San José State University  
Fall 2014: SOCS 195  
Single Subject Social Science Student Teaching, Phase II/III

Instructor:  
Dr. Wendy Rouse  
Office Location:  
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Email:  
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Office Hours:  
Tuesdays and Thursdays 11:00 AM -12:00 PM  
Class Days/Time:  
Tuesdays and Thursdays, 12:00-1:15 PM, DMH 162  
Prerequisites:  
SOCS 177; completed graduation application; or instructor consent.

Readings and Resources:


Relevant Grade Level Textbooks for U.S. History, World History, Government, Economics and California History

College Level Textbooks for U.S. History, World History, Government, Economics and California History

Various readings available on Canvas

Course Description:

This seminar serves as the culminating capstone course for Social Science Teacher Preparation majors. The purpose of this course is to reflect on what you have learned about social science education in both theory and practice and to apply what you have learned to your own professional life. To that end, we will reflect on the key themes of social science education especially as they apply to the California State Standards. We will explore practical approaches for implementing historical and social science thinking skills in your own future classroom. As a cohort, we will also focus on assisting you in the preparation of your professional portfolio and preparing you for beginning your career as an educator.
Learning Objectives:

1. Develop critical thinking skills in the social sciences that will translate into life-long learning in your role as a social citizen and as a future educator.
2. Develop an understanding of how the various social sciences are used to interpret and examine the field of education.
3. Develop critical reading, writing, speaking and listening skills in the social sciences.
4. Develop effective skills in presentation of social science related topics; in class discussion and individual/group presentations.
5. Develop the ability to apply educational theory to your understanding of the practical world of teaching.

University Policies:

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy S07-2, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Assignments & Grading

Your grade will be based on a combination of seminar participation and written assignments. Course attendance and active participation IS REQUIRED. Please attend each seminar session and be present in the classroom. Turn off and put away cell-phones and laptops and be prepared for active participation and discussion. The assignments for this course are listed below and are subject to some change depending on the progress and needs of the class:
• In-Class Workshops and Participation 5% - 50 points
• Questions on Common Core Skills 5% - 50 points
• Questions on Historical Thinking Skills 5% - 50 points
• Teaching Toolkit 5% - 50 points
• Course Outline 10% - 100 points
• Unit Plan 10% - 100 points
• Lesson Plan 10% - 100 points
• Assessment 10% - 100 points
• Classroom Resources Reference Sheet 5% - 50 points
• Classroom Management Plan 5% - 50 points
• Diverse Learners Plan 5% - 50 points
• Letter to Parents 5% - 50 points
• Reflection on Professionalism & Ethics 5% - 50 points
• Professional Development Plan 5% - 50 points
• Final E-Portfolio 10% - 100 points

-course-related-content-

○ Resume
○ Writing Sample
○ Unofficial Transcripts
○ General Education Evaluation Checklist
○ Major Form Signed by Major Advisor
○ Teacher Evaluation of Field Experience
○ Sample Course Outline, Unit Plan, Lesson Plan, Assessment, etc.
○ Statement of Purpose Essay
  ▪ Your educational background especially as it relates to teaching
  ▪ Your experience working with children and adolescents
  ▪ Your reason for pursuing a career in teaching (If you plan on entering a single-subject credential program be sure to specifically address your interest in teaching Social Science)
  ▪ Your beliefs about the role of education in society

Course Outline:
Week 1 (August 26 & 28) – Content Standards & Common Core
  Due (Aug. 28): Draft of E-Portfolio & Statement of Purpose Essay
  Questions on Common Core Skills

Week 2 (Sept. 2 & 4) – Diverse Instructional Strategies & Course Outlines
  Historical Thinking Skill: Reading - Sourcing and Contextualization
  Due (Sept. 4): Questions on Historical Thinking & Teaching Toolkit

Week 3 (Sept. 9 & 11) – Unit Planning & The Big Picture
  Historical Thinking Skill: Reading - Cause and Effect
  Due (Sept. 11): Course Outline for U.S. or World History

Week 4 (Sept. 16 & 18) – Designing Lesson Plans and Locating Resources
  Historical Thinking Skill: Reading - Close Reading
  Due (Sept. 18): Unit Plan for U.S. or World History
Week 5 (Sept. 23 & 25) – What Makes a Good Assessment?
   Historical Thinking Skill: Reading - Point of View
   Due (Sept. 23): Lesson Plan for U.S. or World History

Week 6 (Sept. 30 & Oct. 2) – Student Teaching & Your First Classroom
   Historical Thinking Skill: Reading - Comparison and Corroboration
   Due (Oct. 2): Assessment for U.S. or World History

Week 7 (Oct. 7 & 9) – Organization & Planning
   Historical Thinking Skill: Reading - Synthesis and Analysis
   Due (Oct. 9): Revisions of Outline, Unit Plan, Lesson Plan, and Assessment

Week 8 (Oct. 14 & 16) – Online Classroom Tools
   Historical Thinking Skill: Writing – Using Evidence and Crafting Arguments
   Due (Oct. 16): Classroom Resources Reference Sheet

Week 9 (Oct. 21 & 23) – Classroom Management
   Historical Thinking Skill: Writing - Organization
   Due (Oct. 23): Classroom Management Plan

Week 10 (Oct. 28 & 30) – Diverse Learners in the Classroom
   Historical Thinking Skill: Writing – Paraphrase, Summarize, Synthesize, & Cite
   Due (Oct. 30): Diverse Learners Plan

Week 11 (Nov. 4 & 6) – Working with Parents & Colleagues
   Historical Thinking Skill: Writing – Revising and Using Technology
   Due (Nov. 6): Letter to Parents

Week 12 (Nov. 11 & 13) – Professional Obligations & Ethics
   Historical Thinking Skill: Speaking & Listening - Collaboration
   Due (Nov. 13): Reflection on Professionalism & Ethics

Week 13 (Nov. 18 & 20) – Lifelong Learning
   Historical Thinking Skill: Speaking & Listening - Active Listening and Speaking
   Due (Nov. 20): Professional Development Plan

Week 14 (Dec. 2 & 4) – Applying to Credential Programs and Your E-Portfolio
   Historical Thinking Skill: Speaking and Listening – Integrating and Presenting Information
   Due (Dec. 4): Revised Statement of Purpose

Week 15 (Dec. 9) - Looking ahead to the Job Market
   Due (Dec. 9): Revised E-Portfolio