COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
      Today’s Date: 09/05/2011
   b. Department/Division: Curriculum & Instruction
   c. Is there a change in “ownership” of the course? YES □ NO □
      If YES, what college/department will offer the course instead?
   d. What type of change is being proposed? Major □ Minor □
      (place cursor here for minor change definition)
   e. Contact Person Name: Susan Nelson Wood
      Email: susan.wood@uky.edu
      Phone: 850-322-4087
   f. Requested Effective Date: □ Semester Following Approval OR □ Specific Term:
      F 2012

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDC 346
      Proposed Prefix & Number: EDC 346
   b. Full Title: TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL
      Proposed Title: Methods of Teaching Middle Level Social Studies
   c. Current Transcript Title (if full title is more than 40 characters): ______
      Proposed Transcript Title (if full title is more than 40 characters): Methods of Teaching Middle Level Social Studies
   d. Current Cross-listing: □ N/A OR □ Currently Cross-listed with (Prefix & Number): ______
      Proposed – □ ADD Cross-listing (Prefix & Number): ______
      Proposed – □ REMOVE Cross-listing (Prefix & Number): ______
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
      Current: 33 Lecture □ Laboratory □ Recitation □ Discussion □ Indep. Study
      150 Clinical □ Colloquium □ Practicum □ Research □ Residency
      □ Seminar □ Studio □ Other – Please explain: ______
      Proposed: 36 Lecture □ Laboratory □ Recitation □ Discussion □ Indep. Study
      120 Clinical □ Colloquium □ Practicum □ Research □ Residency
      □ Seminar □ Studio □ Other – Please explain: ______
   f. Current Grading System: □ Letter (A, B, C, etc.) □ Pass/Fail
      Proposed Grading System: □ Letter (A, B, C, etc.) □ Pass/Fail

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1 See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic Council for normal processing and contact person is informed.
2 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
3 Signature of the chair of the cross-listing department is required on the Signature Routing Log.
4 Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
5 Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)
## COURSE CHANGE FORM

<table>
<thead>
<tr>
<th></th>
<th><strong>g.</strong> Current number of credit hours: 3</th>
<th>Proposed number of credit hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>h.</td>
<td>Currently, is this course repeatable for additional credit?</td>
<td>YES [ ] NO [ ]</td>
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<tr>
<td></td>
<td>Proposed to be repeatable for additional credit?</td>
<td>YES [ ] NO [ ]</td>
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<tr>
<td></td>
<td>If YES: Maximum number of credit hours:</td>
<td></td>
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<td></td>
<td>If YES: Will this course allow multiple registrations during the same semester?</td>
<td>YES [ ] NO [ ]</td>
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<tr>
<td>i.</td>
<td>Current Course Description for Bulletin:</td>
<td>A study of theoretical models and methodological strategies for teaching social studies at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques for middle school social studies. Consideration will be given to addressing the individual needs of a diverse student population.</td>
</tr>
<tr>
<td></td>
<td>Proposed Course Description for Bulletin:</td>
<td>Introduction to theory, research, purposes, methods and materials appropriate to social studies instruction in the middle grades.</td>
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<tr>
<td>j.</td>
<td>Current Prerequisites, if any:</td>
<td>Admission to the TEP and 24 hours in English/communication specialization.</td>
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<tr>
<td></td>
<td>Proposed Prerequisites, if any:</td>
<td>Admission to Teacher Education, 12 hours in approved social studies courses, or permission of instructor</td>
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<tr>
<td>k.</td>
<td>Current Distance Learning (DL) Status:</td>
<td>N/A [X] Already approved for DL* [ ] Please Add [ ] Please Drop [ ]</td>
</tr>
<tr>
<td></td>
<td>*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box [ ] ) that the proposed changes do not affect DL delivery.</td>
<td></td>
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<tr>
<td>l.</td>
<td>Current Supplementary Teaching Component, if any:</td>
<td>Community-Based Experience [ ] Service Learning [X] Both [ ]</td>
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<tr>
<td></td>
<td>Proposed Supplementary Teaching Component:</td>
<td>Community-Based Experience [ ] Service Learning [X] Both [ ]</td>
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<tr>
<td>3.</td>
<td>Currently, is this course taught off campus?</td>
<td>YES [ ] NO [ ]</td>
</tr>
<tr>
<td></td>
<td>Proposed to be taught off campus?</td>
<td>YES [ ] NO [ ]</td>
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<td>4.</td>
<td>Are significant changes in content/teaching objectives of the course being proposed?</td>
<td>YES [ ] NO [ ]</td>
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<td></td>
<td>If YES, explain and offer brief rationale:</td>
<td></td>
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<tr>
<td>5.</td>
<td>Course Relationship to Program(s).</td>
<td></td>
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<tr>
<td>a.</td>
<td>Are there other depts and/or pgms that could be affected by the proposed change?</td>
<td>YES [ ] NO [ ]</td>
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<tr>
<td></td>
<td>If YES, identify the depts. and/or pgms:</td>
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<td>b.</td>
<td>Will modifying this course result in a new requirement* for ANY program?</td>
<td>YES [ ] NO [ ]</td>
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<tr>
<td></td>
<td>If YES*, list the program(s) here:</td>
<td></td>
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</tbody>
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6 You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
7 In order to change a program, a program change form must also be submitted.

Rev 8/09
### COURSE CHANGE FORM

6. **Information to be Placed on Syllabus.**

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Check box if <strong>changed to</strong> 400G or 500.</td>
<td><strong>If changed to</strong> 400G- or 500-level course you must send in a syllabus and you <strong>must include the differentiation</strong> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)</td>
</tr>
</tbody>
</table>
COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDC 347
Proposal Contact Person Name: Susan Wood
Phone: 850-322-4087
Email: susan.wood@uky.edu

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:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Teacher</td>
<td>9/8/2011</td>
<td>S. Wood / 850-322-4087 /</td>
<td></td>
</tr>
<tr>
<td>Education Program Faculty</td>
<td></td>
<td><a href="mailto:susan.wood@uky.edu">susan.wood@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>10/7/2011</td>
<td>P. Fawson / 859-257-0767 /</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:parker.fawson@uky.edu">parker.fawson@uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
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</tbody>
</table>

Comments:

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³ Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
EDC 346: Methods of Teaching Middle Level Social Studies

SYLLABUS
“Research and Reflection for Learning and Leading”

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Linda S. Levstik</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Address:</td>
<td>349 Dickey Hall</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Llevs01@uky.edu">Llevs01@uky.edu</a></td>
</tr>
<tr>
<td>Office Phone:</td>
<td>7-3230</td>
</tr>
<tr>
<td>Office hours:</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Course Description:
Introduction to theory, research, purposes, methods and materials appropriate to social studies instruction in the middle grades.

This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration.

Prerequisite:
Admission to Teacher Education Program; 12 hours of approved undergraduate social studies coursework, or the consent of the instructor. Concur: EDC 330 and EDC 343.

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/](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](http://www.socialstudies.org/standards/strands)

**Goal Three:** After completing this course, students will be able to:
- Demonstrate depth of content knowledge in regard to middle level social studies;
- Describe patterns of student thinking/learning in social studies content areas.
- Apply research on teaching and learning to specific areas of social studies instruction for middle-level learners;
- Analyze and evaluate methods, materials and technologies appropriate for teaching in middle level social studies classrooms;
- Assess the impact of selected assessment techniques appropriate to middle level social studies teaching and learning;
• Describe the impact of school and community resources on teaching and learning in middle level social studies;
• Identify individual student needs that require differentiated instruction or special accommodations;
• Identify instructional goals and objectives in accordance with state and national standards;
• Demonstrate professional ethics in all professional interactions.

**Required Materials:**

Sample texts:

Sample adolescent literature:

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

  Kentucky New Teacher Standards:
  [http://www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)

  NCSS Standards/Themes:
  [http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

  World History for Us All:
  [worldhistoryforusall.sdsu.edu/](http://worldhistoryforusall.sdsu.edu/)

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**Sample Description of Course Activities and Assignments**

**Class Agenda**

*This is a TENTATIVE class agenda.* Some changes will be made throughout the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructor Notes (as needed)</th>
</tr>
</thead>
</table>
| Week #1 (2 class sessions) | Class One: Course Introduction  
  • What is social studies?  
  • Connecting within and across the disciplines: Ten Themes of Social Studies.  
  Introduction to Observing Teaching and Learning in Middle School Social Studies:  
| Week #2 | **Class One: Exploring the World through Cultural Pattern, Variation and Connection.**  
- Observing teaching and learning: archaeology lesson  
  Building a lesson plan for World Regional Geography  
  Culture:  
  1. What is it?  
  2. Who has it?  
  3. How can we take account of it in instruction?  
  geoQuiz #1  
| **Class Two: Exploring Social Studies Content**  
**Grade Six: the World through Space & Place.**  
- Geographic Themes & Concepts  
- Place in a regional context: preparation for geoQuiz  
- **Reading:** NCSS Standards/Doing History |
| Week #3 | **Why do it this way?:** Theory & Research Supporting Disciplined, Reflective Inquiry.  
**The Practice of Disciplined, Reflective Inquiry**  
1. Themes and Questions  
2. Organizing for Inquiry  
3. Assessing student learning  
geoQuiz #2.  
Readings: Doing History |
| Week #4 & 5 | **Exploring the World Through Time:**  
**The Development of Historical Thinking:**  
- Chronology  
- Significance |
<table>
<thead>
<tr>
<th>Week #6</th>
<th><strong>The New World History: Why a New Approach?</strong> Planning a Seventh Grade Ancient World curriculum.</th>
</tr>
</thead>
</table>
Readings: Review World History for Us All website. |
| Week #8 | Observing student thinking and learning: Planning for field research geoQuiz #5 |
| 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 & 15 | Presentation of field research |
| Week #16 | UK exam week |

### Sample Course Assignments

1. Homework assignments
2. Participation
3. Midterm
4. Geography & Readings quizzes
5. Technology assignment
6. Field assignments

### Summary Description of Course Assignments

geoQuiz & Readings assessment:  
Geography and readings quizzes cover a different geographical region and include identifying 18-20 countries on a regional map. Each quiz will include two (2) questions related to course readings or current events.

Homework Assignments:
1. Review of NCSS standards. Review each of the 10 themes of social studies. Categorize as follows:
   a. I feel confident that I have sufficient content knowledge to address this theme and related questions in an accurate way.
b. I am reasonably confident that I could address this theme and some of these questions (which ones?). There are some questions about which I am less confident (which ones?).

c. I do not feel confident in my content knowledge in this area (explain).

2. Evaluate video lessons for methods, materials, management, content depth and accuracy, goals and objectives: [sample]:
   http://www.learner.org/libraries/socialstudies/6_8/farrow/video.html?pop=yes&pid=1783#
   5 pages, double-spaced, 12 pt Times Roman font. Papers with serious mechanical problems will not be accepted.

3. Lesson Plan
   Use the KTIP format (access templates on the Kentucky Department of Education website) to construct an inquiry-based lesson plan (see Doing History for examples):

4. Field assignments
   A. SITE DESCRIPTION to include:
      • Description of school setting/community demographics
      • Description of school and community resources and perceived needs
      • Reflection on students “fit” with the environment
      • Identification of strengths that student can bring to the site with potential for leadership
   B. Teacher Work Sample LESSON. Teacher candidates design and teach a lesson to a small group of middle school student to include
      • Assessment of learners
      • Communication of assessment results to the learner and cooperating teacher
      • Design, implement, manage, and assess instruction to meet learning objectives and support development of student knowledge, performance, and abilities
      • Reflection and evaluation on teaching and learning
      • Use of technology where appropriate in assessment, teaching, and communicating results

4. Technology assignment
   • Sample: Develop a digital documentary that provides evidence of competence in using the technology, shows depth of content expertise, ability to craft a researchable historical question, and build an evidence-based historical narrative.

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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 papers 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.

4. **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.

5. **Satisfactory completion of assignments** (see appendix for details on assignments and assessment criteria).

6. **All university regulations regarding academic integrity apply in this class.**

**Other Information (optional)**