates will design experiences to help elementary students learn about the development of nations, institutions, economic systems, culture, and cultural diversity. NMSA 3, 4
Outcome 7: Candidates will create experiences to help elementary students learn about the humanities. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b, NMSA 3, 4
Outcome 8: Candidates will demonstrate an ability to help students read, write, listen, discuss, speak, and research to build background knowledge; utilizing a variety of sources (primary and secondary sources, maps, statistical data, and electronically technology-based information). NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b, NMSA 3, 4
Outcome 9: Candidates will demonstrate an ability to use formative and summative assessments in planning and implementing instruction. NCATE 1, 2a, 2e, 2i, 3a, 4; NAEYC 1, 3, 4a, 4b; NMSA 3, 5
Outcome 10: Candidates will demonstrate an ability to use the South Carolina Social Studies Academic Standards to design and implement effective instructional plans.

OUTCOMES RELATED TO UNDERSTANDING THEMSELVES AS PROFESSIONALS:
Outcome 11: Candidates will demonstrate an ability to help students acquire and manipulate data, analyze points of view, and formulate well supported oral and written arguments, policies, and positions. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 6, 7
Outcome 12: Candidates will create in students an awareness of current issues and opportunities related to social education and enable informed opinion and professional action. NCATE 2e, 3e 5a-d; NAEYC 2, 4, 4b, 5; NMSA 6, 7

C of C Undergraduate Grading Scale:
93-100 = A
91-92 = A-
89-90 = B+
86-88 = B
84-85 = B-
82-84 = C+
79-81 = C
77-78 = C-
75-76 = D+
72-74 = D
70-71 = D-
Below 69 = F

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

SOCIAL STUDIES CONTENT
Content Test 1 15%
Content Test 2 20%

ESSENTIALS TO SOCIAL STUDIES
Social Studies Articles Test 1 25%
Social Studies Articles Test 2 25%

SELF-STUDY
Multicultural narrative 15%

DESCRIPTION OF COURSE REQUIREMENTS:

CONTENT TEST
Content tests will cover U.S. History content from the American History website (see course materials) applied and discussed during the blending narratives activity.
Test 1 will be based on content covered from Aug. 30 to Oct. 11
Test 2 will be based on content covered from Oct. 20 to Dec. 1
(ojective test: e.g. True/False, Multiple Choice, Matching)

ESSENTIALS TO SOCIAL STUDIES
Essentials to Social Studies tests will cover information from the assigned reading material (articles). Test information will be based on the lectures in class related to the articles (note taking is advised during this period).
Test 1 will be based on readings / lectures from Aug. 30-Sept 13
Test 2 will be based on readings / lectures from Sept 20-Nov 15
(subjective test: e.g. short answer essay)

MULTICULTURAL NARRATIVE
The Multicultural narrative is a ten (10) page narrative, that can be fact, fact-based, or fiction. One page will be turned in every Tuesday starting August 30 – November 8. Each page will be graded based on the provided rubric. Each page will be double-spaced using size 12 font. Please use the entire page, even if the last line is an incomplete sentence.
Objective: To write a narrative that demonstrates a relationship with the “other”. The other can be someone from another race, class, or gender. Throughout this narrative the
goal is to demonstrate understanding, both from you and the other. More importantly, to be able to sustain who you are as a person, to make progress to understand, and to make positive action. More details will be provided in class.

**TENTATIVE SCHEDULE**

**TUESDAY, AUG. 23**
Syllabus
http://www.socialstudies.org/standards/introduction
social studies definition
NCSS National Standards for Social Studies Teachers
www.ncss.org
State Standards
http://ed.sc.gov/agency/offices/cso/standards/ss/index.html
American history website
http://www.americaslibrary.gov/jb/nation/jb_nation_subj.html

**THURSDAY, AUG. 25**
Lesson Plans
Blending Narratives

**TUESDAY, AUG. 30**
Multicultural Narrative p.1 due

Blending Narratives w/ American History
**COLONIAL AMERICA 1492-1763**

OAKS

**THURSDAY, SEPT. 1**
Blending Narratives w/ American History
“GIVE ME LIBERTY OR GIVE ME DEATH!”

OAKS

**TUESDAY, SEPT. 6**
Multicultural Narrative p.2 due

Blending Narratives w/ American History
A SETTLEMENT WITH UNSETTLING CHALLENGES

OAKS

THURSDAY, SEPT. 8
Blending Narratives w/ American History
FIGHTING FOR FREEDOM


COFC-LIBRARY-DATABASES-ERIC (EBSCO)-ENTER TITLE-#1

TUESDAY, SEPT. 13
Multicultural Narrative p.3 due

Blending Narratives w/ American History
REVOLUTIONARY PERIOD 1764-1789


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

THURSDAY, SEPT. 15
TEST ARTICLE TEST 1

TUESDAY, SEPT. 20
Multicultural Narrative p.4 due

Blending Narratives w/ American History
A CONSTITUTIONAL ARMY


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE- #6

THURSDAY, SEPT. 22
Blending Narratives w/ American History
BOSTON MASSACRE-A BATTLE FOR LIBERTY


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE- #1
TUESDAY, SEPT. 27
Multicultural Narrative p.5 due

Blending Narratives w/ American History
THE BRITISH ARE COMING

COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE- #1

THURSDAY, SEPT. 29
Blending Narratives w/ American History
THE NEW NATION 1790-1828


OAKS

TUESDAY, OCT. 4
Multicultural Narrative p.6 due

Blending Narratives w/ American History
FATHER OF OUR COUNTRY

COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

THURSDAY, OCT. 6
Blending Narratives w/ American History
A TRAIL OF TEARS


OAKS

TUESDAY, OCT. 11
Multicultural Narrative p.7 due

Blending Narratives w/ American History
FREEDOM OF SPEECH! FREEDOM OF RELIGION


OAKS
THURSDAY, OCT. 13
CONTENT TEST 1

TUESDAY, OCT. 18            FALL BREAK

THURSDAY, OCT. 20
Blending Narratives w/ American History
WESTERN EXPANSION & REFORM (1829-1859)


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

TUESDAY, OCT. 25
Multicultural Narrative p.8 due

Blending Narratives w/ American History
TAKING THE OREGON TRAIL


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

THURSDAY, OCT. 27
Blending Narratives w/ American History
THE RAID ON HARPER’S FERRY


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

TUESDAY, NOV. 1
Multicultural Narrative p.9 due

Blending Narratives w/ American History
THERE’S GOLD IN THAT CREEK


COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-and HEALY (author)

THURSDAY, NOV. 3
Blending Narratives w/ American History
CIVIL WAR (1860-1865)

COFC-LIBRARY-DATABASES-EDUCATION FULL TEXT-ENTER TITLE-#1

**TUESDAY, NOV. 8**
Multicultural Narrative p.10 due

Blending Narratives w/ American History
CONFEDERATE PRESIDENT

OAKS

**THURSDAY, NOV. 10**
Blending Narratives w/ American History
THE GETTYSBURG ADDRESS, TIMELESS WORDS

OAKS

**TUESDAY, NOV. 15**
Blending Narratives w/ American History
NO MORE BLOODSHED

OAKS

**THURSDAY, NOV. 17**
ARTICLE 2 TEST

**TUESDAY, NOV. 22**
Blending Narratives w/ American History
RECONSTRUCTION (1866-1877)

OAKS

**THURSDAY, NOV. 24**
NO CLASSES

**TUESDAY, NOV. 29**
Blending Narratives w/ American History
THE RECONSTRUCTION AMENDMENT


OAKS

Peter Turnley Photos

THURSDAY, DEC. 1
TEST 2 CONTENT

TUESDAY, DEC 6
READING DAY

EXAM DATE: THURS. DEC 8 12:00-3:00

SOE DISPOSITION:
PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:
• The belief that all students can learn.
• Value and respect for differences.
• Value of positive human interaction.
• Intellectual curiosity and willingness to gain new knowledge.

Attendance Policy:
Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible BEFORE the scheduled class session. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. These strict policies are based on the professionalism required of teachers.

PROGRAM REQUIREMENTS:
To be enrolled in this course you must meet the following four requirements.
1. Officially accepted into the School of Education and have received letter of acceptance from the Office of Student Services.
2. Passed all sections of Praxis I and have submitted passing scores to the Office of Student Services.
3. An overall G.P.A of 2.5 or higher.
4. A G.P.A 3.0 or higher for all education course work.

If you have not met all of these requirements you must inform the instructor. Failure to do this will result in you being immediately dropped from the class.
College of Charleston Honor Code and Academic Integrity:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm

ADA Statement:
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.