

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 21-53
Effective Fall 22

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 4925
3. **Short title:** Social Studies Methods
4. **Long title:** Methods, Theory, and Pedagogy for History and Social Studies Teaching
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2022
8. **Catalog course description:** (3-0-3) In this course, students will build a foundation for their work as a social studies educator and reflective practitioner through study of pedagogy, instructional strategies, resources, lesson and inquiry unit design, and technology appropriate for the teaching of history, civics, and other social studies courses at the middle and secondary level. The course also includes reading and analysis of current literature related to historical thinking, social studies pedagogy, and culturally responsive and anti-racist social studies practice. In a clinical setting, students will implement lessons and inquiry-based social studies instruction and reflect upon practice.

9. Course attributes:

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

☐ Department Capstone as Senior Seminar

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research

☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☒ Online Synchronous ☒ Online Asynchronous ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): N/A

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): (for undergraduates) University approval to take teacher education courses
(see <https://www.eiu.edu/edprep/gettingstarted/UATE.php>); (for MAT candidates) admission to MAT in Secondary Education Program; (for all but MAT candidates) permission of Department Chair and Coordinator

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☒ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MAT students; additionally HIS-TL BA, Accelerated MA HIS Students, and HIS-MA Students with permission of Department Chair and Coordinator

b. Degrees, colleges, majors, levels, classes which may not take the course: all others; students who have passed SOS 3400

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: none

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software N/A

Course Fee ☒ No ☐ Yes, Explain if yes

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of MAT Program
____ Course is required for the minor(s) of _____
____ Course is required for the certificate program(s) of _____
X Course is used as an elective (HIS-TL BA, HIS-MA)

2. **Rationale for proposal:** This is a graduate-level version of social studies teaching methods, created for the College of Education's new MAT (Master of Arts in Teaching) online program. It is being created at the 4000-level to allow for flexibility so that students in the BA in HIS-TL, Accelerated MA, and MA in History may take the course on occasion with permission of the Chair and Graduate Coordinator.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: This is a graduate level class that brings in many elements of SOS 3400: Teaching Middle Level and Secondary Social Studies.

22. Prerequisites: Most students would need to be admitted to the MAT program and would be taking this class in the order it comes within their cohort. For others enrolled with the permission of the Chair, undergraduate HIS-TL students and accelerated MA HIS-TL students would need University approval to take teacher education courses.

Co-requisites: N/A

Enrollment restrictions: As a requirement for licensure, this course is only appropriate for students engaged in the study of history and social studies teaching and for the occasional History BA or MA student interested in pedagogy but not licensure.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course is being developed for a fully online MAT program and, as such, must be delivered online.

Instruction: This course will be offered through EIU's online learning management system (currently D2L/Brightspace) and will be supplemented as needed by other online learning technology. Faculty

members will complete the OCDI training and will adhere to best practices in online teaching. Instructional materials, readings, activities, and assessments will work together in support of specified learning objectives and the learning goals of COE and the Graduate School and in alignment with the Illinois Learning Standards for Social Science and the National Council for the Social Studies 5 Core Competencies for Social Studies Educators.

Integrity: Students will produce significant amount of writing and reflection via online discussion boards, lesson plans and unit plans, a literature review, and other writing, and all work requires critical analysis and synthesis of readings. Because assignments demand analysis of specific readings and sources, plagiarism is usually easily detected.

Interaction: Students interact with each other and the professor through frequent discussions, via email, and in other ways via Padlet, Zoom conferences, and other technologies for online collaboration and communication. Students receive feedback on assignments and are given rubrics outlining expectations for participation in rigorous, robust, and respectful online discussion.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title HIS 4925: Methods, Theory, and Pedagogy for History and Social Studies Teaching
2. Catalog description

(3-0-3) In this course, students will build a foundation for their work as a social studies educator and reflective practitioner through study of pedagogy, instructional strategies, resources, lesson and inquiry unit design, and technology appropriate for the teaching of history, civics, and other social studies courses at the middle and secondary level. The course also includes reading and analysis of current literature related to historical thinking, social studies pedagogy, and culturally responsive and anti-racist social studies practice. In a clinical setting, students will implement lessons and inquiry-based social studies instruction and reflect upon practice.

3. Learning objectives.
 - (1) Students will expand their knowledge of social studies content, disciplinary perspectives, historical thinking, and social studies literacy and apply what they learn to the development of lesson plans. (CT-3, WCR-6; G1)
 - (2) Students will find classroom materials; incorporate technological tools that enhance social studies learning; and prepare lessons and assessments in accordance with the Illinois Learning Standards and the National Council for the Social Studies C3 Framework. (CT-4; WRC-7; G1, 2, 3)
 - (3) Students will utilize a variety of culturally responsive methods and strategies to teach both content and skills to diverse learners. (SL-2,4-7; G1, 2, 3)
 - (4) Students will analyze and conceptualize high school courses and units and incorporate the “big questions” and disciplinary ways of thinking into inquiry-based unit design. (CT-1; G1, 2, 3)
 - (5) Students will analyze scholarly literature about teaching social studies and classroom anti-racist and culturally responsive practice and connect their own lesson planning to pertinent literature, to informed action, and to reflective practice in the classroom. (CT-4; WRC-7; G 1-4)

4. Course materials.

Nick Capodice and Hannah McCarthy, *A User's Guide to Democracy: How America Works* (Celadon, 2020)

Zaretta Hammond, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students* (SAGE, 2015)

Doug Lemov, *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College* (Jossey-Bass, 2015)

Bruce Lesh, “*Why Won’t You Just Tell Us the Answer?*” *Teaching Historical Thinking in Grades 7-12* (Stehnhouse, 2011)

Gholdy Muhammed, *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* (Scholastic, 2020)

Lindsay Portnoy, *Designed to Learn: Using Design Thinking to Bring Purpose and Passion to the Classroom* (ASCD, 2020)

C3 Teachers and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (2013)

Cult of Pedagogy Podcast and Blog

Facing History and Ourselves Teaching Strategies Library

Illinois Civics Hub

Illinois State Learning Standards for Social Science

Learning for Justice (formerly Teaching Tolerance)

Reading Like a Historian (Stanford History Education Group),

#sschat archive on Twitter

Teaching Tolerance Anti-Bias Framework (Southern Poverty Law Center, 2014)

And other readings posted to LMS or available online

5. Weekly outline of content.

Week 1.	<p>Course Introduction: What is powerful social studies, why do I want to teach it, and what kind of teacher do I want to be?</p> <ul style="list-style-type: none"> Review syllabus and course materials, and post your introductory video to Flipgrid <p>Creating a Classroom Community</p> <ul style="list-style-type: none"> Read and consider the following materials, resources, and readings about building a classroom community <ul style="list-style-type: none"> Watch <u>Beyond Day One: The Importance of the First Week of School</u> Read <u>A 4-Part System for Getting to Know Your Students</u> (Cult of Pedagogy, 2016) Watch FHAO’s <u>video on Identity Charts</u>. Read Angelina Murphy, <u>Using Learning Stations to Kick Off the Year</u>, Edutopia, August 13, 2019, and <u>this Twitter thread</u> on doing this work remotely (get a copy of the google slides <u>here</u>) Watch Facing History and Ourselves (FHAO)’s video on <u>Contracting</u> (and read their adaptation for <u>Remote Contracting</u>) Read <u>Civil Discourse in the Classroom: Tools for Teaching Argumentation and Discussion</u> (Teaching Tolerance) Read or listen to <u>Co-Constructing Success Criteria with Students</u>, Cult of Pedagogy Look over the FHAO <u>Opening and Closing Routines</u> Take what you have read and what you already know and create a PLAN to build your classroom community.
Week 2.	<p>Instructional Design for the Social Studies Classroom: How do I plan meaningful and engaging lessons?</p> <ul style="list-style-type: none"> Become familiar with the <u>Illinois Learning Standards for Social Science</u> Read the following as you review the basics of planning: <ul style="list-style-type: none"> “Powerful Lesson Planning,” <i>Educational Leadership</i>, October 2016 (skim and read what is helpful to you) <u>Backwards Planning, The Basics</u>, Cult of Pedagogy Look at some pieces specific to planning inquiry-based instruction for social studies

	<ul style="list-style-type: none"> • Read this short piece on inquiry from Edutopia and watch the FHAO Webinar on Creating a Culture of Inquiry • Read Swan et al., “The New York State Toolkit and the Inquiry Design Model: Anatomy of an Inquiry,” <i>Social Education</i> 79 (Nov/Dec 2015), pp. 316-322 • Look at this example of inquiry-based planning: “Why Vote? Understanding Elections, the Candidates, and Why Any of This Matters,” from <i>Teaching the College, Career, and Civic Life (C3)</i> Part 1, pp. 141-156 • Watch a teacher talk about using inquiry and teaching geography: Chris Heffernan, Using Inquiry and Questions to Teach Geography, EIU Social Studies Teachers Conference, 2020 – presentation is here (slides are here) • Now, explore the many resources out there to help you design inquiry-based instruction and plan for powerful social studies learning. Explore resources on the sites below (as well as others), and create free accounts for I-Civics, FHAO, and SHEG. • Using the above, the links below, and other resources you are using and finding, create a Teaching Resources Library for yourself, using the template provided in this set of google slides.
Week 3.	<p><i>Teach Like a Champion</i></p> <ul style="list-style-type: none"> • Read Parts 1, 2, 3, and 4 of <i>Teach Like a Champion</i>, pp. 23-449. <u>SKIM</u> this book, looking for the things that seem particularly helpful to you as you enter into your role as a classroom teacher – things about planning, classroom management, building a community, and assessment.
Week 4.	<p>The Inquiry Design Unit Model to Social Studies Planning</p> <ul style="list-style-type: none"> • Read <i>The Inquiry Design Model</i> • Skim the IDM modeled on the French Revolution • Skim Kearney, “To What Extent Can Firearms Be Regulated?,” from <i>Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies</i>, Part Two, ed. Kathy Swan and John Lee (NCSS Bulletin 116, 2018), pp. 123-136
Week 5.	<p>Research into Practice Topic 1: Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Read Gloria Ladson-Billings, “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy,” <i>Theory into Practice</i> 34 (no. 3, 1995), 159-165 • Read Zaretta Hammond, <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students</i> (SAGE, 2015) and Gholdy Muhammed, <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> (Scholastic, 2020) • Research-Into-Practice Written Response 1 • Deadline for Clinical Lesson Plan 1
Week 6.	<p>Research into Practice Topic 2: Methods and Theories of Teaching History</p> <ul style="list-style-type: none"> • Read excerpts, Barton & Levstik, <i>Teaching History for the Common Good</i> (2004) • Read Loewen, “The Tyranny of Coverage,” <i>Teaching What Really Happened: Avoiding the Tyranny of Textbooks and Get Students Excited about Doing History</i> (Teachers College Press, 2009) • Read Mandell, <i>Thinking Like a Historian</i>, chapter 2 • Read Thomas Andrews and Flannery Burke, “What Does It Mean to Think Historically?,” <i>AHA Perspectives</i> (Jan. 2007) • Read Bruce Lesh, <i>Why Won’t You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12</i>. Read chapters 1-2 and 9 fully, and then choose two chapters from 3-8 to read and reflect upon. • Research-Into-Practice Written Response 2
Week 7.	<p>Teaching Hard History</p> <ul style="list-style-type: none"> • Read Joan Middendorf et al., “What’s Feeling Got to Do with It? Decoding Emotional Bottlenecks in the History Classroom,” <i>Arts & Humanities in Higher Education</i> 14 (2015) • Watch Hasan Kwame Jeffries’ TED Talk Why we must confront the painful parts of US history

	<ul style="list-style-type: none"> • Watch Kate Shuster, Making It Easier to Teach Hard History, from the 2020 NCHE Equity Summit • Explore the Teaching Tolerance Teaching Hard History: American Slavery website, looking at both the framework for teaching and the teaching resources that go with grades 6-12 (particularly the videos linked to the Key Concepts) • Historical Thinking Lesson Plan due
Week 8.	<p>Research into Practice Topic 3: Best Practices in Civics</p> <ul style="list-style-type: none"> • Read <i>Guardians of Democracy: The Civic Mission of Schools</i> (2011) • Read Nick Capodice and Hannah McCarthy, <i>A User's Guide to Democracy: How America Works</i> (Celadon, 2020) • Review the <i>Educating for American Democracy</i> roadmap and framework • Read Liu, "Embracing Civic Power," <i>Social Education</i>, 2018 • Read Daneels, "From Thermometers to Thermostats," <i>Social Education</i> (2016) • Research-Into-Practice Written Response 3
Week 9.	<p>Research into Practice Topic 4: Teaching Current and Controversial Events</p> <ul style="list-style-type: none"> • Read Paula McAvoy, <i>The Political Classroom</i>, excerpts • Read Diana Hess, <i>Controversy in the Classroom</i>, excerpts • Diana Hess, "How do Teachers' Political Views Influence Teaching about Controversial Issues?" <i>Social Education</i> 69 (no. 1, 2005), 47-49 • Alexander Cuenca, "Answering Ferguson in the social studies classroom: A perspective from St. Louis," <i>Social Education</i>, Special Issue, (2014), 1-6 • Read Maureen Costello and Amber Makaiau, "Why Are School Bathrooms So Controversial?," from <i>Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies</i>, Part Two, ed. Kathy Swan and John Lee (NCSS Bulletin 116, 2018), pp. 163-176 • Research-Into-Practice Written Response 4
Week 10.	<p>Media and News Literacy</p> <ul style="list-style-type: none"> • Watch FHAO's Webinar on News Literacy in a Digital Age • Explore the resources of The News Literacy Project • Review the FHAO Unit, Facing Ferguson: News Literacy in a Digital Age • Read Chris Sperry and Sox Sperry, "How Do I Decide When Sources Collide?," from <i>Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies</i>, Part Two, ed. Kathy Swan and John Lee (NCSS Bulletin 116, 2018), pp. 137-148
Week 11.	<p>Literacy and Close Reading in Social Studies</p> <ul style="list-style-type: none"> • Skim <i>Total Literacy Techniques</i> • Read Tovani, "The Power of Purposeful Reading," <i>Educational Leadership</i> (Oct. 2005) • View one (or both) of the literacy webinars by Facing History, one on Writing for Deeper Learning and the other on Social Studies Literacy • Literacy Lesson Plan (this could be taught and resubmitted as Clinical 2)
Week 12.	IDM Rough Draft - IDM Meetings and Revisions
Week 13.	<p>Research into Practice Topic 5: Anti-Racist Education in the Social Studies Classroom</p> <ul style="list-style-type: none"> • Read How to Be An Anti-Racist Teacher, <i>The Atlantic</i>, June 2020 • Read this student blog post about being in school • Read this piece from KQED (optional: as time permits watch this video from The Abolitionist Teaching Network featuring Bettina Love, Gholdy Muhammad, Dena Simmons, and Brian Jones about abolitionist teaching and antiracist education) • Read or listen to Are Your Diversity Strategies Missing the Mark, <i>Cult of Pedagogy</i> (2020) • Read Amanda Morris, Teaching Thanksgiving in a Socially Responsible Way, <i>Teaching Tolerance</i> (2015), and an accompanying lesson idea • Research-Into-Practice Written Response 5
Week 14.	<p>Discussion Circles of Research and Practice Topics and Action Plans (Undergraduate students will instead get a second round of feedback on the IDM.)</p>

Week 15.	<i>Designed to Learn</i> <ul style="list-style-type: none"> • <u>Watch</u> Lindsay Portnoy introducing the cognitive science behind her book, <i>Designed to Learn</i> • Read <i>Designed to Learn</i> (whole book) OR skim the book and listen carefully to <u>a podcast interview</u> with Portnoy and complete Online Discussion • Check out this <u>Advice for Teachers playlist</u> from Cult of Pedagogy and <u>this one</u> on classroom management • IDM due
Week 16.	Final Exam due PD Log due

6. Assignments and evaluation, including weights for final course grade.

Discussion of Readings (15%): Students will participate in discussion, either online in LMS or in a f2f setting.

Research-into-Practice Written Responses (10%): For the five weeks that are designed as research-into-practice, students will write a 2-4 page written response to the readings, including follow up questions and ideas for their own practice.

Friday Video Journals and Responses (10%): We will do weekly video check-ins (at present using Flipgrid), both for its ease of use and because using it exposes to a technology you might make use of as you teach. At the end of each week (by Sunday night), you will record a 3-5-minute video addressing these questions: How did the week go? What was one success and one challenge that you faced? Any things you want help with for next week? I will respond via video, and you may also look at and respond to each other's videos.

Literacy Lesson Plan (5%): After learning about social studies literacy, you will write a complete lesson incorporating close reading or another form of social studies literacy. You will submit the completed lesson plan (using the class lesson plan template) and ALL materials for teaching it.

Historical Thinking Lesson Plan (5%): After learning about historical thinking, you will write a complete lesson incorporating primary document work and a "hard history" topic. You will submit the completed lesson plan (using the class lesson plan template) and ALL materials for teaching it.

Clinical Lesson Plans 1 and 2 (lessons that are submitted, evaluated, reflected upon) (5% each; 10% total): At two points in the semester, I want to see a full lesson plan and reflection upon something you have taught in your classroom. The lesson can be in any social studies subject, and you should submit a full lesson plan and materials BEFORE you teach it, get feedback and improve the plan, teach it, and then re-submit all materials and a one-page post-teaching reflection assessing your own teaching and reflecting on further changes.

Inquiry Design Model Unit Plan (20%): You will create an extensive Inquiry Design Model-based unit plan in your field of concentration (on any unit-length topic except WWII/Holocaust/ Atomic Bomb). Much more information will be provided in the IDM module below on specifications for this unit plan. Graduate students will be graded according to higher expectations, as explained on the grading rubric.

Professional Development Requirements (5%): While a student in this class, you are required to attend a number of professional development opportunities including our annual history and social studies teachers conference and three or more (on-demand or live) webinars offered by Learning for Justice, Facing History and Ourselves, or Illinois Civics Hub.

Final Exam (20%): As a final exam, graduate students will submit a literature review on a choice of one of the the five research-into-practice weekly topics and a teaching action plan. For the occasional undergraduate student who enrolls in this class, the final exam will consist of submission of a resume/cover letter, a finalized teaching toolbox, and a 2-4 page reflective essay that considers evolution as a teacher this semester and plans for further growth.

7. Grading scale.

100-90% A, 89.9%-80% B, 79.9%-70% C, 69.9%-60% D, and below 60% F.

8. Correlation of learning objectives to assignments and evaluation.

Objective	Disc	Res-Practice	Video	Lit-HT LPs	Clinical LPs	IDM Unit	PD	Final Exam
1. Students will expand their knowledge of social studies content, disciplinary perspectives, historical thinking, and social studies literacy and apply what they learn to the development of lesson plans. (CT-3, WCR-6; G1)	X	X		X	X	X	X	
2. Students will find classroom materials; incorporate technological tools that enhance social studies learning; and prepare lessons and assessments in accordance with the Illinois Learning Standards and the National Council for the Social Studies C3 Framework. (CT-4; WRC-7; G1, 2, 3)				X	X	X	X	
3. Students will utilize a variety of culturally responsive methods and strategies to teach both content and skills to diverse learners. (SL-2,4-7; G1, 2, 3)		X	X	X	X	X		X
4. Students will analyze and conceptualize high school courses and units and incorporate the “big questions” and disciplinary ways of thinking into inquiry-based unit design. (CT-1; G1, 2, 3)	X			X	X	X		
5. Students will analyze scholarly literature about teaching social studies and classroom anti-racist and culturally responsive practice and connect their own lesson planning to pertinent literature, to informed action, and to reflective practice in the classroom. (CT-4; WRC-7; G 1-4)		X	X				X	X

Date approved by the department or school: HIS Dept Curriculum Committee, 11/5/2021; HIS Grad Committee 11/8/2021

Date approved by the college curriculum committee: 11/17/2021

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: