

## **Cover Memo for EMU Social Studies Program**

**To: Thomas Bell, MDE**

**From: Russ Olwell, Department of History, EMU**

**Date: November 1, 2010**

**The following is our accreditation documents for a revision program in social studies education. Based on our NCSS review this summer, we have decided to consolidate programs, with a new Social Studies (RX) major offered with four minors (History for Secondary Ed., Geography for Secondary Ed., Economics for Secondary Ed., or Political Science for Secondary Ed.). Students seeking an RX will need to minor in one of those four areas, and those minors will no longer be offered to students outside the social studies major.**

**While this will provide students with a richer preparation experience and a more straightforward set of choices, it can be confusing to plug into program review documents. Thus, for each of the five folios submitted for this program, I have included, where applicable, classes from both the major and minor in the Form XX and in the matrix to reflect that fact that students will be taking both.**

**If you or reviewers have any questions, feel free to contact me immediately at [rolwell@emich.edu](mailto:rolwell@emich.edu), or 734-330-4872 (cell).**

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# Application for State Approval of Teacher Preparation Specialty Programs

## Michigan Department of Education, Office of Professional Preparation Services

P.O. Box 30008, Lansing, Michigan 48909

Phone: (517) 335-4610 \*\*\* Fax: (517) 373-0542

### Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page (Page 1) that is signed by the dean or director.
- All correspondence regarding this application should be addressed to the appropriate consultant identified in Attachment 1.

<b>I. Application Information</b>	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (Attachment 2)	Social Studies RX
Date of this Application	November 1, 2010
Name and Title of Dean/Director	Dr. Shawn Quilter
Signature of Dean/Director	

<b>II. Contact Information for Questions Related to This Application</b>	
Contact Person's Name and Title	Dr. Russ Olwell, Professor of History
Contact Person's Phone Number	734-487-0372
Contact Person's Fax Number	
Contact Person's E-Mail Address	<a href="mailto:rolwell@emich.edu">rolwell@emich.edu</a>

<b>III. Type of Request for Approval (One)</b>	<b>(Indicate One)</b>
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or	X

modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	

**Index of Review Documents:**

#### IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees related to this specialty program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Russ Olwell, Professor of History	History Education	201 Boone, EMU, Ypsilanti, MI 4897	<a href="mailto:rolwell@e&lt;br/&gt;mich.edu">rolwell@e mich.edu</a>	734-487- 0372	
Bob Duke, Assistant Professor of History	History Education, AS-L, 20 <sup>th</sup> Century U.S. Political Culture	History Departme nt701 Pray Harrold, EMU, Ypsilanti, MI 48197	rduke@e mich.edu	734-487- 1018	

#### V. Program Information

<b>Program Summary</b>	<p>Prepare a program narrative (<i>5-6 page maximum</i>) which:</p> <ul style="list-style-type: none"> <li>• Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.</li> <li>• Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.</li> <li>• Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.</li> <li>• Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.</li> <li>• Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.</li> <li>• Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.</li> </ul>
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<b>Program Coursework</b>	<p>Complete Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> <li>• Contact person for specialty program.</li> <li>• Course title and number.</li> <li>• Number of semester hours for required and elective courses.</li> <li>• Designation for elementary, secondary, or K-12 certification.</li> <li>• Course descriptions.</li> </ul> <p>Please refer to the Quick Reference Chart at:  <a href="http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF">http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF</a>  for the available program options and required semester hour minimums.</p>
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<b>VI. Content Guidelines/Standards Matrix</b>	
<p>Complete the Content Guidelines/Standards Matrix (a sample format is provided in Attachment 4); appropriate program standards must be selected for each program:</p> <ul style="list-style-type: none"> <li>• Standards approved by the State Board of Education (SBE) in matrix format are located at:  <a href="http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html">http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html</a></li> <li>• A list of standards to use for each specialty program is located at:  <a href="http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc">http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc</a></li> </ul>	

<b>VII. Supporting Documentation</b>	
<b>Field Experiences</b>	<ul style="list-style-type: none"> <li>• Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.</li> <li>• Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?</li> </ul>
<b>Instructional Methods</b>	<ul style="list-style-type: none"> <li>• Describe how candidates are prepared to teach in this specific specialty area.</li> </ul>
<b>Course Descriptions</b>	<ul style="list-style-type: none"> <li>• Provide descriptions of all courses contained on Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.</li> </ul>
<b>Syllabi</b>	<ul style="list-style-type: none"> <li>• Provide a representative syllabus for each required course (those listed on Attachment 3 and referenced in the standards matrix).</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• Please complete the <i>Instructional Faculty</i> table from Attachment 5.</li> </ul>

	<ul style="list-style-type: none"> <li>• Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Attachment 3), including those who may be temporary or non-tenure stream.</li> <li>• List additional faculty positions that will be added if this program is approved.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Describe how this program will utilize technological resources.</li> </ul>
<b>Vocational Work Experience</b>	<ul style="list-style-type: none"> <li>• If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?</li> </ul>

<b>VIII. Experimental Program Description (Rule 53)</b>	
<b>Program Purpose</b>	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> <li>• Employer needs/student aspirations.</li> <li>• National/statewide needs (for content area, level, diversity, etc., as per the goals of the experimental program).</li> <li>• The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.</li> </ul>
<b>Program Design</b>	<ul style="list-style-type: none"> <li>• The hypothesis being tested.</li> <li>• The design of the program (including all courses).</li> <li>• Control and experimental groupings.</li> <li>• Assessment and evaluation instruments and techniques.</li> </ul>
<b>Program Duration</b>	<p>Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.</p>

<b>IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs</b>
<p>If the amendment is very minor (e.g., change in a course number(s), change in course sequence minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services (OPPS). Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the OPPS. Once approved, the description of the amendment will be attached to the program application that is currently on file.</p> <p>If the amendment is more extensive, or is submitted in response to new state standards, a complete "<i>Application for State Approval of Teacher Preparation Specialty Programs</i>" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)</p>

**V.** Prepare a program narrative (*5-6 page maximum*) which:

- Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.

The goal of our program is to prepare highly effective teachers in social studies who are prepared to teach the full range of students in Michigan's classrooms. Our rationale is that students in grades 6-12 need knowledgeable, caring and professional educators to teach a range of social studies classes in order to prepare them for college and for participation as citizens. Our objectives are for our students to graduate with a strong base of content knowledge in their field, effective skills at teaching and assessment, and to show respect and caring for the young people they are responsible for educating.

We have redesigned our programs in social studies teaching to reflect changes in the field. Our new proposed program is more international and global in scope, with new classes added to enhance knowledge of world history, geography, and political science. It is also more interdisciplinary, with two new classes added that integrate historical and geographic issues. Finally, we have added a class on geographic technology, to address changes in the future social studies classroom. This has meant that our programs are combined – a social studies for education major that can only be taken with a history, geography, political science or economics for education minor.

- Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.

Students in this program take a full major and minor in an area of social studies. This includes general education classes in the social sciences (2), general education classes in diversity (2) a full major (at least 30 credits) and a related full minor (20 credits). These courses have been selected to provide both content coverage of material that is taught in the GLCEs and HSCEs, and upper level classes that demand advanced reading, writing and research skills. All students take HIST 300, a research and writing class that helps students develop methods of inquiry in social studies. Students in this program are introduced to issues of technology in social studies in their social studies methods class (HIST 481) and in a course of Educational Technology as well. In these courses, they learn about Internet resources, techniques for engaging students using technology, and build online courses in their major area of study.

In addition to coursework in Social Studies content, candidates also take a professional sequence, consisting of education classes that complement their studies. These include a class in special education, human development, social foundation, educational psychology and assessment, curriculum, educational technology, reading, field studies and student teaching. The sequence is as follows:

EDPS 322 - Human Development and Learning Credit Hours: 4 hrs

PRCT 201 - Field Experience I Credit Hours: 1 hr

One course from the following:

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SPGN 251 - Education of Students with Exceptionalities Credit Hours: 3 hrs

SPGN 510 - Students with Disabilities in the General Education Classroom  
Credit Hours: 3 hrs

Phase I: Curriculum, Assessment and the Social Context:

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Prerequisite: Admission to the teacher education program

CURR 305 - Curriculum and Methods: Secondary Credit Hours: 3 hrs  
EDPS 340 - Introduction to Assessment and Evaluation Credit Hours: 3 hrs  
PRCT 302 - Field Experience II: Secondary Credit Hours: 1 hr  
SOFD 328W - Schools for a Diverse and Democratic Society Credit Hours: 3 hrs

Phase II: Content Methods, Literacy and Technology:

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Methods of Teaching in Subject Area (3 hrs)

EDMT 330 - Instructional Applications of Media and Technology Credit Hours: 2 hrs

PRCT 402 - Field Experience III: Secondary Credit Hours: 1 hr

RDNG 311 - Teaching Reading in the Secondary School Credit Hours: 3 hrs

Phase III: Capstone Experience:

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Prerequisite: Completion of Phases I and II.

EDUC 492 - Student Teaching Credit Hours: 12 hrs

- Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.

Students in our program begin learning about instructional styles in Curr 305, a general curriculum and methods class. They then apply these to the social studies in the methods class in social studies, Hist 481.

- Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.

All students in this program under review are trained for the secondary level (6-12).

- Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.

Multicultural perspectives are found throughout our program. EMU's general education requirements include two relevant offerings- one course in US Diversity, and one in Global perspectives. These two classes help introduce students to these issues. All students are required to take coursework in international topics within their major and minor, and are required to take SOFD 340, which addresses issues of diversity in education and US society. In Hist 481, students learn about the importance of diversity in the GLCEs and HSCEs.

Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.

Students in our program receive a course in assessment and development an assessment project in EDPS 340. They then receive information on how to address assessment in the social studies classroom in HIST 481, and information on how to adapt assessments for all learners in SPED 251.

## Attachment 1

### Contact Information for Program Review Consultants

**ALL** communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

<b>Bonnie Rockafellow</b> <b>517-373-7861</b> <a href="mailto:rockafellowb@michigan.gov">rockafellowb@michigan.gov</a>	<b>Steven Stegink</b> <b>517-241-4945</b> <a href="mailto:SteginkS@michigan.gov">SteginkS@michigan.gov</a>	<b>Thomas H. Bell</b> <b>517-241-0172</b> <a href="mailto:BellT1@Michigan.gov">BellT1@Michigan.gov</a>
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All world languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Sciences
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

**Attachment 2  
Michigan Department of Education  
Endorsement Areas and Codes  
September 2008**

**AX COMMUNICATION ARTS**

**BX LANGUAGE ARTS**

BA English  
BC Journalism  
BD Speech  
BR Reading Specialist  
BT Reading

**RX SOCIAL STUDIES**

CA Economics  
CB Geography  
CC History  
CD Political Science

**SOCIAL SCIENCE\*<sup>1</sup>**

CE Psychology  
CF Sociology  
CH Anthropology\*<sup>4</sup>  
CL Cultural Studies\*<sup>4</sup>  
CM Behavioral Studies\*<sup>4</sup>

**SCIENCE\*<sup>1</sup>**

DA Biology  
DC Chemistry  
DE Physics  
DH Earth/Space Science  
DI Integrated Science  
DP Physical Science

**EX MATHEMATICS**

**WORLD LANGUAGE & CULTURE**

FA French  
FB German  
FC Greek  
FD Latin  
FE Russian  
FF Spanish  
FG Other  
FH Italian  
FI Polish  
FJ Hebrew  
FK Arabic (Modern Standard)  
FL Japanese  
FR Chinese (Mandarin)

**BILINGUAL EDUCATION**

YA Bilingual French  
YB Bilingual German  
YC Bilingual Greek  
YE Bilingual Russian  
YF Bilingual Spanish  
YH Bilingual Italian  
YI Bilingual Polish  
YJ Bilingual Hebrew

**BILINGUAL EDUCATION (Con't.)**

YK Bilingual Arabic  
YL Bilingual Other  
YM Bilingual Vietnamese  
YN Bilingual Korean  
YO Bilingual Servo-Croatian/Bosnian  
YP Bilingual Chaldean  
YR Bilingual Chinese  
YS Bilingual Filipino  
YT Bilingual Japanese

**BUSINESS EDUCATION\*<sup>1</sup>**

GQ Business, Management, Marketing, and Technology  
GM Marketing Education

**HX AGRISCIENCE AND NATURAL RESOURCES**

**IX INDUSTRIAL TECHNOLOGY**

**JX MUSIC EDUCATION\*<sup>2</sup>  
JQ MUSIC EDUCATION**

**KH FAMILY AND CONSUMER SCIENCES**

**ART EDUCATION\*<sup>1</sup>**

**LQ VISUAL ARTS EDUCATION  
LZ VISUAL ARTS EDUCATION SPECIALIST**

**HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE\*<sup>1</sup>**

MA Health  
MB Physical Education  
MD Recreation  
MH Dance

**MISCELLANEOUS**

NB National Board Certification  
ND Library Media  
NJ Environmental Studies\*<sup>4</sup>  
NP Educational Technology  
NR Computer Science  
NS English as a Second Language  
NT Guidance and Counseling

**OX FINE ARTS**

**PX HUMANITIES\*<sup>4</sup>**  
PR Academic Study of Religions\*<sup>4</sup>  
PS Philosophy\*<sup>4</sup>

**SPECIAL EDUCATION**

SA Cognitive Impairment  
SB Speech and Language Impairment  
SC Physical or Other Health Impairment  
SE Emotional Impairment  
SK Visual Impairment  
SL Hearing Impairment  
SM Learning Disabilities  
SP Physical Education for Students with Disabilities  
SV Autism Spectrum Disorder

**TX TECHNOLOGY AND DESIGN**

**ZA EARLY CHILDHOOD EDUCATION\*<sup>3</sup>**

**ZD MIDDLE SCHOOL\*<sup>3</sup>**

**ZL MIDDLE LEVEL\*<sup>3</sup>**

**ZG GENERAL EL K-5\*<sup>3</sup>**

**CAREER AND TECHNICAL EDUCATION**

VH Vocational Family and Consumer Sciences

**VOCATIONAL NATURAL RESOURCES AND AGRISCIENCE PATHWAY**

VA Vocational Agriscience and Natural Resources

**VOCATIONAL BUSINESS, MANAGEMENT, MARKETING, & TECHNOLOGY PATHWAY**

VB Vocational Business Services  
VM Vocational Marketing Education  
VZ Vocational Hospitality

**VOCATIONAL HEALTH SCIENCES PATHWAY**

VS Vocational Health Sciences

**VOCATIONAL ENGINEERING, MANUFACTURING, INDUSTRIAL, & TECHNOLOGY PATHWAY / VOCATIONAL ARTS AND COMMUNICATION PATHWAY**

VT Vocational Technical

**VOCATIONAL HUMAN SERVICES PATHWAY**

VC Vocational Child Care  
VE Vocational Cosmetology  
VF Vocational Law Enforcement/Fire Science  
VG Vocational Teacher Cadet

- \*1 Endorsements for the Social Science group (formerly CX), the Science Group (formerly DX), the Business Education group (formerly GX), the Arts Education group (formerly LX), or the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.**
- \*2 The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.**
- \*3 The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education (MDE), and do not appear on a teaching certificate.**
- \*4 The MDE will discontinue endorsement effective January 1, 2009.**

**Attachment 3  
Form XX**

**Summary of Course Requirements for Specialty Program**

**Institution:** Eastern Michigan University **Date:** 10/13/2010

**Specialty Program:** Social Studies (RX)

**Program Standards:** Standards for the Preparation of Teachers of Social Studies (RX) Secondary and Elementary, History (CC), Geography (CB), Economics (CA), and Political Science (CD) **Date:** May 22, 2009

**Program Contact Person(s):** Russ Olwell

**DIRECTIONS:** On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Macroeconomics	Econ 201	3			3			
Microeconomics	Econ 202	3			3			
Consumer Economics	Econ 103	3			3			
American Government	PLSC 112	3			3			
State and Local Government	PLSC 202	3			3			
Constitutional Issues	PLSC 305	3			3			
International Politics	PLSC 212	3			3			
US History to 1877	HIST 123	3			3			
US History 1877-	HIST 124	3			3			
World History to 1600	HIST 109	3			3			
World History since 1600	HIST 110	3			3			

Historical Research and Writing	HIST 300	3			3			
Environmental History	HIST 479	3			3			
Digital Maps	GEOG 179	3			3			
Introduction to Geography	GEOG 107	3			3			
World Regions	GEOG 110	3			3			
Geography US and Canada	GEOG 320	3			3			
World History and Geography	GEOG 379	3			3			
Total number of SEMESTER HOURS <b>required</b> for each option offered: * If the institution assigns a different type of credit, please convert to semester hours.							54	

Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.



**Attachment 4  
Social Studies (RX) Secondary Program Standards  
Content Guidelines/Standards Matrix**

**College/University:** \_\_\_\_\_

**Program/Subject Area:** SOCIAL STUDIES (Secondary)

**Code:** RX

**Source of Guidelines/Standards:** Michigan State Board of Education 6-9-09

- Completion of a Social Studies group major for secondary education must include a minimum of 36 credit hours.
- Completion of a Social Studies comprehensive group major must include a minimum of 50 credit hours.
- To add a Social Studies endorsement to an existing certificate, the program must be at least 36 semester credit hours.
- Completion of the Social Studies endorsement for a secondary certificate will prepare a candidate to teach, in a 6-12 departmentalized classroom, all social studies content in the Grade Level Content Expectations and High School Content Expectations.

**PROFICIENCY LEVEL RATINGS**

**A = AWARENESS:** Possesses general knowledge

**B = BASIC UNDERSTANDING:** Ability to understand and apply

**C = COMPREHENSIVE UNDERSTANDING:** High level of understanding, applying, and reflecting

**\* = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines
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			<b>Group Major</b>	<b>Comprehensive Group Major</b>
<b>1.0</b>	<p><b>Content knowledge, processes, and skills</b></p> <p>The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the social studies content, processes, and skills inclusive of those in Michigan's K-12 Curriculum Framework and Benchmarks, Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) in accordance to the Universal Education Vision and Principles, and State Board of Education (SBE) Educational Technology Standards and Expectations.</p> <p><b>The candidate is able to:</b></p>			
1.1	<b>Historical Perspective</b>			

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.1	<p>Explain, analyze, and interpret the major political, economic, social and cultural movements, and the key concepts, events, people, and issues inclusive of the following eras of United States and Michigan history:</p> <ul style="list-style-type: none"> <li>Era 1: Americas to 1620</li> <li>Era 2: First Contact and Colonization</li> <li>Era 3: Revolution and the New Nation</li> <li>Era 4: Expansion and Reform</li> <li>Era 5: Civil War and Reconstruction</li> <li>Era 6: The Development of an Industrial, Urban, and Global United States</li> <li>Era 7: The Great Depression and World War II</li> <li>Era 8: Post World War II</li> <li>Era 9: The United States in a New Global Age</li> </ul>	<b>C</b>	<p>In the required courses <b>HIST 123</b> and <b>HIST 124</b>, students learn to sequence the eras of U.S. history and to apply explanations of cause and effect to historical issues using both primary and secondary sources. Student learning is measured through objective tests, as well as short essays drawing on primary sources. This is followed up in upper level coursework such as the required American Environmental History course (<b>HIST 479</b>). Students are assessed in upper level courses through analytical papers that involve primary and secondary research.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.2	<p>Explain, analyze, and interpret the major political, economic, social and cultural movements, and the key concepts, events, people, and issues inclusive of the following eras of world history:</p> <ul style="list-style-type: none"> <li>Era 1: Beginnings of Human Society</li> <li>Era 2: Early Civilizations and Cultures and the Emergence of Pastoral Peoples</li> <li>Era 3: Classical Traditions, World Religions, and Major Empires</li> <li>Era 4: Expanding and Intensified Hemispheric Interactions</li> <li>Era 5: Emergence of the First Global Age</li> <li>Era 6: An Age of Revolutions</li> <li>Era 7: Global Crisis and Achievement</li> <li>Era 8: The Cold War and Its Aftermath</li> </ul>	<b>C</b>	<p>In the required courses, <b>HIST 109</b> and <b>HIST 110</b>, students learn to sequence the eras of world history and to apply explanations of cause and effect to historical issues using both primary and secondary sources. In these introductory classes, student learning is measured through objective tests, as well as short papers. This is followed up with the upper level World History and Geography class (<b>GEOG 379</b>), as well as an upper level class in non-western history. Students are assessed in upper level courses through analytical papers that involve primary and secondary research.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.3	Apply key historical concepts of time, chronology, cause and effect, change and continuity, to analyze and explain historical phenomena and processes within the major eras of United States and world history.	C	In the required courses, <b>HIST 123</b> and <b>HIST 124</b> , students learn to sequence the eras of U.S. history, and in <b>HIST 109</b> and <b>HIST 110</b> , students learn to sequence the periods of World History. In these introductory classes, student learning is measured through objective tests, as well as short essays. In each of these classes, students learn how to apply explanations of cause and effect to historical issues, using both primary and secondary sources. <b>HIST 300</b> teaches students to read, analyze and compose research-based historical narrative.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.4	Identify, analyze, and compare multiple historical interpretations of the past to demonstrate how knowledge of history is constructed.	<b>C</b>	In <b>HIST 123, 124, 109</b> and <b>110</b> , students begin to use historical interpretations to explain and understand US and World History. In these introductory classes, student learning is measured through objective tests, as well as short essays. This is reinforced in <b>HIST 300</b> , where they learn how to use multiple historical explanations to construct a research paper, including analysis of secondary accounts.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.5	Conduct historical inquiry by formulating historical questions, obtaining historical data from a variety of sources including digital and other forms of technology, examining and evaluating evidence, and identifying gaps in historical evidence to make sound interpretations of the past.	<b>C</b>	In <b>HIST 123, 124, 109</b> and <b>110</b> , students begin to use research skills to explain and understand US and World History. In these introductory classes, student learning is measured through objective tests, as well as short essays. This is reinforced in <b>HIST 300</b> , where they learn how to conduct a historical inquiry to construct a research paper.	
1.1.6	Analyze and evaluate varying historical documents and narratives by identifying and examining the purpose, point of view and the central question(s) addressed in the narrative or document, and determining the historical context and significance of the work.	<b>C</b>	Students begin evaluating primary sources in <b>HIST 109, 110, 123</b> and <b>124</b> . In these introductory classes, student learning is measured through objective tests, as well as short essays. Candidates then learn about using documents and narratives in <b>HIST 300</b> then reinforce those skills in upper level history classes.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.7	Evaluate and describe key decisions made in history by assessing their implications and long-term consequences.	<b>B</b>	All required history classes address this standard in terms of U.S. ( <b>HIST 123, HIST 124</b> ) or world history ( <b>HIST 109, HIST 110</b> ), by asking students to reconsider historical issues in terms of their short and long-term impact. This is also an important topic in <b>GEOG 379</b> and American Environmental History ( <b>HIST 479</b> ).	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.8	Analyze and evaluate major historical issues and events from the regional, interregional, and global perspective.	<b>B</b>	Students in <b>HIST 109</b> and <b>110</b> learn about historical issues in terms of their regional, interregional and global aspects. In these introductory classes, student learning is measured through objective tests, as well as short essays. <b>GEOG 379</b> and <b>HIST 479</b> both address this issue as well, and candidates in these upper level classes are assessed using objective tests, as well as papers that draw on both primary and secondary sources.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.9	Analyze and evaluate history from multiple perspectives, inclusive of race, ethnicity, social class, and gender.	<b>B</b>	<p>Students in <b>HIST 123</b> and <b>124</b> address issues of race, ethnicity, social class and gender. For example, students use primary documents in <b>HIST 123</b> to address some of the issues of slavery, Native American removal, and abolition to write a short analytical essay. This assignment presents history from different perspectives than the standard history class. Candidates are also required to take one US Diversity class, with the following objectives:</p> <ul style="list-style-type: none"> <li>· Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.</li> <li>· Explore the causes and consequences of social intolerance in the U.S.</li> <li>· Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and</li> </ul>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.1.10	Assess and explain the impact of major theories and interpretive frameworks that shape history as well as identify the bias that these frameworks and theories might present.	C	<b>HIST 300</b> students use major interpretive frameworks to develop their research projects. The course also develops students' skills in utilizing secondary sources. <b>HIST 479</b> requires a historiographic research paper that assesses this skill as well.	
1.2	<b>Geographic Perspective</b>			
1.2.1	Describe and explain the world in spatial terms: <ul style="list-style-type: none"> <li>• physical and human characteristics of places</li> <li>• the importance of absolute and relative location</li> <li>• movement of people</li> <li>• materials, products, and information</li> <li>• human-environment relationships and regions</li> </ul>	C	<b>GEOG 110</b> addresses this standard, applying the five themes of cultural geography, to each of the major world regions. In these introductory courses, student learning is measured through objective tests, as well as short essays. <b>GEOG 320</b> applies these themes to the U.S. and Canada. <b>GEOG 379</b> addresses spatial terms at the global level.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.2	Utilize geographical inquiry and analysis including the ability to use, make, and interpret maps, and present and interpret geo-spatial data.	C	<p><b>GEOG 107</b> and <b>GEOG 110</b> each address this standard, <b>GEOG 107</b> focuses on common themes of geography throughout the world, while <b>GEOG 110</b> applies the five themes to each of the major world regions. In these introductory classes, student learning is measured through objective tests, as well as short papers. <b>HIST 481</b> provides instruction, models and examples of teaching the five themes, based on the work of the Michigan Geographic Alliance in developing Michigan Geography Curriculum.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.3	<p>Explain and interpret the impact of geography on the history of the United States including:</p> <ul style="list-style-type: none"> <li>• territorial expansion of the United States</li> <li>• economic and social trends</li> <li>• demographic trends (including migration)</li> <li>• the geographic causes and consequences of conflict and cooperation, human environment relationships, and economic development/interdependence</li> </ul>	<b>C</b>	<p>Candidates apply this perspective in <b>HIST 123</b> and <b>HIST 124</b>. They are assessed in these classes using objective tests and short essays. Students in HIST 416 address these key issues in more depth, learning about the relationship between humans and the environment we inhabit. Its primary foci are on how the environment shapes human society and how humans attempt to shape the environment, but often with unintended consequences. Students are assessed using tests and a research paper.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.4	<p>Describe and analyze geography in world history including:</p> <ul style="list-style-type: none"> <li>• the rise and fall of empires</li> <li>• the impact of different technologies</li> <li>• the spread of religion, cultures, and ideas</li> <li>• the development of agriculture, industry, and trade</li> <li>• changes in demography</li> <li>• settlement patterns and migration</li> <li>• geographic aspects of conflict and cooperation</li> </ul>	<b>C</b>	<p>Candidates begin to apply this geographic perspective in <b>HIST 109</b> and <b>HIST 110</b>. They are assessed in these classes using objective tests and short essays. Students address these key issues in <b>GEOG 379</b>, where they are assessed using tests and a research paper. In <b>GEOG 379</b>, candidates learn about the following goals and objectives:</p> <ol style="list-style-type: none"> <li>1. have a grasp of several basic geographical concepts, including the historical geography of the world system since about 1450;</li> <li>2. a geographical understanding of the relationships between the world system, the role of humanly created technologies, and cultural convergence in the modern world.</li> </ol>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.5	Demonstrate knowledge of locations and the ability to compare and contrast the contemporary human and physical geography of major places and regions in the western and eastern hemispheres.	C	<p><b>GEOG 107</b> and <b>GEOG 110</b> each address this standard, teaching the five themes of cultural geography. <b>GEOG 107</b> focuses on common themes of geography throughout the world, while <b>GEOG 110</b> applies the five themes to each of the major world regions. In these introductory classes, student learning is measured through objective tests, as well as short essays. <b>GEOG 320</b> applies these themes to the geography of the U.S. and Canada. Students in <b>GEOG 320</b> are assessed through essay exams.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.6	Explain world environmental processes and analyze the patterns they create including climate, landforms, vegetation, and ecosystems.	<b>B</b>	<b>GEOG 107</b> and <b>110</b> introduce students to these concepts. In these introductory classes, student learning is measured through objective tests, as well as short essays. These concepts are then addressed in more depth in <b>GEOG 379</b> . Students in that class are assessed through objective exams as well as a research paper.	
1.2.7	Describe and explain contemporary world human processes and identify the patterns they create including: <ul style="list-style-type: none"> <li>• culture, population demographics, and settlement</li> <li>• cooperation and conflict</li> <li>• economic development and interdependence</li> </ul>	<b>B</b>	<b>GEOG 107</b> and <b>110</b> both address the geographic analysis of the contemporary world. In these introductory classes, student learning is measured through objective tests, as well as short essays.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.8	Explain, analyze, and evaluate relationships between the environment and societies including how humans have used natural resources, and adapted to different environments in different times and places.	<b>B</b>	<b>GEOG 107, 110 and 320</b> each address these issues, both in terms of the US and internationally. In these introductory classes, student learning is measured through objective tests, as well as short papers. GEOG 379 covers this subject in greater depth. HIST 479 also centers on this key issues in a historical context. Candidates in these upper level classes are assessed using objective tests and research papers.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.9	Explain, compare, contrast, and evaluate the relationships between the environment and societies, including how human societies have changed physical systems and can be impacted by them.	<b>B</b>	<b>GEOG 107, 110, and 320</b> each address these issues, both in terms of the US and globally. In these introductory classes, student learning is measured through objective tests, as well as short essays. <b>GEOG 379</b> covers this subject in greater depth. Candidates in <b>GEOG 379</b> are assessed using a combination of objective tests and a research paper.	
1.2.10	Analyze and interpret the United States' role in the world and the impact of globalization on the United States.	<b>C</b>	<b>HIST 124</b> and <b>HIST 110</b> each treat this topic historically, while <b>GEOG 107</b> and <b>110</b> address this issue from a geographic perspective. In these introductory classes, student learning is measured through objective tests, as well as short papers. <b>PLSC 212</b> addresses this issue from an international relations perspective.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.2.11	Analyze contemporary global issues associated with: <ul style="list-style-type: none"> <li>• population</li> <li>• resources</li> <li>• patterns of global interaction</li> <li>• conflict and cooperation</li> <li>• security</li> </ul>	<b>C</b>	<b>HIST 124</b> and <b>HIST 110</b> each treat this topic historically, while <b>GEOG 107</b> and <b>110</b> address this issue from a geographic perspective. In these introductory classes, student learning is measured through objective tests, as well as short essays. <b>PLSC 212</b> addresses this issue from an international relations perspective.	
1.2.12	Explain, assess, and analyze the various forms of systematic oppression on various populations as it relates to spatial and cultural geography.	<b>B</b>	<b>GEOG 107, 110, 179, 320 and 379</b> all address the issues of oppression in terms of population. In these introductory classes, student learning is measured through objective tests, as well as short essays.	
1.3	<b>Economic Perspective</b>			

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.3.1	Analyze and explain the six core economic principles: <ul style="list-style-type: none"> <li>• People choose</li> <li>• All choices involve cost</li> <li>• People respond to incentives in predictable ways</li> <li>• Voluntary trade creates wealth</li> <li>• Economic systems influence individual choice and incentives</li> <li>• All choices have consequences that lie in the future</li> </ul>	C	<b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.2	Analyze and evaluate the role of prices in markets, the level of competition in different market structures, and the impact of investment on productivity and growth in national and global context.	C	<b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.3	Explain how individual business and government decision makers confront scarcity, resource allocation, and market forces.	B	<b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.4	Describe and explain how supply, demand, elasticity, price, equilibrium, and incentives affect the dynamics of markets.	C	<b>ECON201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.3.5	Describe the role of government on the market, demonstrating how governments can impact the market through its policy decisions (e.g. taxation, consumer protection, property rights, and income redistribution).	<b>B</b>	<p><b>ECON 201</b> addresses these macroeconomic issues. <b>ECON 103</b> addresses the role of consumers in the economy. <b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests, written assignments, and projects.</p>	
1.3.6	Analyze national markets using national income accounting, unemployment data, inflation, business cycles, output, economic growth, the role of money, interest rates, and the Federal Reserve System.	<b>B</b>	<p><b>ECON 201</b> addresses these macroeconomic issues. <b>PLSC 112</b> addresses the political issues of economic policy. <b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.3.7	Understand and describe how governmental decisions on taxation, spending, trade policies (tariffs, etc.), and regulation affect macroeconomic goals.	B	<b>ECON 201</b> addresses these macroeconomic issues. <b>ECON 201</b> and <b>ECON 202</b> both address these core issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.8	Analyze and explain the various economic systems, including free market, command, and mixed systems including exchange, production, distribution, and consumption of goods and services.	C	<b>ECON 201</b> addresses these macroeconomic issues. <b>PLSC 112</b> addresses the political issues of economic policy. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.9	Analyze and explain various aspects of the international economy including the reason for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.	C	<b>ECON 201</b> addresses these macroeconomic issues. <b>PLSC 212</b> addresses the economics of international relations. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.3.10	Analyze and explain the resulting challenges and benefits of trade and interdependence for consumers, investors, laborers, producers, and government.	C	<b>ECON 201</b> addresses these macroeconomic issues. <b>ECON 103</b> addresses consumer aspects of trade. Candidates in these classes are assessed using objective tests, essay tests, written assignments and projects.	
1.3.11	Examine and describe these systems (free market, command, and mixed) alongside and within the context of international trade and economic organizations (World Trade Organization, International Monetary Fund), and transitional or developing economies throughout the world (e.g. China and India).	B	<b>ECON 201 and 202</b> address these issues. <b>PLSC 212</b> addresses the issue of international organizations and trade. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.12	Demonstrate how personal decision-making, money management, investing, credit, and insurance relate to personal finance.	C	<b>ECON 103</b> was designed to give students an introduction to consumer economics issues. Students in this class are assessed using objective exams and a series of projects.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.3.13	Analyze and explain how the economic concepts of scarcity, opportunity cost, and marginal analysis affect individual and household choices and decision making.	<b>C</b>	<b>ECON 201</b> and <b>202</b> address these issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.3.14	Explain how economic systems impact different groups of people in the global economy.	<b>B</b>	<b>ECON 201</b> and <b>202</b> address these issues. Candidates in these classes are assessed using objective tests, essay tests and written assignments.	
1.4	<b>Political Science Perspective</b>			

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.1	Analyze and explain the conceptual foundations of civic and political life across various political systems inclusive of those in the United States.	C	<p><b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.2	Analyze and describe the origins of constitutional government in the United States including colonial governmental practices, republicanism, and liberalism in seventeenth and eighteenth century European thought.	C	<b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
1.4.3	Analyze and explain the structure, function, and consequences of multiple forms of government inclusive of liberal democratic state, semi-democratic state, authoritarian, and totalitarian regimes.	C	<b>PLSC 305</b> has been added to the social studies major to provide coursework in this area.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.4	Analyze and explain the structure and functions of government in the United States including the structure and functioning of national, state and local governments, government powers and limits on powers.	C	<b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>PLSC 202</b> addresses state and local governance issues. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
1.4.5	Explain the United States' foreign policy, the United States role in world affairs, and the basic dynamics and organizations of global politics.	B	<b>PLSC 212</b> has been added to the social studies major to provide coursework in this area. Candidates in this class are assessed through quizzes, in-class debates, and writing assignments.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.6	Identify and explain foundational principles in the Mayflower Compact, Articles of Confederation, Declaration of Independence, and the Constitution.	C	<p><b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.7	Describe and explain the foundational values and principles of democratic citizenship, including the knowledge, civic skills, and dispositions (e.g. trust, tolerance) that have been important to political participation historically and in contemporary public life.	C	<p><b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.8	Analyze and explain the use, interpretation, enforcement, and impact of law in United States government, and how individuals and groups can use the political process to change the law and influence government.	C	<p><b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.9	Analyze and explain the meaning, rights, responsibilities, and dispositions of citizenship in the United States, inclusive of civic inquiry and public discourse.	C	<p><b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on government and civic issues, including the constitution, Bill of Rights, legal issues and citizen action. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.</p>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
1.4.10	Describe and explain the various stages of creating public policy and the various positions that impact the implementation of public policy.	<b>B</b>	<b>PLSC 112/3</b> and <b>PLSC 305</b> both provide instruction on these issues on the national level. <b>PLSC 202</b> addresses these issues on the state and local level. <b>HIST 123</b> and <b>HIST 124</b> provide historical examples of U.S. government policy and its impact. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
1.4.11	Describe examples of conflict and cooperation between the United States and other governments.	<b>B</b>	<b>PLSC 212</b> has been added to the social studies major to provide coursework in this area. Candidates in this class are assessed through quizzes, in-class debates, and writing assignments.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
2.0	<p><b>Interdisciplinary Connections</b></p> <p>Candidates are required to demonstrate knowledge of the principles, concepts, and skills in each of the four core disciplines (history, geography, political science, and economics) of Social Studies GLCE and HSCE. Candidates will also demonstrate their understanding of the interdisciplinary and integrative nature of social studies.</p> <p><b>The candidate is able to:</b></p>			
2.1	Describe and integrate basic content and concepts from history, geography, economics, and political science.			
2.1.1	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout the major eras of United States history.	<b>C</b>	In both <b>CURR 305</b> and <b>HIST 481</b> students pull together information in these four areas to create lesson plans for a social studies unit.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
2.1.2	Describe and explain the interrelatedness of major political, economic, and geographic concepts throughout the major eras of world history.	C	<b>GEOG 379</b> brings together information in these fields to help students make connections in world history. Candidates in this class are assessed through exams and a research paper.	
2.1.3	Describe and explain the interrelatedness of major world demographic, political, economic, and cultural regions.	C	<b>GEOG 379</b> brings together information in these fields to help students make connections in world history. Candidates in this class are assessed through exams and a research paper.	
2.1.4	Explain the impact of government on local, national, and global trade as well as the various types of economic systems.	B	Material in <b>ECON 201, 202</b> and <b>103</b> address these issues of trade and economic systems. Students in these classes are assessed through quizzes, tests, short essays and projects.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
2.1.5	Analyze major components of the constitutions of the United States and Michigan and the possible impacts on citizens.	<b>C</b>	Issues dealt with in <b>PLSC 112, 202, and 305</b> both address these civic issues. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
2.1.6	Describe and explain the role of civic engagement and the rights of citizens in the United States and Michigan.	<b>C</b>	Issues dealt with in <b>PLSC 112, 202, and 305</b> both address these civic issues. Students in the lower level classes are assessed through exams and short essays, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
2.2	Demonstrate the use of an interdisciplinary approach to explain the context, causes, and consequences of issues and events.	<b>B</b>	<b>GEOG 379</b> brings together information in these fields to help students make connections in world history. Students in this class are assessed through quizzes and a research paper.	
<b>3.0</b>	<p><b>Application of Social Science Perspectives</b></p> <p>Candidates will demonstrate the ability to apply the social studies procedures and skills outlined in the Social Studies GLCE and HSCE: reading and communication, inquiry, research and analysis, public discourse and decision making, and citizen involvement.</p> <p><b>The candidate is able to:</b></p>			
3.1	Acquire and organize information from a variety of sources and use a variety of electronic technologies to assist in assessing and managing information.	<b>C</b>	Students are taught to effectively use these technologies in <b>EDMT 330</b>	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
3.2	Critically read, interpret, and clearly communicate both orally and in writing the meaning and significance of information in the social sciences including maps, charts, graphs, and timelines.	<b>C</b>	Candidates are taught these research and information processing skills in <b>HIST 300</b> , and apply them to their major project for the course, an analytical research paper.	
3.3	Conduct investigations by formulating a clear statement of questions; gathering, organizing, and evaluating information from a variety of sources; analyzing and interpreting information; and reporting results both orally and in writing.	<b>C</b>	Candidates are taught these research and information processing skills in <b>HIST 300</b> and apply them in the major project for the course, an analytical research paper.	
3.4	Engage in reasoned and informed decision-making, state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.	<b>C</b>	Students learn and apply these skills in <b>PLSC 112</b> and <b>PLSC 305</b> .	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
3.5	Identify and explain core democratic values inclusive of the public or common good, individual rights, major constitutional principles, and additional beliefs such as justice for all, equal opportunity, respect and appreciation for diversity, and patriotism.	C	Students learn and apply these skills in <b>PLSC 112</b> and <b>PLSC 305</b> . Students in the lower level classes are assessed through exams and short papers, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
3.6	Engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	C	Students learn and apply these skills in <b>PLSC 112</b> and <b>PLSC 305</b> . Students in the lower level classes are assessed through exams and short papers, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
3.7	Compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments supported by evidence.	C	Candidates are taught these research, writing and information processing skills in <b>HIST 300</b> and apply them in their major project for the course, an analytical research paper.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
3.8	Demonstrate an understanding of how an individual's actions affect other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.	C	Students learn and apply these skills in <b>PLSC 112</b> and <b>PLSC 305</b> . Students in the lower level classes are assessed through exams and short papers, while students in the upper level classes are assessed through a combination of exams and longer research assignments.	
3.9	Demonstrate and communicate information using a variety of traditional and digital means.	C	Candidates are taught these research, writing and information processing skills in <b>HIST 300</b> where they present their findings to peers	
<b>4.0</b>	<p><b>Instruction</b></p> <p>The candidate will demonstrate the ability to design, present, and assess social studies instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to SBE Educational Technology Standards and Expectations.</p> <p><b>The candidate is able to:</b></p>			

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
4.1	Implement the Social Studies GLCE and HSCE in curricular planning and instruction.	C	<b>CURR 305</b> and <b>HIST 481</b> cover this curriculum development issue. This is assessed through their unit plan and through their course proposal.	
4.2	Apply various teaching methods, organize curriculum, and manage resources and instructional materials appropriate to social studies.	C	<b>CURR 305</b> and <b>HIST 481</b> provide students a range of resources for instruction. This is assessed through their unit plan and through their course proposal	
4.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with different learning styles, diverse needs, varying cultural backgrounds, and special needs as outlined by the Universal Education Vision and Principles.	C	<b>CURR 305, EDPS 340, SOFD 328</b> and <b>HIST 481</b> all address these issues for our candidates. This is assessed through their unit plan, through their unit plan and in their lesson adaptation for a special needs student in HIST 481.	
4.4	Demonstrate knowledge of appropriate technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	C	<b>EDPS 340</b> and <b>HIST 481</b> both address issues of technology in the classroom. This is assessed through their unit plan, and through their course proposal	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
4.5	Design and implement instructional strategies that promote higher order thinking, deep knowledge, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the classroom.	C	<b>CURR 305, EDPS 340, SOFD 328 and HIST 481</b> all address these issues for our candidates. This is assessed through their unit plan.	
4.6	Design and implement instructional strategies and resources to develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	C	<b>CURR 305, EDPS 340, SOFD 328 and HIST 481</b> all address these issues for our candidates. This is assessed through their unit plan.	
4.7	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*	EMU's office of Student Teaching provides all candidates with a one-semester student teaching experience in a diverse environment.	
4.8	Design and implement lesson plans that apply geographic knowledge and skills to the study of history.	C	<b>HIST 109, HIST 110, HIST123 and HIST 124</b> all address the issue of geography in history. <b>GEOG 107, GEOG 110 and GEOG 320</b> each address both historical and geographical issues. <b>GEOG 379</b> ties these issues together.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
4.9	Design, implement, reflect, and evaluate a service learning project that enhances the understanding of the importance of civic engagement.	<b>C</b>	Students in <b>HIST 481</b> are required to design an academic service-learning project as part of their curriculum unit.	
<b>5.0</b>	<p><b>Assessment</b></p> <p>The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies and ability to ensure continuous intellectual, social, and physical development of learners.</p> <p><b>The candidate is able to:</b></p>			
5.1	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to social studies.	<b>C</b>	Students learn these skills in <b>EDPS 320</b> , and implement them in their <b>PRCT</b> placement. They continue to develop these skills in <b>CURR 305</b> and <b>HIST 481</b> , then implement these in their own classroom in student teaching.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
5.2	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning.	C	Students learn these skills in <b>EDPS 340</b> , and implement them in their <b>PRCT</b> placement. They continue to develop these skills in <b>CURR 305</b> and <b>HIST 481</b> , then implement these in their own classroom in student teaching.	
5.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	C	Students learn these skills in <b>EDPS 340</b> , and implement them in their <b>PRCT</b> placement. They continue to develop these skills in <b>CURR 305</b> and <b>HIST 481</b> , then implement these in their own classroom in student teaching.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
5.4	Demonstrate knowledge of appropriate assessment tools, and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	C	Students learn these skills in <b>EDPS 340</b> , and implement them in their <b>PRCT</b> placement. They continue to develop these skills in <b>CURR 305</b> and HIST 481, then implement these in their own classroom in student teaching.	
5.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	C	Students learn these skills in <b>EDPS 340</b> , and implement them in their <b>PRCT</b> placement. They continue to develop these skills in <b>CURR 305</b> and <b>HIST 481</b> , then implement these in their own classroom in student teaching.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
<b>6.0</b>	<p><b>Professionalism</b></p> <p>Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally including continued enhancement of technology related knowledge and skills.</p> <p><b>The candidate is able to:</b></p>			
6.1	Demonstrate knowledge of current research and best practice in social studies education.	<b>B</b>	Students learn about this topic in <b>HIST 481</b> and demonstrate competency through classroom simulations.	
6.2	Demonstrate knowledge of current curricular requirements, issues, and trends in social studies at the state and national level.	<b>B</b>	Students learn about this topic in <b>HIST 481</b> and demonstrate competency through develop of a course proposal and in assigned writings.	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
6.3	Demonstrate knowledge of professional organizations and resources to support and improve teaching, and to encourage professional development in social studies education.	<b>B</b>	Students learn about this topic in HIST 481. Students are strongly encouraged to join Michigan Council for the Social Studies and the Michigan Council for History Education.	
6.4	Demonstrate appropriate communication and collaboration skills to interact with school colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Individual Education Plan).	<b>C</b>	Students learn about these skills in <b>SPEC ED 205</b> , continue to learn about them in <b>CURR 305</b> and <b>HIST 481</b> , then apply these skills in Student teaching.	
<b>7.0</b>	<p><b>ogy</b></p> <p>Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers, and prepare candidates to assist students to meet the SBE Educational Technology Standards and Expectations for the appropriate grade level in social studies.</p> <p><b>The candidate is able to:</b></p>			

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
7.1	Identify, evaluate, and apply current technology in social science that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	C	Students learn about these issues in <b>EDMT 330</b> and <b>HIST 481</b> , where they present work incorporating these skills.	
7.2	Identify and apply a wide array of content specific, adaptive and assistive technological resources, and evaluate for accuracy and effectiveness in the classroom.	B	Students learn about these issues in <b>EDMT 330</b> and <b>HIST 481</b> , where they present work incorporating these skills.	
7.3	Demonstrate and support the ethical and responsible use of technology.	B	Students learn about these issues in <b>EDMT 330</b> and <b>HIST 481</b> .	
7.4	Evaluate and demonstrate knowledge of basic geographic technology including accessing, presenting and using Geographic Information System, Global Positioning System, and remote sensing images.	C	Students are introduced to these technologies in <b>GEOG 179</b> . Candidates are assessed based on projects and tests.	
	<b>Use technology to:</b>			
7.5	Develop higher order skills such as critical thinking, problem solving, self-directed, and collaborative learning.	C	Students learn about these topics in <b>EDPS 340, EDPS 322, CURR 305</b> and <b>HIST 481</b> .	
7.6	Address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	C	Students learn about these topics in <b>SPGN 251</b> .	

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines	
			Group Major	Comprehensive Group Major
7.7	Develop social studies knowledge, processes, and skills set forth in the Social Studies GLCE and HSCE.	<b>B</b>	Students developed these in <b>HIST 481</b> . They complete an assignment in which they apply this skill in class.	
7.8	Facilitate effective formative and summative assessment strategies.	<b>B</b>	Students create these assessments in <b>EDPS 340</b> and the <b>PRCT</b> experience. They apply these skills in Student Teaching.	
7.9	Create and evaluate content-specific online learning experiences to enhance student learning.	<b>C</b>	Students create these online learning experiences in <b>EDPS 340</b> .	

**Attachment 5  
Instructional Faculty**

Institution: Eastern Michigan University

Date: November 1, 2010

Specialty Program: Social Studies

Certification/Endorsement CODE: RX

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Attachment 3), including those who may be temporary or non-tenure stream.

History Faculty

<b>Courses</b>	<b>Name</b>	<b>Highest degree in subject area and specialty areas</b>	<b>Professional Development</b>	<b>Knowledge of K-12 framework and assessment</b>	<b>Special awards and recognition</b>	<b>P-12 collaborative work</b>
Hist 313	Rochelle Balkam	M.A. Michigan history		MEAP Reviewer for MDE, taught benchmarks as social studies teacher		Work with Ypsilanti and other school districts on MEAP achievement issues.
Hist 309, Hist 310, Hist 332, Hist 333	George Cassar	Ph.D. European history	Publications include: <i>Hell in Flanders</i> <i>Fields: Canadians at the Second Battle of</i>		Distinguished Faculty Award for Research	

			<i>Ypres</i> (Dundurn Press, 2010).			
Hist 123, Hist 124, Hist 305	Kathleen Chamberlain	Ph.D. Native American and Western History	Publications include: <i>Victorio, Apache Leader and Warrior</i> (University of Oklahoma Press, 2007).	Participant, Teacher Quality Improvement Grant, College of Education, EMU		Works with Native American Student Association on issues related to Native American education. National History Day Judge
Hist 110, Hist 300, Hist 327, Hist 328, Hist 329, Hist 330	Ronald Delph	Ph.D. Medieval and Renaissance Europe	Participant and Presenter, EMU Writing Across the Curriculum Summer Institute, 2000-2. Publications include: co-editor, <i>Heresy, Culture, and Religion in Early Modern Italy: Contexts and Contestations</i> (Truman State University Press, 2007).		EMU Alumni award for teaching.	
Hist 481, Hist 124	Robert Duke	Ph.D., Western Michigan University	NEH Landscapes of History seminar, Tillers International, Kalamazoo, MI	Extensive experience as social studies teacher, school principal, Superintendent		Has worked on Teaching American History grant and NEH grant programs.
Hist 306,	James Egge	Ph.D., Asian	Publications include:			

Hist 307, Hist 379		Religions and Early India	<i>Religious Giving and the Invention of Karma in Theravada Buddhism</i> (RoutledgeCurzon, 2002).			
Hist 347, Hist 348, Hist 349	Joseph Engwenyue	M.A., African History				
Hist 110, Hist 336 Hist 412, Hist 427, Hist 456, Hist 471	Pamela Graves	Ph.D British History	Publications include: <i>"Labour Women" – Women in British Working Class Politics, 1918-1939</i> (Cambridge University Press, 1994).			Speaks to local high school classes on American Revolution.
Hist 124, Hist 315, Hist 319	Mark Higbee	Ph.D. African- American History	Fellow, 2007-08 Faculty Development Seminar on The Scholarship of Teaching and Learning, at EMU's Bruce K. Nelson Faculty Development Center.			Grant writing to improve American History Instruction
Hist 323, Hist 324	James Holoka	Ph.D., Ancient Greece and Rome				

Hist 123, Hist 124, Hist 414	Russell Jones	Ph.D., History of Technology	Publications include: "Building Historical- Thinking Skills in the U.S. Survey." <i>Teaching History</i> 32, no. 2 (Fall 2007): 80- 91.			
Hist 110, Hist 338, Hist 450	Jesse Kauffman	Ph.D., German and Central European History	Publications include: "Schools, State- Building, and National Conflict in German Occupied Poland, 1915-1918." In <i>Finding Common Ground: New Directions in First World War Studies</i> (Brill, forthcoming).			
Hist 110, Hist 339, Hist 341	John Knight	Ph.D., Middle Eastern History				
Hist 109, Hist 110, His 441	Roger Long	Ph.D., South Asian History	Publications include: Editor, <i>Dear Mr. Jinnah: Selected Correspondence and Speeches of Liaquat Ali Khan, 1937-1947</i> (Oxford University Press, 2004)			Works with local teachers as part of graduate classes.

Hist 123, Hist 124	John Mayernik	M.A., U.S. History				Works with the Library of Congress to preserve Oral History of Veterans.
Hist 123, Hist 380, Hist 415, Hist 480	John McCurdy	Ph.D., Colonial and Revolutionay America	Publications include: <i>Citizen Bachelors: Manhood and the Creation of the United States</i> (Cornell University Press, 2009).			
Hist 123, Hist 300, Hist 365, Hist 383, Hist 416, Hist 468, Hist 469, Hist 482	Richard Nation	Ph.D., 19th Century U.S.	Publications include: <i>At Home in the Hoosier Hills: Agriculture, Politics, and Religion in Southern Indiana, 1810-1870</i> (Indiana University Press, 2005)	Participant, Teacher Quality Improvement Grant, College of Education, EMU		Works with Ypsilanti and Willow Run schools on student teacher quality.
Hist 123, Hist 124, Hist 300, Hist 481	Russell Olwell	Ph.D. History Education, Twentieth Century U.S. History	Publications include: <i>At Work in the Atomic City: A Labor and Social History of Oak Ridge, Tennessee</i> (University of Tennessee Press, 2004); “New View of Slavery: Using Recent Historical Work to Promote Critical	Teaches benchmarks in HIST 481 – The Teaching of Social Studies . Participant, Teacher Quality Improvement		Works with local and state historical organizations to improve Social Studies and History Instruction. Coordinates outreach efforts of

			Thinking about the ‘Peculiar Institution,’” <i>The History Teacher</i> 34 (2002): 459-469; and “Training the Next Generation of Elementary Teachers in the History Survey Class: Problems and Possibilities,” <i>OAH Newsletter</i> (May 2002).	Grant, College of Education, EMU		the department. Project Director, EMU GEAR UP, programs works with 880 students in three low-income high schools on college awareness and readiness.
Hist 123, Hist 303	Linda Pritchard	Ph.D., U.S. Religious and Women's History				
Hist 123, Hist 124, Hist 364, Hist 370, Hist 385	Steven Ramold	Ph.D., Civil War and Reconstruction	Publications include: <i>Baring the Iron Hand: Discipline in the Union Army</i> (Northern Illinois University Press, 2009).			
Hist 110, Hist 441, Hist 442, Hist 443, Hist 444	Tomoyuki Sasaki	Ph.D., East Asian History				
Hist 300, Hist 302	Philip Schmitz	Ph.D., Ancient Near East	Publications include: <i>The Phoenician Diaspora: Epigraphic</i>			

			<i>and Historical Studies</i> (Eisenbrauns, in press)			
Hist 110, Hist 355, Hist 356, Hist 457	Mary Strasma	Ph.D., Latin American History				
Hist 123, Hist 124, Hist 300, Hist 313	JoEllen Vinyard	Ph.D., American Immigration History	Publications include: <i>Right in Michigan's Grassroots, the Ku Klux Klan to the Michigan Militia</i> (University of Michigan Press, 2011);		Distinguished Faculty Award for Research	Works with the Library of Congress to preserve Oral History of Veterans. Grant writing to improve American History Instruction.
Hist 109, Hist 123, Hist 124	John Wegner	Ph.D., Gilded Age and Progressive Era America				
Hist 109	Mark Whitters	Ph.D., Ancient Near East				

Political Science Faculty

Course Taught	Faculty	Degree/ Specialization	Professional development	Familiarity with Michigan	Special Awards	P-12 outreach
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				Standards and Benchmarks		
PLSC 112 PLSC 358 PLSC 359	Jeffrey Bernstein	Ph.D./ Civics education, American government	Publication: “Using simulations to teach political science” College Teaching.	High	Carnegie National Scholar for Scholarship of Teaching and Learning	Director, Summer program for high school students. Received grant from Dirksen center to train teachers to use simulated Congressional elections in the civics classroom, 7- 12. Co-Project director, project to assist K-12 students research effectively with Canton Public Library.
PLSC 112	Kinney, Rhonda	Ph.D. American politics	Publication: “Economic constraints and political entrepreneurshi			

			p.”			
PLSC 212	Kohlberg, Judith	Ph.D. Political Science				
PLSC 112, PLSC 301, PLSC 312, PLSC 381, PLSC 385,	Pyle, Barry	Public Policy, American Politics	Academic Service Learning Fellowship – EMU			
PLSC 480	Rosenfeld, Raymond	Ph.D./ public policy and technology	Publications:	High	Teaching award winner, EMU Alumni Association	Evaluator of Ameritech technology academy. Co-Project director, project to assist K-12 students research effectively with Canton Public Library.
PLSC 113, PLSC 364 PLSC 380	Sidlow, Edward	Ph.D. American government	Author, America at Odds, An Introduction to American Government.			
PLSC 112 PLSC 418	Scott, Joanna	Ph.D. Political theory	Author: “Hannah Arendt discovers			EMU representative, Civics Education

			America”			project, American Political Science Association
PLSC 211, PLSC 308, PLSC 367, PLSC 342	Stahler-Sholk, Richard	Ph.D. Latin America	Presentation: Think Globally, Act Locally			

Geography Faculty

Courses Taught	Faculty	Degree/ Specialization	Professional Development	Knowledge of Benchmarks	Awards and Honors	P-12 Collaboration
GESC 108, GESC 114, GEOL 160	Michael Bradley	Ph.D./ Geology	1998, Geologic map of the Hidden Lake quadrangle, Summit County, Utah: Utah Geological Survey Open File Report.			
GEOG 445	Cherem, Gabriel	Ph.D./Cultural Geography				
GEOL 228	Christine Clark	Ph.D./Geology, Earth Science Education				
GEOG 110, GEOG 361	Eisenhart, Heather	M.A. Geography				

GESC 108	Kevin (Blake) Gustavson	Ph.D/ Environmental Scientist, Geomorphologist				
GEOL 108 GESC 305 GESC 495	Jaworski, Eugene	Ph.D. Remote sensing				
GEOL 200 GEOG 111	Kasenow, Michael	Ph.D. Hydrogeology, Earth Science Education	<i>Applied Ground Water Hydrology and Well Hydraulics,</i>			Director of Research for the Southeast Regional Ground Water Education in Michigan Center (SER-GEMS)
GHPR 530	Ligibel, Ted.	Ph.D. Historic Preservation	The Toledo Zoo's First 100 Years: A Century of Adventure (1999)			
GEOL 120 GEOL 161 GEOL 331	LoDuca, Steven	Ph.D. Paleontology	LoDuca, S.T., 1997, The green alga <i>Chaetocladus</i> (Dasycladales); Journal of			

			Paleontology, 71:940-949.			
GEOG 322 GESC 276 GESC 475 GEOG 110 GEOG 111	Lumpkin, William	M.A. Geographic Information Systems/Geogra phy Education		High		Worked on application of Geographic Information Systems to science and Social studies curriculum in local schools
GEOG 107, GEOG 320, GEOG 333	Mayda, Chris	Ph.D. Cultural Geography		High		Created curriculum resources on Canadian Geography
GEOG 317 GEOG 322	Nazzaro, Drew	Ph.D. Cultural Geography		High		Presented at summer workshop for local Social studies teachers.
GESC 320 GEOL 161	Poli, Serena	Oceanography				
GEOG 317 GEOG 322	Semple, Hugh	Ph.D. Geographic Information Systems				
Geog 379	Sambrook, Richard	Ph.D. Geography,		Familiar with GSCE and		Involvement with state and

		Latin America		HSCE		national geography organizations.
	Sickles-Taves, Lauren	Ph.D. Historic Preservation	<i>The Lost Art of Tabby Redefined: Preserving Oglethorpe's Architectural Legacy.</i>			
GHPR 335	Tyler, Norm	Ph.D. Urban planning	<i>Historic Preservation: An Introduction to Its History, Principles and Practices.</i> New York: W.S. Norton and Company. 2000.			Project director: Created web site for Ann Arbor Historical Street Exhibit Project for use by K-12 students and the public. ( <a href="http://www.emich.edu/public/geo/exhibits/1.frameset.html">http://www.emich.edu/public/geo/exhibits/1.frameset.html</a> )
GEOG 107, GEOG 110	Victor, Kelly.	M.A. Travel Geography				
GEOG 110	Ward, Rocky	Ph.D. Urban planning	Ward, with Eisenhardt, "Teaching Historical Geography			Involvement in improving Geography education

			Using Plat Maps," National Council for Geographic Education annual meeting - Boston, 1999			
	Xie, Yichun	Ph.D. Geographic information systems, Geography education				Principal Investigator, Visit project for social studies and science teachers to apply Geographic information system Technology to the 7-12 grade curriculum

Economics Faculty

Courses Taught	Faculty	Degree	Specialization	Professional development	Familiarity with Michigan Standards and Benchmarks	Honors and Awards	P-12 outreach
ECON 201 ECON 375	DAVID CRARY,	Ph.D.	Macroeconomics, Economic Forecasting, Monetary Economics.	Publication: “Labor Quality, Natural Unemployment, and U.S. Inflation,” Quarterly Review of Economics and Finance, 2000;	Highly familiar		Member, Ann Arbor Public Schools facilities committee
ECON 201 ECON 302	JOHN EDGREN,	Ph.D.	Environmental Economics, Energy Economics, Economics of Crime, Microeconomics	Publication: “Modeling Institutional Change, Some Critical Thoughts,”	Familiar		

			c Theory.	Journal of Economic Issues, December, 1996;			
ECON 201 ECON 301	SHARON ERENBURG,	Ph.D.	Macroeconomic Theory, Econometrics, Public Finance.	Publication: "The Effects of the International Interest Rate Gap on US Output," Applied Economics, 2001;	Familiar		
ECON 103 ECON 415	RAOUF HANNA,	Ph.D.	Econometrics, Monetary Economics, Macroeconomics.	Publication: "The Monetary Model of the Balance of Payments: Application to Taiwan," Journal of Economics, Spring 1995,			Extensive outreach to Arab-American community on issues of education.

ECON 100 ECON 201 ECON 385	STEVEN HAYWORTH,	Ph.D.	Economic Development, Economic Planning, Macroeconom ics.	Writing Across the Curriculum seminar faculty fellow.	Highly familiar from work with future elementary education students.		
ECON 100 ECON 325 ECON 201	DONALD PEARSON,	Ph.D.	Labor Economics, Latin American Economics, History of Economic Thought.				
ECON 202 ECON 415 ECON 436	JAMES THORNTON,	Ph.D.	Major Areas of Academic Interest: Health Economics, Econometrics, Industrial Organization, Financial Economics.	Publicaiton: “Transformi ng Ideas Into Research,” in The Clinical Research Survival Guide, 2002;			
ECON 201 ECON 480 ECON 508	MICHAEL VOGT,	Ph.D.	Major Areas of Academic Interest:	Publication: “Determinan ts of the	Highly familiar		Developer, K-12 Economics

			International Economics, Money and Banking, Macroeconomics, Economic Development.	Demand for Thailand's Exports of Tourism," Applied Economics, March			Education graduate certificate.
ECON 202 ECON 310 ECON 405	BILL WOODLAND, .	Ph.D.	Major Areas of Academic Interest: Microeconomics, Quantitative Methods, Risk and Uncertainty	Selected Publications: "The Reverse Favorite-Longshot Bias and Market Efficiency In Major League Baseball: An Update, forthcoming in Bulletin of Economic Research; "Market Efficiency and Profitable			

				Wagering in the National Hockey League: Can Bettors Score on Longshots?, ” Southern Economic Journal, April 2001; “Testing Contrarian Strategies in the National Football League,” Journal of Sports Economics, June 2000;			
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<b>Field Experiences</b>	<ul style="list-style-type: none"> <li>Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.</li> <li>Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?</li> </ul>
<b>Instructional Methods</b>	<ul style="list-style-type: none"> <li>Describe how candidates are prepared to teach in this specific specialty area.</li> </ul>
<b>Course Descriptions</b>	<ul style="list-style-type: none"> <li>Provide descriptions of all courses contained on Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.</li> </ul>
<b>Syllabi</b>	<ul style="list-style-type: none"> <li>Provide a representative syllabus for each required course (those listed on Attachment 3 and referenced in the standards matrix).</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>Please complete the <i>Instructional Faculty</i> table from Attachment 5.</li> <li>Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Attachment 3), including those who may be temporary or non-tenure stream.</li> <li>List additional faculty positions that will be added if this program is approved.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Describe how this program will utilize technological resources.</li> </ul>
<b>Vocational Work Experience</b>	<ul style="list-style-type: none"> <li>If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?</li> </ul>

## **Field Experiences:**

Each teacher candidate documents a minimum of 100 clock hours of experiences with children in grades 6-12. Some of the 100 clock hours come from PRCT 305 and PRCT 311. At least 50 clock hours must be with a teacher licensed to teach in the candidate's teaching major and minor within an appropriate grade 6-12 setting.

At least one experience is required in an urban or multicultural classroom. Clock hours outside of the required 50 classroom hours can come from learning environments with youth who are age appropriate (grades 6-12). Examples include volunteering in a classroom, tutoring, coaching, recreational activities, scouting, religious education, or other appropriate teaching/learning experiences. The teacher candidate must obtain a signature from a person of authority who can confirm the experience.

Students are assigned to PRCT placement and student teaching placement by major. Therefore, future students in this program will be assigned to a social studies classroom at the secondary level for both PRCT and Student Teaching.

**Instructional methods:** In content and methods classes, students are taught through a variety of methods. These include lecture, discussion, laboratory, field experience, hybrid and online classes. In their professional sequence classes, students are able to learn about the varieties of instructional strategies available at the secondary level, and in the methods class (HIST 481) they focus on instructional strategies for secondary social studies.

**Technology:** Students utilize technology throughout the program, in terms of adaptive technology (SPGN 251), as a search tool (HIST 300), as a teaching tool (EDMT 330) and

in terms of subject specific websites and resources (HIST 481).

## **Course Descriptions**

### **ECON 103 - Economics for Living**

This course develops the tools and skills needed to survive and thrive in daily life. Focus is on understanding the economy and on how to evaluate costs and benefits related to everyday choices like student loans, the use of banks and credit, healthcare insurance options, and retirement plan participation.

Credit Hours: 3 hrs

### **ECON 201 - Principles of Macroeconomics**

The first half of basic principles of economics. Emphasizes macroeconomic concepts of national income, fiscal and monetary policy, and problems of unemployment, inflation and economic growth.

Credit Hours: 3 hrs

Prerequisite: Level 3 Math Placement or MATH098 or above

### **ECON 202 - Principles of Microeconomics**

Second half of an introduction to basic principles of economics. Emphasizes microeconomic concepts of demand, supply and problems relating to prices and resource allocation.

Credit Hours: 3 hrs

Prerequisite: Level 3 math placement or above, or MATH098 or above.

### **GEOG 107 - Introduction to Geography**

A survey of the major concepts and subfields in modern geography. Physical, cultural, economic, political and social geography are among the major areas explored.

Credit Hours: 3 hrs

### **GEOG 110 - World Regions**

Geographic evaluation of the human imprint on the world, focusing on how peoples of various societies have approached the problems of living in their natural environments and with each other. A requirement for both the major and minor in geography.

Credit Hours: 3 hrs

### **GEOG 179 Digital Maps**

This course provides an overview of digital resources in geography, including GIS, GPS, Remote Sensing and Remote Imaging. These are applied to the K-12 classroom setting.

Credit Hours: 3 hrs

### **GEOG 320 - Geography of the United States and Canada**

A regional treatment of natural setting, distribution of the people, important occupations and problems of future development in each of several regions.

Credit Hours: 3 hrs

Prerequisite: GEOG110

### **GEOG 379 – Modern World History and Geography**

This course explores the intersection of history and geography, through case studies that span the globe, and involve regional, comparative and global geography.

Credit Hours: 3 hrs

### **HIST 109 - World History to 1500**

A survey of world civilizations (Africa, Asia, Europe, Western Hemisphere) from prehistory to 1500. The course will emphasize the diversity and interrelationships of world cultures and civilizations.

Credit Hours: 3 hrs

### **HIST 110 - World History since 1500**

A survey of world civilizations (Africa, Asia, Europe, Western Hemisphere) from 1500 to the present. The course will emphasize the diversity and interrelationships of world cultures and civilizations.

Credit Hours: 3 hrs

### **HIST 123 - The United States to 1877**

A study of United States history through the Reconstruction following the Civil War.

Credit Hours: 3 hrs

### **HIST 124 - The United States, 1877 to the Present**

A study of United States history from the end of Reconstruction to the present.

Credit Hours: 3 hrs

### **HIST 300 - Researching and Writing History**

An introduction to the historian's skills. Exercises include compiling a bibliography, writing book reviews and preparing a research paper.

Credit Hours: 3 hrs

### **Hist 379 – American Environmental History**

This course addresses the intersection of history and geography through a study of changes in the environment and landscape of the United States.

Credit Hours: 3 hrs

### **PLSC 112 - American Government**

An overview of the structure and function of American national government, focusing on how government is designed, how individuals form and act on their political preferences, how these preferences are transmitted to government, and how government acts (and does not act) on what its citizens want.

Credit Hours: 3 hrs

### **PLSC 202 - State and Local Government**

A study of the forms and functions of state and local governments with special emphasis on the government of Michigan. Especially valuable for teachers of social studies in senior and junior high schools.

Credit Hours: 3 hrs

**PLSC 212 - Introduction to International Politics**

An introduction to major theories and approaches in the study of international relations. The course considers the character of the international system, causes of conflict and war, foreign policy decision-making, determinants of economic development, and global environmental degradation. It also examines current issues such as terrorism, the protection of human rights, and globalization.

Credit Hours: 3 hrs

**PLSC 305 - Law and Policy in a Constitutional Democracy**

This course explores the political and legal processes that shape the development and interpretation of major constitutional principles. We will discuss the sources and context for American law and examine how actors in the legal and political systems across all levels of government contribute to the laws that govern American society.

Credit Hours: 3 hrs

# Syllabi for Social Studies Courses

## **ECONOMICS 103L: ECONOMICS OF LIVING**

Fall Term 2010 2:00-3:15 PM Tuesdays and Thursdays

G11 Boone Hall CRN 17620

Developed by Dr. Raouf Hanna

Email will be checked daily with responses sent within 24 hours.

## **REQUIRED BOOKS**

Generation Debt: Take Control of Your Money---A How-To Guide, Carmen Wong Ulrich, Warner Business Books, 2006. ISBN 0-446-69543-2

David Scott's Guides: Managing Credit and Debt, David L. Scott, Houghton Mifflin Company, 2005. ISBN 0-618-45870-0

## **COURSE OBJECTIVES**

Economics 103 is designed to

- introduce students to the tools and skills needed to survive and thrive in the economic reality of the 21st Century.
- aid students in their understanding of the U.S. economy.
- assist students as they evaluate costs and benefits related to everyday lifestyle choices like living with student loans.
- illustrate options when using banks and credit.
- help students when choosing future healthcare insurance options and retirement plans.

## **ASSIGNMENTS**

Reading assignments from the text, handouts, and online links will be given at each class meeting and should be completed before the next week. Typically, material will be covered in class with the student reading material after a concept has been presented.

## **ATTENDANCE**

Students with poor attendance typically receive lower course grades. The instructor will be available to assist students except when the difficulty is due to poor student attendance. Attendance will be taken at the beginning of the term to ensure everyone's enrollment, but is not factored in to determining the semester grade.

## **PROJECTS AND QUIZZES**

The course will consist of 5 short projects and 5 quizzes spaced throughout the semester. Each project will be worth 75 points, and each quiz will be worth a maximum of 25 points. The semester grade will be based on the total of 500 possible points.

The deadline for each project will be the beginning of class on the dates listed in the semester calendar in this syllabus. Projects may be submitted by email as long as the time/date of submission is on or before the due date. Late projects may be submitted by email, but will have a 5 point deduction for each calendar day late. Deductions may be made for typographical errors, spelling, etc. on the 2<sup>nd</sup> through 5<sup>th</sup> projects.

Each quiz will have 25 multiple choice questions (worth 2 points each) and 5 short answer questions (worth 5 points each). The last quiz will be held during the University's final exam period, but will be the same length and have the same number of points as the previous 4 quizzes. Grading will be on a standard straight scale (90-100% A, 80-89% B, etc.). Make-up quizzes will be given only in highly unusual circumstances.

No extra credit work will be assigned nor accepted.

## **COURSE OUTLINE**

**(Additional material will come from various websites, which will be posted online and distributed in class for each unit)**

**Unit 1: Who are you? Your legal and credit identities, and credit reporting.**

Chapters 1 and 4, Managing Credit

**Unit 2: College education, student loans, and living on a budget.**

Chapters 1-3, Generation Debt

Chapter 5, Managing Credit

**Unit 3: Using credit cards, and financing a vehicle.**

Chapters 4 and 6, Generation Debt

Chapters 6 and 7, Managing Credit

**Unit 4: You need a place to live, a job so you can afford it, and the ability to find balance in your life.**

Chapter 5, Generation Debt

Chapter 8, Managing Credit

**Unit 5: Asset accounts, insurance, and retirement.**

Chapters 8-9, Generation Debt

**COURSE WEBSITE**

Course materials will be posted at <http://my.emich.edu/cp/home/loginf> and can be found by clicking on the "Student" tab.

**ACADEMIC INTEGRITY**

Eastern Michigan University is committed to providing an exceptional learning environment that prepares students for a lifetime of success. In support of this mission, the Student Conduct Code and the accompanying student disciplinary processes are in place to foster ethical development and personal accountability. One of the core philosophies articulated in the code is a conviction that honesty and integrity are key values to the University community. Academic integrity is an important issue and is central to achieving an exceptional learning environment.

Please see Section X, paragraph 1 of EMU's *Student Conduct and Community Standards*, for disciplinary actions following incidents of academic dishonesty.

*"Sanctions that can be assigned by a faculty member range from giving a reduced grade on the particular work in question to failing the student for the entire course. In addition, some academic departments and programs have their own policies for dealing with academic dishonesty and/or violations of the Professional Code of Ethics which allow the department or program to impose sanctions ranging from probation to program dismissal. A sanction assigned by a faculty member and/or an academic department or program is an academic, not a disciplinary sanction."*

[http://www.emich.edu/studentconduct/facultylinks/academic\\_integrity.html](http://www.emich.edu/studentconduct/facultylinks/academic_integrity.html) .

**Course Number:** [ECON 201](#)

**Course Title:** Principles of Economics I

**Credit Hours:** 3 hrs

**Catalog Description:** The first half of basic principles of economics. Emphasizes macroeconomic concepts of national income, fiscal and monetary policy, and problems of unemployment, inflation, and economic growth.

**Prerequisites/Corequisites:** Completed math placement exam or MATH 098, or MATH 104.

**Course Goals and Objectives:**

1. The course introduces students to basic macroeconomic concepts and tools of analysis. Important among the tools are various economic models. Additionally, it should help students better understand and critically evaluate national macroeconomic policy.
2. Define basic economic concepts and illustrate their use.
3. Identify, illustrate, and provide practice in the use of basic macroeconomic models. Elementary algebra is used. Among models explored are:
  - a. The production possibilities frontier,
  - b. The market,
  - c. The Keynesian model of national income determination
    - i. Aggregate expenditure
    - ii. Multiplier
    - iii. Aggregate Supply-Aggregate demand
  - d. The creation of money,

- e. The money market,
  - f. Monetarism,
  - g. International economic relations
4. Indicate differences of opinion within economics about using models.
  5. Identify:
    - a. Macroeconomic policy goals of the government
    - b. Methods of achieving those goals, and
    - c. Differences of opinion about appropriate goals and policy
  6. Apply economic concepts and models to better understand selected current events.

**Topical Outline:**

1. Introduction to the Market economy.
  - a. Choice, Opportunity Cost, and Specialization
  - b. Markets, Demand and Supply, and the Price System
  - c. The Market System and the Private sector
  - d. The Public sector
2. Macroeconomic Basics:
  - a. National Income Accounting
  - b. An Introduction to the Foreign Exchange Market and the Balance of Payments
  - c. Economic growth
  - d. Unemployment and Inflation
  - e. Macroeconomic Equilibrium: The Aggregate Demand and Supply
3. Aggregate Demand and Supply: Macro Policy
  - a. Aggregate Expenditures
  - b. Income and Expenditures equilibrium
  - c. Fiscal Policy
  - d. Money and Banking
4. Macro Policy and the Economy
  - a. Monetary Policy

- b. Macroeconomic Policy
- c. Macroeconomic Viewpoints
- d. Macroeconomic Links between countries
- e. International trade and comparative advantage – includes “How tariffs and quotas work” and “The Cheap Foreign labor” fallacy”
- f. The International Monetary System: Order or disorder
- g. Exchange rates and the macroeconomy – includes “The Yen’s effect on smaller Asian nations.”

**Assessment/Evaluation Procedures:**

1. Two exams and a final. The exams consist of short-answer questions, and essay questions. Dates of the exams tentatively provided by instructor at the beginning of semester. In addition students will complete a number of written assignments. These will be handed in at the beginning of the class session in which they are due.
2. In grading written work, the following criteria are usually used. An answer should be (a) well organized, clear, and unambiguous in expression, (b) complete and thorough, covering principle aspects of the subject, (c) well reasoned, precise, and accurate, defining relevant terms and using them correctly, (d) balanced, giving conflicting opinions (if any) and citing relevant evidence. For questions involving numerical answers, details computations and procedures are required for full credit.
3. In calculating the final grade, typically the following weights will be used: Exam 1, 25%; Exam 2, 25%, handed in assignments, 20%; Final exam, 30%

**Course Number:** [ECON 202](#)

**Course Title:** Principles of Economics II

**Credit Hours:** 3 hrs

**Catalog Description:** Second half of basic principles of economics. Emphasizes microeconomic concepts of demand, supply, and problems relating to prices and resource allocation..

**Prerequisites/Corequisites:** ECON 201. Completed math placement exam or MATH 098, or MATH 104.

**Course Goals and Objectives:**

1. The course introduces students to basic microeconomic concepts and tools of analysis.
2. Students will learn a set of concepts, which comprise a valuable kit of analytical tools to understand, predict and forecast individual decision behavior.
3. The individual decision-making units studied are consumers, producers, and resource owners.
4. The course also introduces students to the interaction of these agents in a market setting, and the social outcomes of these interactions.

**Topical Outline:**

1. Demand and Supply
  - a. Demand
  - b. Supply
  - c. Equilibrium
  - d. Price Floors and Ceilings
2. Consumer Theory

- a. Total and Marginal Utility
  - b. Consumer Surplus
  - c. Elasticity-Midpoint formula
  - d. Elasticity and Total Revenue
  - e. Elasticity and Profit
3. Firm Theory
- a. Cost Curves
  - b. Short vs. Long Run Costs
  - c. Returns to Scale
  - d. Accounting vs. economic Profit
4. Profit Maximization-Loss Minimization
- a. Price-Taker
  - b. Price-Searcher
  - c. Long-Run Profits
5. Market Structure
- a. Monopolistic Competition
  - b. Oligopoly and Cartels
  - c. Natural Monopolies and Regulation
6. Factor Markets
- a. Input demand
  - b. Labor Market
  - c. Monopsony
  - d. Minimum Wage
  - e. Unions
7. International trade
- a. Gains from trade
  - b. Comparative Advantage
  - c. Tariffs, Quotas
  - d. Protectionism

**Assessment/Evaluation Procedures:**

1. Two exams and a final. The exams consist of short-answer questions, and essay questions. Dates of the exams tentatively provided by instructor at the beginning of semester. In addition students will complete a number of written assignments. These will be handed in at the beginning of the class session in which they are due.
2. In grading written work, the following criteria are usually used. An answer should be (a) well organized, clear, and unambiguous in expression, (b) complete and thorough, covering principle aspects of the subject, (c) well reasoned, precise, and accurate, defining relevant terms and using them correctly, (d) balanced, giving conflicting opinions (if any) and citing relevant evidence. For questions involving numerical answers, details computations and procedures are required for full credit.
3. In calculating the final grade, typically the following weights will be used: Exam 1, 25%; Exam 2, 25%, handed in assignments, 20%; Final exam, 30%

## **GEOG 107: Introduction to Geography**

CREDITS: 3 semester hours

PREREQUISITES: None

### CATALOG DESCRIPTION

A survey of the major concepts and subfields in modern geography. Physical, cultural, economic, political and social geography are among the major areas explored.

### PURPOSE/RATIONALE

The purpose of this class is to enhance student awareness and understanding about the discipline and subfields of geography. This class is a foundation class for further geographic study.

### OUTCOMES/OBJECTIVES

The overall objective for the course is to help students understand and apply the concepts and theoretical perspectives of geography in each of its many subfields of focus. More detailed objectives of the course are included in the course outline.

### COURSE OUTLINE

#### I. Introduction

- A. Assist learners to analyze the spatial information about people, places, and environments in a spatial context;
- B. Help learners to understand the physical and human characteristics of places;
- C. Help learners to apply geography to interpret the past, present and to plan for the future;
- D. Enhance the learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content;
- E. Understand basic geographic concepts.

## II. Maps

- A. Guide students in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- B. Introduce students to Geographic Information Systems (GIS).

## III. Physical Geography - Landforms

- A. Provide learners opportunities to understand and analyze the physical processes that shape the earth's surface;
  - i. Geologic time
  - ii. Movements of continents
  - iii. Earth materials
  - iv. Tectonic forces
  - v. Gradational/erosional processes
- B. Help learners see how human actions modify the physical environment;

- C. Enable learners to analyze how physical systems affect human systems.
- IV. Physical Geography - Weather and Climate
- A. Provide learners opportunities to understand and analyze processes that affect weather and climate;
  - B. Enable learners to analyze how weather and climate affect human systems.
- V. Physical Geography - Environmental Geography
- A. Challenge learners to consider the characteristics and spatial distribution of ecosystems on the earth's surface;
  - B. Help learners see how human interactions modify the environment;
  - C. Challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources.
- VI. Human Geography - Population Geography
- A. Guide learners in exploring the characteristics, distribution, and migration of human population on the earth's surface.
- VII. Human Geography - Cultural Geography
- A. Enable learners to describe the processes, patterns, and functions of human settlement;
  - B. Help learners to understand and analyze the characteristics, distribution, and complexity of the earth's cultural mosaics;
  - C. Enable learners to understand how culture and experience influence people's perceptions of places and regions.
- VIII. Human Geography - Geography of Spatial Behavior

- A. Enable learners to use mental maps to organize information about people, places, and environments in a spatial content.
- IX. Human Geography - Political Geography
- A. Provide learners opportunities to understand and analyze world political systems;
  - B. Challenge learners to examine how the forces of cooperation and conflict among people influence political division and control.
- X. Human Geography - Economic Geography
- A. Introduce learners to world economic systems;
  - B. Have learners explore the patterns and networks of economic interdependence on the earth's surface.
- XI. Human Geography - Geography of Natural Resources Use
- A. Challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources.
- XII. Human Geography - Urban Geography
- A. Introduce learners to urban settlement patterns on the earth's surface
  - B. Enable learners to describe the processes, patterns, and functions of human settlement
  - C. Help learners to understand and analyze the characteristics, distribution, and complexity of the earth's urban settlements.
- XIII. Regional Geography
- A. Assist learners in developing the concept of regions as a means to interpret the earth's complexity.
  - B.

## SUGGESTED TEXTS AND READINGS

Getis, A and Getis, J and Fellmann, J. (2002) Introduction to Geography. New York: McGraw-Hill.

## **GEOG 110: World Regions**

CREDITS: 3 semester hours

PREREQUISITES: None

### CATALOG DESCRIPTION

Geographic evaluation of the human imprint on the world, focusing on how peoples of various societies have approached the problems of living in their natural environments and with each other. A requirement for both the major and minor in geography.

### PURPOSE/RATIONALE

The purpose of this course is to provide students with a systematic and comparative overview of the world's major regions, including the key features of both human and physical geography in each region. The course illustrates for students how the geographic concept of "region" can be applied systematically to analyze human and physical similarities and differences among virtually all areas of the world.

### OUTCOMES/OBJECTIVES

The following outcomes/objectives are sought for each of the world realms specified in the course outline below:

- assist learners in their understanding the concepts of realms and regions as means to geographically interpret the earth's complexity;
- enable learners to analyze how physical systems affect human systems;
- assist learners to analyze the spatial information about people, places, and environments around the world;
- help learners to understand the physical and human characteristics of places;
- enable learners to understand how culture and experience influence people's perceptions of places and regions;
- help learners to understand and analyze the characteristics, distribution, and complexity of global cultural mosaics;
- have learners explore the patterns and networks of economic interdependence on Earth's surface;
- challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of the earth's surface;
- help learners to apply geography to interpret the past and present and to plan for the future.

## COURSE OUTLINE

- I) introduction to world regional geography
  - the earth as a changing stage
  - key geographic concepts, including realm/region, culture, and culture hearth
- II) European Realm
  - cultural and natural diversity
  - proximity to the sea begot navigational skills  
begot platform for colonialism
- III) Russian Realm

- vastness of the physical environment and complexity of a of Eurasian heritage
- despotism, tsarism, communism, and a unique form of democracy
- IV) North American Realm
  - environmental and cultural contrasts of the United States and Canada
  - evolving North American functional regions and their "capitals"
- V) Middle American Realm
  - mainland, rimland, and environmental hazards
  - cultural landscapes and political legacies
- VI) South American Realm
  - continental diversity from tropical rain forests to pampas, deserts, and glaciers
  - native, Iberian, and other cultural influences
- VII) North Africa and Southwest Asian Realm
  - contrasting legacies of aridity and petroleum
  - contrasting and conflicting religious realities
- VIII) Subsaharan African Realm
  - ongoing physical processes and environmental degradation
  - the lasting effects of slavery and colonialism
- IX) South Asian Realm
  - topographic and climatic contrasts
  - population issues and evolving political scenarios
- X) East Asian Realm
  - environmental diversity and relative location
  - cultural, economic and political influences of the Pacific Rim

- XI) Southeast Asian Realm
  - peninsular and island influences
  - global political influences
  
- XII) Austral Realm
  - coastal rimland environments
  - the Asianization of the realm
- XIII) Pacific Realm
  - oceanic environmental influences
  - neo-colonialism and economic development

#### SUGGESTED TEXTS AND READINGS

deBlij. H. and Muller. P. (2001) Geography: Realms, Regions and Concepts.  
New York: Wiley.

Marston. S. Knox. P. and Liverman. D. (2002) World Regions in Global Context.  
Upper Saddle River (NJ): Prentice Hall.

Pulsipher. L. and Pulsipher. A. (2002) World Regional Geography.  
New York: W. H. Freeman and Company.

Salter. C. Hobbs. J. Wheeler. J. and Kostbade. J. (1998) World Regional Geography. New York:  
Harcourt Brace.

#### INSTRUCTIONAL PROCEDURES

This is a large section lecture course, with 16 to 18 sections collectively of nearly 100 students each during fall and winter semesters. (The 2 to 4 spring and summer sections contain 30-40 students each.) Material covered is textbook-based, amplified by the individual instructor's experience and illustrated through current world geographic events.

### ASSESSMENTS AND REQUIREMENTS

From three to five objective style exams (true/false, multiple choice) are given by all instructors of this course.

One instructor also adds an additional assignment requiring the student to present to the class documented news report of a significant global geographic development, accompanied by an analysis of the potential impact on the student's life, the lives of family members, friends, or other people important to the student.

## **Geog 179**

### **Course outline: Digital maps for educators**

#### Objectives:

Students will be able to utilize basic digital geographic technology, including GIS, GPS, remote sensing and imaging.

Students will be able to utilize these technologies in an educational setting, in order to address issues of cultural geography.

Students will be able to devise learning activities for K-12 students using these technologies that address the geographic education standards.

Students will be able to apply digital maps to the social studies classroom setting consistent with the GLCE and HSCE standards.

#### Course goals:

The course is designed to provide practical, hands-on skill building and curricular considerations for professional educators. The course will use a desktop GIS software package (ArcView 3 or 9, by ESRI) to investigate phenomena as diverse as population and climate, political geography and plate tectonics, but all with a focus on spatial thinking and analysis. This course will provide opportunities to download data from the Internet to extend the life of the existing lessons. The course also aims from the use of projects written by others toward projects modified and written by you, the educator.

#### Books:

##### **Textbook**

## Mapping Our World (MOWGLE)

Lyn Malone, Anita Palmer, and Christine Voigt, ESRI Press.

### **Schedule**

#### **Week 1**

Introduction and Goals of course

Working in an Online environment

Geographic Inquiry with Mapping Our World and ArcView Basics

1. Post to Discussion Board: Introduce yourself, and describe your vision about what you would like to accomplish in this course.

2. Read "Exploring Common Ground" from the Doc sharing tab and post comments about the following:  
What teaching strategies do you already incorporate in the classroom that will facilitate the use of GIS? In other words, what traits about you as an educator will help you to incorporate GIS? If you are not an educator, what about you will make you a successful user of GIS tools and methods?

Obtain Mapping Our World. Load software, data, and lessons.

Complete MOWGLE Module 1 "The Basics" and "The Geographic Inquiry Model" (part 1 and 2).

#### Week 2

Plate Tectonics

1. Read Geography Matters from the Doc sharing tab.

2. Post comments on: Were you surprised by any disciplines or fields where spatial thinking and GIS were incorporated? Describe which ones intrigued you and why.

1. Complete MOWGLE Module 2 – Global: The Earth Moves.

2. Make a screen shot of your map showing the depth of earthquakes with graduated symbols. Zoom in to the continent of South America. Below the screen shot, discuss possible reasons for any patterns in the data you see.

#### Week 3

Plate Tectonics with Real-Time Data

1. Download, map and post an MS Word doc file with a screen shot of a migration path of an animal of your choice from the posted coordinates on: the WhaleNet site, on:  
[http://whale.wheelock.edu/whalenet-stuff/stop\\_cover\\_archive.html](http://whale.wheelock.edu/whalenet-stuff/stop_cover_archive.html)

2. Comment how you might use a table of data from a GPS in your work/classroom.

1. MOWGLE Module 2 – Advanced.

2. Download and map the earthquake data from around the time of the Tsunami, Dec 1<sup>st</sup> 2004 – Feb 28<sup>th</sup> 2005 with earthquakes over 5.0 strength. Thematically map some variable of each quake such as strength, depth or time for your screenshot.

Week 4

#### Regional Climate Studies

1. What other issues or topics could you analyze where you use the graphing technique used in this unit?

1. MOWGLE Module 3 – Regional. Seasonal Differences.

2. Choose 3-5 cities in an east-west or north south line and describe the differences in climate that they experience. At the bottom of the document post a screen shot of your cities with their climate data showing.

Week 5

#### Regional Climate Studies

1. Download the March 3, 1997 image of global surface temperatures from Globe.gov--the same source as your assignment.

2. Describe how El Nino might influence India's monsoon season. (You may want to open the regional lesson back up, and then add in the referenced picture).

1. MOWGLE Module 3 – Advanced. Sibling Rivalry.

2. Create 2 screen shots of precipitation data for the same dates of El Nino and La Nina and describe how these events affected weather in your area. You may supplement your argument with personal knowledge of events from these years as well.

## Week 6

### Water and Climate

1. What would you do to influence students to buy into being part of the solution to global warming?

1. MOWGLE Module 7 Global: Water World

2. Create a map of the energy industries influenced by a 50m rise in sea level, and then add the pipelines. Summarize the number of different sources of energy lost and what you think would happen to energy costs if ocean levels were to rise.

## Week 7

### Water and Climate

#### Quiz

1. Submit the Quiz: Choose either the High school or Middle School Assessment piece for Water World.

Write a one page evacuation plan for a Coastal US city as described in step 3 on the right.

1. MOWGLE Module 7—Assess: Water World

2. Catch up on any Mapping Our World assignments or GIS Lesson Assessments.

3. Make or find maps from the Regional lesson or from the Internet using recent hurricane evacuation data to support how you would move a major US coastal city's population out of the flooded areas. Limit the number of your maps to a maximum of four. Use maps rich in data if you feel you need more info but use only 4 screen shots for this discussion.

4. Take the quiz as described in the syllabus 4B Discussion Board and post it to the Dropbox.

## Week 8

### Population Studies

Discuss how you would grade assignments that are map based in your class. If you aren't teaching, discuss what makes a good map presentation at a staff meeting.

1. MOWGLE Module 4—Regional. Growing Pains

2. Save two screen shots of your project:

one with the population growth map

and a second showing some factor you think is related to population growth.

## Week 9

### Demographic Studies

1. Following the directions in the Docs Sharing area: Go to terraserver-usa.com to download an image for your local area.
  2. Change the projection in your layer file to Projected, UTM, with the correct UTM Zone. Check what zone is appropriate for your area in the Docs Sharing area.
  3. Use the data from this advanced lesson to overlay your picture. Change your data so that it is partly transparent, allowing you to see your map underneath.
1. MOWGLE Module 4 Advanced Generation Gaps
  2. Create 3 colored (Choropleth) maps that show a good place to put a business in your town that provides some service to the retired population. Explain how these maps support your recommended site location(s).

## Week 10

### Political Geography

1. Discuss your personal professional strategy to organize good resource ideas you or your students run across on the web.
1. MOWGLE Module 5 Regional: Line in the Sand
  2. Make a screen shot of your finished boundary line and describe what benefits or hardships may exist with the new boundary.

## Week 11

### Regional Economic Geography

1. Examine any links left in the Webliography that you have not yet visited, and any others you have not visited in the Geog 520 course, and create a short description of each site as a word doc.
  2. Send this doc in and keep a copy on your home computer.
1. MOWGLE Module 6 Advanced: Live, Work, and Play

2. Create a map of your state showing where would be a good place to pursue some field of employment in which you are interested.

Week 12

GIS Summary

1. Post to Discussion Board: How have your goals and expectations about GIS in the classroom changed since the beginning of this course?

Week 13

Remote sensing, GPS, Remote imaging

Introduction to using these powerful technology tools in the social studies classroom.

1. Assignment describing use of these technologies in the secondary classroom

Week 14

Final

1. Complete Final Exam

## GEOG 320 **Geography of the United States & Canada**

CREDITS: 3 semester hours

PREREQUISITES: GEOG 110 World Regions or GESC 108 Earth Science

### CATALOG DESCRIPTION

A regional treatment of natural setting, distribution of the people, important occupations and problems of future development in each of several regions.

### PURPOSE/RATIONALE

The purpose of this course is to enhance awareness and understanding on the part of undergraduate students to the physical and cultural landscapes that make up various regions of the United States and Canada. It is the purpose to better understand causes and consequences of similarities and differences that exist between these regions.

### OUTCOMES/OBJECTIVES

The course objectives for the students are to:

- 1) assist learners in defining regions as a means to interpret the complexity of the United States and Canada,
- 2) understand how to map the various regions of the United States and Canada, and thereby to acquire, process, and report information from a spatial perspective,

- 3) help learners to understand the physical and human characteristics of the regions of the United States and Canada,
- 3) understand the concept of site and situation in relation to human settlement, especially cities with their characteristics, distribution, and complexity.
- 4) understand the economic, political and social processes in relation to physiography, thereby enabling learners to analyze how physical systems affect human systems.
- 5) understand how regions compare and contrast with other regions, and with the United States and Canada as a whole.

## COURSE OUTLINE

(Based on a Tuesday/Thursday Class Schedule)

- I. Introduction to North American continent and regions
- II. Physical environment
- III. Population
- IV. North American city
- V. Atlantic Northeast
- VI. French Canada
- VII. Ontario
- VIII. Prairie Canada; British Columbia

- IX. Boreal North and Arctic
- X. Alaska; Hawaii
- XI. Pacific Northwest
- XII. California
- XIII. Intermontane; Southwest
- XIV. Rocky Mountains
- XV. Great Plains
- XVI. Heartland
- XVII. Appalachians & Ozarks
- XVIII. Inland South
- XIX. Southeast Coast
- XX. Megalopolis

#### SUGGESTED TEXTS AND READINGS

Birdsall, Stephen S., John W. Floris and Margo L. Price, (1999). Regional Landscapes of the United States and Canada. New York: Wiley & Sons, Inc.

Elazan, Daniel J., (1994). The American Mosaic: The Impact of Space, Time, and Culture on American Politics. Boulder, CO: Westview.

McKnight, Tom L., (2001) Regional Geography of the United States and Canada (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

Zelinsky, Wilbur, "North America's Vernacular Regions," (1980) Annals, Association of American Geographers, 70, pp. 1-16.

\_\_\_\_\_, (1994) The Cultural Geography of the United States, Englewood Cliffs: Prentice Hall.

## INSTRUCTIONAL PROCEDURES

As the course usually has 25-40 students, it is possible to lecture and provide opportunities for class discussions and a small group project in the final weeks of the semester. Students are usually familiar with the region and can be encouraged to contribute for the benefit of the class. An EMU Web Caucus further brings ideas from the students. Instruction is carried on from a regional perspective. Emphasis is placed on the physiography, resource use, economic activities, demographics, socio-cultural characteristics and spatial organization.

## ASSESSMENTS AND REQUIREMENTS

Three exams and a final exam are interspersed within the semester.

**Geography 379**  
**Historical Geography of The Modern World**  
**Department of Geography and Planning**

**Textbook:** O'Brien, Patrick K. **Atlas of World History.** Oxford University Press, Inc.

**Course Description:** A study of the elements of cultural convergence in the contemporary world and how mapping and navigational technologies have advanced to become the dominant agencies in changing the geography of the earth in the modern period of human occupancy. This course explores the world cultural system at the onset of the Age of Exploration and Discovery through the advent of industrial capitalism and beyond. We will focus on geographical patterns and processes of colonialism, imperialism, and industrialism in an increasingly interconnected world. Lectures, map study, use of video material and class discussion will be employed. Since videos will be shown on a regular basis, attending class and taking notes on videos is very important. We will discuss video materials after they are shown in class.

**Objectives and Goals:** By the end of this course you should have a grasp of several basic geographical concepts, including the historical geography of the world system since about 1450; and a geographical understanding of the relationships between the world system, the role of humanly created technologies, and cultural convergence in the modern world. We will emphasize the use of maps in transmitting ideas and relate earlier developments to current events so that students may better understand world affairs.

**Testing and Grading:** Four exams are anticipated. They will be primarily objective in design, including multiple choices, true and false, matching, and map questions. Questions will be taken from material in the atlas (text), maps, lectures, and videos. Four exams will be given during the semester at regular intervals (every 4 weeks) and valued at 15%. In addition, there will be 5 short map and/or video content quizzes throughout the semester, worth 5 points each. Class participation may include a brief presentation about the meaning of your family name and geographic origins based upon a research paper

everyone will write, which will be worth 15% of your final grade. More information on this exercise will be given later in the semester. Attendance is required and will be taken on a daily basis. The attendance policy is intended as a reward to those students who come to class regularly. However, a student who misses more than 20% of full class periods may see their final grade lowered. No make-up exams will be given without prior consultation with the instructor and valid written excuse. Grading will be based on a straight scale: A=100-90%; B = 89%-81%; C = 79-71%; D = 69-60%; F = 0-59%.

### Lecture Outline and Reading Schedule

Unit 1: **Everything is somewhere! An Introduction to thinking like a Geographer;  
The late Medieval World;** Atlas pages: 100-101; 102-103; 104-105; 106-107; 110-111;

Unit 2: **The 1500s: The Golden Age of Spain and Portugal**  
Atlas pages: 112-115; 116-117; 118-119; 120-121; 122-123; 124-125; 126-127;

Unit 3: **The 1600s: The English, French and Dutch—Colonial Conquests**  
Atlas pages: 128-129; 130-131; 132-133; 152-153; 154-155;

Unit 4: **The 1700s: Philosophical Change, Political Revolution, and Economic Uncertainty**  
Atlas pages: 134-135; 138-139; 140-141; 144-145; 146-147; 148-149; 156-157; 158-159;  
164-165; 166-167;

Unit 5: **The 1800s: In the Wake of Revolution—Continental and Colonial Expansion**  
Atlas pages: 160-163; 168-169; 170-171; 172-173; 174-175; 176-177; 180-181; 182-183;  
184-185; 186-187; 190-191; 192-193; 194-195; 196-197; 198-199; 200-201; 208-209; 210-  
211;

Unit 6: **1900s and Beyond: Exploration in the Modern Age**  
Atlas pages: 212-215; 216-217; 218-219; 220-221; 222-223; 230-231; 232-233; 234-235;

238-239; 242-243; 244-245; 246-247; 260-261; 266-267; 268-269;

Note: Additional atlas pages may be assigned...some pages may be eliminated.

**Final Examination Schedule: All Sections, Thursday, May 6th, 8:00- 10:00 AM**

Eastern Michigan University

Syllabus for [HIST 109](#) - World History to 1500

Department: History and Philosophy

Credit Hours: 3

Catalog Description:

A survey of world civilizations (Africa, Asia, Europe, Western Hemisphere) from prehistory to 1500. The course will emphasize the diversity and interrelationships of world cultures and civilizations.

Course Objectives:

1. Students will be able to sequence, describe and analyze the major periods of world history, to 1600.
2. Students will be able to describe and analyze the global connections in world history, in terms of politics, economics, geography and technology.
3. Students will be able to critically analyze the causes and impacts of major turning points in world history.
4. Students will be able to describe and critically analyze primary and secondary sources.
5. Students will be able to use primary and secondary sources to reconstruct past events, and to write their own analytical historical narratives.
6. Students will be able to use maps, charts and documents to inquire into past events, their causes and impacts.
7. Students will be able to apply basic concepts in economics (global economy, supply and demand, trade) to important events in world history.
8. Students will be able to describe their own roles and responsibilities in global society.
9. Students will be able to describe and analyze the role of scientific and technological innovation in world history

Course Goals:

To provide students with an understanding of the development of civilization around the world from prehistory to 1500. The course will provide students with the necessary factual material and

interpretations to understand both the diversity and interrelationships of cultures and politics during this same time frame.

Topical Outline:

Early Peoples; Egypt, West Asia; Origins of India's Hindu Civilization; Religions in Asia; Greece, Celts, Romans; Religions and Philosophies; Chinese Empires; Golden Age of Islam; African Civilizations; Europe and the Middle Ages, Mongol Empire; Civilizations in S. America; North America; The Crusades; Muslim Empires; Cultural Exchanges.

Required Readings/Instructional Materials:

Upshur, Terry, Holoka, et al., *World History*, vol. I or Comprehensive Volume, 2<sup>nd</sup> edition, West Publishing [Text]

Holoka, Upshur, *Lives and Times*, Vol. I [Readings]

Maaslouf, Amin. *Leo Africanus*.

Recommended Readings/Instructional Materials:

Hammond, *World History Atlas*.

Assessment/Evaluation Procedures:

Students will be evaluated and their grades will be based on three exams, each covering a third of the course material, and two quizzes. Each exam will be 30% of the final grade. The two quizzes will be five percent each of the final grade with 100% being the total possible percentage. At least one third of each exam will be in essay form with a percentage of the grade assigned to it accordingly. The Grading Scale would be as follows:

91-100	A	
81-90		B
71-80		C
61-70		D
0-60	E	

Eastern Michigan University

Syllabus for [HIST 110](#) - World History Since 1500

Catalog Description:

A survey of world civilizations (Africa, Asia, Europe, Western Hemisphere) from 1500 to the present. The course will emphasize the diversity and interrelationships of world cultures and civilizations.

Course Objectives:

1. Students will be able to sequence, describe and analyze the major periods of world history, 1600-present.
2. Students will be able to describe and analyze the global connections in world history, in terms of politics, economics, geography and technology.
3. Students will be able to critically analyze the causes and impacts of major turning points in world history.
4. Students will be able to describe and critically analyze primary and secondary sources.
5. Students will be able to use primary and secondary sources to reconstruct past events, and to write their own analytical historical narratives.
6. Students will be able to use maps, charts and documents to inquire into past events, their causes and impacts.
7. Students will be able to apply basic concepts in economics (global economy, supply and demand, trade) to important events in world history.
8. Students will be able to describe their own roles and responsibilities in global society.
9. Students will be able to describe and analyze the role of scientific and technological innovation in world history

Course Goals:

A student who completes HIST 110 will be able to analyze the origins and formation of the principal European nation states; the impact of western imperialism upon the traditional societies of Asia and Africa; the importance of the Industrial Revolution in securing European societies of Asia and Africa; the importance of the Industrial Revolution in securing European dominance abroad; the rise of nationalism in 19<sup>th</sup> century Europe and its ultimate export abroad in the 20<sup>th</sup> century; the contractions within western

society which led to the two great "worlds wars" of this century; the incredibly rapid process of decolonization after World War II; and the rise of the contemporary global civilization and economy in which we live.

Topical Outline:

The World in the 16<sup>th</sup> and 17<sup>th</sup> Centuries; The World in the 18<sup>th</sup> and 19<sup>th</sup> Century; The World in the 20<sup>th</sup> Century.

Required Readings/ Instructional Materials:

Upshur, Terry, Holoka, Goff, Cassar, and Lowry, World History, vol. II, Since 1500 (St. Paul, MN: West Publishing Company, 1994.)

Erich Maria Remarque, All Quiet on the Western Front (New York: Fawcett, 1989).

Recommended Readings/ Instructional Materials:

**Outlines regularly given in class.**

Assessment/ Evaluation Procedures:

HIST 110 is a lecture/discussion class. Questions and comments are encouraged. There is a general textbook (World History), as well as a paperback edition of one of the greatest works in the western literary canon (and perhaps the most stirring antiwar novel ever written), Erich Maria Remarque's *All Quiet on the Western Front*. You will be able expected to attend lectures, participate in classroom discussion, and read the books. You will be tested by objective (multiple choice) and subjective (essay) exams. There will be three exams during the course of the semester. Barring medical emergency, there will be no make-up exams. You will also write a 3-5 pages (typed, double-spaced) essay on *All Quiet on the Western Front*. You will be provided with a take-home question on the novel approximately ten days before the paper is due. Late papers will not be accepted. No incompletes will be granted

**Dr. Russell Olwell**  
**His 124: U.S. History, 1492-1865**  
**Office: 701-M Pray Harrold (History Department)**  
**Office Hours: 12-1 M/W/F (and other times as needed)**  
**olwell@online.emich.edu**

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Monday, Wed, Fri 10-11 am  
Class meets in 404 Pray Harrold Hall

**Course Objectives:**

From 1492 to 1877, North America changed from a continent dominated by agricultural civilizations to the world's fastest developing economic region. A new nation, the United States of America developed during this period, and expanded from a group of settlements hugging the Atlantic seacoast to the Pacific Ocean in under a century. This nation was wracked by a bloody Civil War over the issue of slavery, and then abolished the institution during a period of national Reconstruction.

Early American history, the subject of this survey class, is full of dramatic and powerful stories, such as those above. It is also deeply relevant to our lives today. The major issues of our time, such as gun control, religious freedom, racism, and the proper role of government, were all present during this period, and the views of early American leaders continues to affect our political debates today. Having a critical, deep, and adult understanding of American history will help you be a better student, teacher and citizen.

**Requirements:**

**Three in-class exams**, each worth 20%. These will consist of short answer questions, based on all readings as well as class discussions. If you miss the exam due to *documented* illness, we need to schedule a make-up within a week.

**Map Quiz**, worth 5% of your grade.

**Chapter Questions**, worth 5% of your grade. You are required to do only the questions for Chapter One. The others will raise each test grade by 5 points if completed before the appropriate test and answers are accurate and complete.

**Papers:** There is one 3 to 5-page paper in the class worth 20% of your grade.

**Participation and Citizenship:** This is worth 10% of your grade.

**Academic honesty:** You will be held to the highest standards of academic honesty in this class. Any form of cheating or plagiarism will result in failure of the class and referral to the Office of Judicial Services. If you have a question about group work, or about proper ways of citing material, please ask.

**The following books are required for the course:**

1) Merritt Roe Smith, et al. *Inventing America*.

2) Choose one of the following, available at [www.amazon.com](http://www.amazon.com):

Rakove, Jack N., *Declaring Rights* (A Brief History with Documents) 1998, Bedford/St. Martin's

Perdue, Theda, Green, Michael D., *The Cherokee Removal* (A Brief History with Documents) 1995, Bedford/St. Martin's

Johnson, Michael P., *Abraham Lincoln, Slavery, and the Civil War* (Selected Writings and Speeches) 2001, Bedford/St.

Martin's

**If you are having trouble in this class, either keeping up, or getting the grade you want to earn, please come to talk to me at office hours. The earlier I know that you are struggling or frustrated, the more I can help you.**

## **COURSE SCHEDULE**

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### **INTRODUCTION**

Introductory Session: September 4: Class syllabus, requirements, should I be here?

Week 1: September 9: Read Chapter 1

Chapter Questions for Chapter One Due on September 13.

Week 2: September 16: Read Chapters 2 and 3

Map quiz on American Geography on September 16.

Week 3: September 23: Read Chapters 4 and 5

Week 4: September 30: Review

Test One – Chapters 1-5 on Oct. 4. Chapter Questions due for Extra Credit by Oct. 4.

Week 5: October 7: Read Chapter 7

Week 6: October 14: Read Chapters 8 and 9

Week 7: October 21: Read Chapters 10 and 11

Week 8: October 28: Read Chapter 12

Week 9: November 4: Review

Test Two, Chapters 7-12 on Nov. 8. Chapter Questions due for Extra Credit by Nov. 8.

Week 10: November 11: Read Chapter 14

Week 11: November 18: Read Chapter 15

Week 12: November 25: Read Chapter 16

Week 13: December 2: Read Chapter 17

Week 14: December 9: Review

Paper Due Dec 9.

Final Exam: Test three, Chapters 14-17 (not cumulative)

Eastern Michigan University  
Syllabus for [HIST 124](#) - The United States, 1877 to the Present  
Catalog Description:

A study of United States history from the end of Reconstruction to the present.

Course Objectives:

1. Students will be able to sequence and analyze the causes and effects of events in U.S. history from 1877 - present.
2. Students will be able to describe and critically analyze primary and secondary sources.
3. Students will be able to use primary and secondary sources to reconstruct past events, and to write their own analytical historical narratives.
4. Students will be able to use maps, charts and documents to inquire into past events, their causes and impacts.
5. Students will be able to apply basic concepts in economics (supply and demand, trade) to important events in American history.
6. Students will be able to describe and analyze the role of scientific and technological innovation in U.S. history.

Course Goals

Examine the history of our nation from the years immediately after the Civil War through the 1980s. Students will explore why developments happened when and as they did; emphasis will be on the interrelationships among social, political, and economic factors. It is important to learn factual information, dates, names and events. But it is even more important to think: to understand why the dates, names and events made a difference in their own time and why they are still important in this.

Topical Outline:

The class is in parts: Part I: 1877-1920; Part II: 1920-1945; Part Three America Since 1945.

Required Readings/ Instructional Materials:

Davidson, Lytle, et., al, Nation of Nations, Vol. II.

Recommended Readings/ Instructional Materials:

Some handouts will be given in class.

Assessment/ Evaluation Procedures:

Three major exams. Each exam will be a combination of multiple choice, true and false, and essay. Each exam is 25%. The Final exam will be cumulative. It will be optional and may be substituted for your lowest hour exam or for any exam you missed. The remaining 25% of your grade will be quizzes/projects/oral histories. We will discuss these as a group to decide which types of additional assignments beyond the exams seem the most interesting and helpful to you.

## **Researching and Writing History**

### **History 300**

**Richard F. Nation**

**Fall 2010**

211 Hoyt Home Phone: 547-9421 (10am to 9pm)  
Office Hours: MW, 11:00am-12:00pm; Office phone: 487-0053  
MW 1:00pm-1:50pm; Office messages: 487-1018  
Additional hours in syllabus; E-mail: richard.nation@emich.edu  
& by appointment

### **Course Overview**

This course will provide an introduction to the actual practice of history, which is undertaking research in primary and secondary sources and conveying the results of that research to others. In this class, you will learn how to locate historical records using a variety of means. You will gain an appreciation for the strengths and weaknesses of the different research methods and resources that historians use. The course aims to further develop your interpretive skills and to introduce you to the typical questions that historians ask of the past. The central focus of the class is to assist you in developing a research topic of your choosing, researching the topic in available primary and secondary sources, and writing a relatively brief argumentative research paper.

### **Required Texts:**

Rael, Patrick. ["Reading, Writing, and Researching for History: A Guide for College Students."](http://academic.bowdoin.edu/WritingGuides/)  
<http://academic.bowdoin.edu/WritingGuides/>

Hacker, Diane. ["Research and Documentation Online"](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch05_o.html)  
[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch05\\_o.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch05_o.html)

**Class Participation:**

Taking control of your own education by asking questions and floating your ideas will be noted. Mere attendance at class will be insufficient, but absences obviously prevent you from participating. The grade will include participation in some classroom exercises

**Electronic Reserves and Internet Links:**

Some course readings are only available online, either on the Web or in Electronic Reserves. If you open this syllabus in Microsoft Word, you can link from here. This syllabus will also be available on the course's My Emich web page (click on the My Courses tab) and all links, as well as some documents, will be available through electronic reserves. Also, instead of handing out paper copies, most course handouts will be sent to you by email and also available on the library's electronic reserves page. To get to electronic reserves: <http://reserves.emich.edu/>. Click on my name and press go and then select "History 300". The class password is "marius".

**Plagiarism:**

Plagiarism is the use, without proper citation, of words **and ideas** which are not your own. Merely paraphrasing somebody else's words does not relieve you of the obligation to provide a citation. Original thinking is the best way to avoid charges of plagiarism. Obviously, if you borrow a paper from a friend, cut and paste from the internet, or buy one, that is the ultimate in academic dishonesty. Plagiarism of any kind will result in failure of this class; it may mean dismissal from the University.

**Schedule of Lectures, Assignments, and Readings**

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September 8: **Introduction**

September 13: **Choosing a Topic**

Rael, "Introduction" and "The Research Process," in ["Reading, Writing, and Researching for](#)

[History](http://academic.bowdoin.edu/WritingGuides/History)" 5-6, 39-40. <http://academic.bowdoin.edu/WritingGuides/>

September 15: **The Nature of History**

September 20: **Literary Sources**

["Making Sense of Letters & Diaries"](http://historymatters.gmu.edu/mse/letters/), by Steven Stowe.

<http://historymatters.gmu.edu/mse/letters/>

topic submitted for approval.

Primary Document assignment handed out.

September 22: **Other Sources**

["Making Sense of Documentary Photography,"](http://historymatters.gmu.edu/mse/Photos/) by James Curtis.

<http://historymatters.gmu.edu/mse/Photos/>

proposed topics returned.

September 27: **Oral History**

["Making Sense of Oral History,"](http://historymatters.gmu.edu/mse/oral/) by Linda Shopes. <http://historymatters.gmu.edu/mse/oral/>

**September 29:** Making Sense of Primary Documents

Rael, "How to Read a Primary Source," in ["Reading, Writing, and Researching for History,"](http://academic.bowdoin.edu/WritingGuides/Reading,Writing,andResearchingforHistory) 16-

19. <http://academic.bowdoin.edu/WritingGuides/>

Read Primary Document packet.

Primary document paper due.

October 4: **Finding Secondary Sources** (Halle Library)

**October 6:** Internet Primary Sources **(Halle Library)**

October 11: **Evaluating Secondary Sources I**

Rael, "How to Read A Secondary Source," and "Some Keys to Good Reading," in ["Reading,](http://academic.bowdoin.edu/WritingGuides/Reading,Writing,andResearchingforHistory)

[Writing, and Researching for History,"](http://academic.bowdoin.edu/WritingGuides/Reading,Writing,andResearchingforHistory) 13-15, 22-23.

<http://academic.bowdoin.edu/WritingGuides/>

periodical assignment due

October 13: **Evaluating Secondary Sources I**

JSTOR: find and read Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains from 1800 to 1850," *Journal of American History* 78 (1991).

October 18: Individual Scheduled Meetings

October 20: Individual Scheduled Meetings

October 25: **Taking Notes and Identifying a Thesis**

Rael, "Research Papers," "How to Ask Good Questions," "What Makes a Question Good," "From Observation to Hypothesis," and "The Thesis," in ["Reading, Writing, and Researching for History,"](#) 28-38, 52-58. <http://academic.bowdoin.edu/WritingGuides/>  
Bibliography of sources due

October 27: **Constructing a Thesis and Outlining**

Rael, "Structuring Your Essay," "The Three Parts of a History Paper," and "History and Rhetoric," in ["Reading, Writing, and Researching for History,"](#) 46-51, 59-60.  
<http://academic.bowdoin.edu/WritingGuides/>

November 1: **Historical Writing and Drafting**

Rael, "The Scholarly Voice: Hints on Crafting Historical Prose," in ["Reading, Writing, and Researching for History,"](#) 68-70. <http://academic.bowdoin.edu/WritingGuides/>  
article review due

November 3: office hours

November 8: **Plagiarism and Originality**

Rael, "Grammar for Historians," "Formatting Your Paper," "A Style Sheet for History Writers," "Presenting Primary Sources in Your Paper," "Citing Sources," and "Advanced Citation," in ["Reading, Writing, and Researching for History,"](#) 61-62, 65-67, 71-83.  
<http://academic.bowdoin.edu/WritingGuides/>  
Hacker, Diane. ["Research and Documentation Online":](#)

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch10\\_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html)

(be sure to look at all the pages under the "Documenting Sources" heading, including the sample research paper)

thesis paragraph due

November 10: **Strengthening Theses**

Thesis paragraph returned.

November 15: office hours

November 17: office hours

November 22: office hours

November 30: office hours

December 1: **Class Discussion of Writing Difficulties**

Initial drafts due. (use the "Paper-writing checklist" in Rael, "[Reading, Writing, and Researching for History,](http://academic.bowdoin.edu/WritingGuides/)" 84-85. <http://academic.bowdoin.edu/WritingGuides/> )

December 3: Individual Scheduled Meetings

Initial drafts returned at meetings

December 6: Individual Scheduled Meetings

Initial drafts returned at meetings

December 8: Individual Scheduled Meetings

Initial drafts returned at meetings

December 13: office hour

December 15: **Conclusions**

Final drafts due.

## **American Environmental History**

History 479/592

Summer 2009

Richard F. Nation

701-P Pray-Harrold

Office phone: 487-0053

Office messages: 487-1018

Home Phone: 547-9421 (10am to 10pm)

E-mail: [rnation@emich.edu](mailto:rnation@emich.edu)

### **Course Overview**

Environmental history is a relatively new field of historical study which endeavors to understand the relationship between humans and the environment they inhabit. Its primary foci are on how the environment shapes human society and how humans attempt to shape the environment, but often with unintended consequences. Environmental history also concerns itself with how humans imagine the environment and how they shape public policy to deal with environmental concerns. In this class, we will focus primarily on the relationships between humans and nature, providing an overview of the various issues that are being developed in this field. But we begin our examination by taking a brief look at how Americans have looked at nature over time, to provide an essential context for understanding how they approached their new environments. In general, the approach here is thematic, with a limited chronological order.

### **Required Texts:**

Ted Steinberg, *Down to Earth: Nature's Role in American History* (2<sup>nd</sup> edition. New York: Oxford University Press, 2007)

Louis Warren, ed., *American Environmental History* (Malden, Mass.: Blackwell Publishing, 2003).

Steven Stoll, ed., *American Environmentalism Since 1945* (New York: Bedford/St. Martin's, 2006).

**Basis for Grade:**

In-class Writing (credit/no credit)	15%	2-3 pages
Examination	35%	3 essay questions
Term paper /Historiographical Paper	35%	2000-2500 words
class participation	15%	

Students must complete all assignments to pass the class.

**Reading:**

Students will be expected to complete the Steinberg text before classes begin. A reading guide for the book will be forwarded by the 10<sup>th</sup> of July. Students may wish to read the Warren book as well, if they are not prepared to read 50-100 pages a night during the week we meet. Reading assignments should be completed by the day they are assigned; therefore, the Monday assignment in Warren should be read before the class begins. The Stoll book will be primarily used during the completion of papers; only one assignment needs to be read from it for class.

**In-Class Writing:**

You will be expected to draft a number of short responses to questions regarding topics in the readings. These will be graded on a credit/no credit basis.

**Examinations:**

You will be expected to prepare three essays (undergraduates, 600-900 words each; graduates, 800-1200 words each) on a variety of questions distributed the last day of class. Students will have until August 15<sup>th</sup> to complete the examination.

**Term Paper (undergraduates):**

Undergraduates will be expected to complete a longer “research” paper on Steven Stoll, U. S. Environmentalism since 1945, a collection of primary sources. Undergraduates will be expected to formulate a useful question, develop a thesis, and prepare a paper using the primary sources to prove the thesis. An assignment sheet will be distributed the last day of class.

**Historiographical Paper (graduates):**

Graduate students will be expected to prepare a historiographical overview of a particular theme or sub-field of American Environmental History by choosing three books, reading them, and developing a review which not only details the books themselves, but the ways in which they relate to one another. An assignment sheet will be distributed the last day of class.

**Participation:**

This class will involve a great deal of discussion and active participation is encouraged and rewarded. No one, however, will be penalized because they are quiet. The participation grade is either a grade based on actual participation (and not just attendance) or the average of the rest of your work, whichever is highest. Due to the nature of the format, students who miss more than twelve hours of the class will automatically flunk participation.

**Plagiarism:**

Plagiarism is the use, without proper citation, of words **and ideas** which are not your own. Merely paraphrasing somebody else’s words does not relieve you of the obligation to provide a citation. Original thinking is the best way to avoid charges of plagiarism. Obviously, if you borrow a paper from a friend, cut-and-paste from the internet, or buy one from some service, that is the ultimate in academic dishonesty. Plagiarism of any kind will result in failure of this class; it may mean dismissal from the University.

**Schedule of Readings and Lectures**

## **Monday**

What Is Environmental History?

Discussion: "Natures of Indian America Before Columbus"

Early European-American Perceptions of Nature: Utilitarianism and Godly Order

Lunchtime Movie: Milagro Beanfield War

The Columbian Exchange

Discussion: "The Other Invaders: Deadly Diseases and Extraordinary Animals"

A New World for Natives and Colonists

Read:

Warren, 1-72.

Steinberg, ix-xii, 3-38.

## **Tuesday**

Discussion: Colonial Natures: Marketing the Countryside

Nature in the Enlightenment and Romanticism

Discussion: Forest and Plantation in Nineteenth Century America

Lunchtime Movie: TBA

Industrial Growth and Traditional Rights

Discussion: Urban Nature and Urban Reforms

The Extractive Frontier

Read:

Warren, 73-159.

Steinberg, 39-137.

## **Wednesday**

Settling the Semi-Arid West

Discussion: Markets, Nature, and the Disappearing Bison

Nature's Metropolis

Lunchtime Movie: The Plough That Broke the Plains

Dust Bowl

Discussion: The Many Uses of Conservation

Progressivism and the Environment: Modernists versus anti-Modernists

Discussion: National Parks and the Trouble with Wilderness

Read:

Warren, 160-243.

Steinberg, 138-189.

### **Thursday**

Environment and Health in the 19<sup>th</sup> and early 20<sup>th</sup> Century

Discussion: Something in the Wind: Radiation, Pesticides, and Air Pollution

Fisheries and the Problem of Commons

Lunchtime Movie: The World that Robert Moses Built

Suburbanization and the Environment

Discussion: Environmental Protection and the Environment Movement

The Late, Great Lakes

Read:

Warren, 244-297.

Steinberg, 190-261.

### **Friday**

A Modern Science of Ecology

Discussion: Environmental Racism and Environmental Justice

Un-Natural Disasters

Lunchtime Movie: An Inconvenient Truth

Discussion: Backlash Against the Environmental Movement

Enjoying Wilderness

Discussion: Legacies

Read:

Warren, 298-347.

Steinberg, 262-285.

## **EMU COURSE SYLLABUS**

### **HIST 481 – Teaching of Social Studies**

**Semester: Winter 2010**

**Class Meetings: T/Th 2:00-3:15 p.m.**

**Section: 20325**

**Phone: 734 487-3183 (email best!)**

**Office Hours: T/Th 10:45-1:45 p.m.; Tues. 3:15-5:15 p.m. (or by appointment)**

**Instructor: Dr. Robert H. Duke**

**Classroom: 404 Pray-Harrold**

**Office: 707-H Pray-Harrold**

**email: [rduke@emich.edu](mailto:rduke@emich.edu)**

**PREREQUISITE:** Admission to the teacher education program. This course is not open to students on academic probation.

**COURSE DESCRIPTION:** This course examines the nature of teaching in a secondary school environment and prepares individuals for teaching history, geography, economics, and civics to middle school or high school students. Emphasis is placed on teaching and assessment strategies designed to help students achieve the goals of the State of Michigan Social Studies Curriculum. Topics include: current issues within the profession, course organization, unit development, lesson planning and implementation, monitoring student progress, time management, selection of instructional materials, promoting literacy, learning activities for students of varying backgrounds and abilities, use of technology, school culture and engagement with the community through academic service-learning.

**CONCEPTUAL FRAMEWORK:** Caring Professional Educators for a Diverse and Democratic Society

**COURSE OBJECTIVES:** The goal of this course is to prepare you for success in student teaching and in your career as a social studies teacher at the secondary level. Successful students will demonstrate the ability to:

- 1) Define and defend the value of social studies for secondary students.
- 2) Effectively plan and conduct a class discussion based on assigned readings.
- 3) Develop, practice and critique strategies for teaching social studies.
- 4) Apply curriculum-mapping concepts to course design.
- 5) Adapt unit plans and lessons to meet student needs.
- 6) Identify effective strategies for incorporating technology-based teaching tools in your classroom.
- 7) Determine content-based interventions to build reading, writing, listening & speaking skills
- 8) Design and deliver lesson in simulated classroom environment.
- 9) Develop student assessment methods and materials.
- 10) Utilize community resources to enhance students learning experiences through academic service-learning and other

strategies.

**REQUIRED TEXTS:** Students are expected to acquire copies of these titles:

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts*. Temple University Press, 2001.

Hoge, John, et al. *Real-World Investigations for Social Studies*. Pearson, 2004.

**CLASSROOM EXPECTATIONS:** I will do my best to provide a meaningful classroom experience as you take another step closer to your goal of having your own classroom. To accomplish this, you are expected to come to each class session fully prepared. This means you need to think of yourself as a teacher. Our class meetings are faculty meetings. Successful students will synthesize course material from assigned readings, lecture, class discussions, peer presentations, sound or video recordings and other sources used in class. Since one of the most important indicators of an excellent school is collegiality among faculty members, the classroom atmosphere will be mutually supportive and respectful. If you have questions about coursework, let's talk. Laptop computers are permitted if their use is germane to coursework. As a mutual courtesy, we need to turn off cell phones and pagers when class is in session unless you have made prior arrangements with the instructor. Thank you.

**ATTENDANCE:** I have organized the course in a way that places you at the center of what we do. Your classmates and I need you to be present and punctual for all class sessions. Consequently, you earn points based on the percentage of class meetings you attend. For example, attending 23 out of 25 classes earns 92 points toward your grade, based on you being in class 92% of the time. Partial attendance credit may be awarded as warranted. When you cannot attend class, the instructor may require verification of the circumstances before make-up opportunities will be arranged or late work accepted for full or partial credit. When attendance issues arise, it is your responsibility to contact me. University policy recognizes the rights of students to observe religious holidays without penalty to the student, but please inform me in writing by the second class meeting if you will not be attending class for religious reasons any day during the semester so that we can make arrangements for work you may have missed. In the event we cannot make satisfactory arrangements, you have the right to appeal to the Chair of the History and Philosophy Department.

**ASSESSMENT OF LEARNING:** **Course grades derive from several indicators. In addition to the attendance factor described above, you will earn points as a class discussion leader, from your written work (including LiveText submissions), and from the design and formal presentation of a lesson. Evaluation criteria will be reviewed and discussed with the class prior to each of these assessments. Please note that if you do not already have a subscription to LiveText (<http://www.emich.edu/coe/livetext/index.html>), you will need to do so to complete course requirements. Follow the EMU Student Live Text Information to find information on how to obtain a LiveText account.**

**Discussion Leader:** One of the goals of this course calls for you to hone your skills as a discussion leader. Each member of the class will lead a discussion with the entire class based on a course topic and related readings. You can expect to facilitate the

discussion for approximately 30 minutes. The schedule for these whole group discussions will be determined by second week of the semester.

**Essays:** Four essays are assigned this semester. Each of these is designed to simulate a typical piece of writing you can expect to do as a social studies teacher. A maximum of 50 points will be awarded for each of these essays. The topics include: analysis of successful teaching techniques and style, self-assessment, strategies for boosting reading and writing skills, teacher evaluation.

**Live Text Assessments:** The first of these calls for you to develop a new social studies course. The second is actually a set of three scenarios calling for you to adapt three lessons within a unit plan. Each of these Live Text assessments is worth up to 100 points.

**Lesson Presentation:** Each student will design and present a mini-lesson to the class at the end of the semester. A detailed description of the expectations for this lesson presentation will be provided in the first class meeting after the mid-term break. This presentation (and related materials to be submitted) is worth up to 100 points.

**Post-Observation Conference:** After your lesson presentation, we will meet to review your performance and to discuss the cumulative Professional Behaviors assessment. This assessment is worth up to 100 points.

**SCHEDULE OF STUDY**

The instructor reserves the right to adjust the sequence of topics and assigned readings as needed, but these changes will not be made without appropriate notice to students.

<u>Date</u>	<u>Topics</u>	<u>Readings</u>		
January 7	Overview of Course Content and Methodology	Syllabus		
January 12	The Professional Landscape in 2010 (discussion leader sign-up) NCSS Standards Overview	ASCD articles		
January 14	Michigan Social Studies Curriculum HS Content Expectations and local examples	GLCEs for Gr. 6-8 Professional Behaviors Assessment	Self-assessment	State

January 19 2.1-2.5	Leading Class Discussions <i>Conversation</i> <i>1<sup>st</sup> essay due: Teacher of the Year</i>	Selections from <i>Art of Focused</i>	NCSS 1.10;
January 21	Issues with "Prior Knowledge"* Proposal Assessment Preview NCSS 2.1-2.5	Wineburg, Ch. 10	Course
January 26	Why teach Social Studies?*" Is it an "Unnatural Act?*" NCSS 1.2; 2.1	Wineburg, Ch. 1-2	
January 28	Integrating History and Geography "Different Lenses:" Disciplinary Perspective* 1.3, 1.9; 2.1-2.5	TBA Wineburg, Ch. 6	NCSS 1.2-
February 2	Strategies for Reading Primary sources* NCSS 1.1-1.3, 1.6, 1.10; 2.1-2.5	Wineburg, Ch. 3-4	
February 4	Curriculum Mapping and the Calendar* NCSS 1.1-1.10; NCSS 2.1-2.5 <i>2nd essay due: What I Need to Do</i>	ASCD article TBA	
February 9	Visible and Invisible Teachers* NCSS 2.1-2.5	Wineburg, Ch. 7	
February 11	Teachers and Content Expertise* MTTC NCSS 2.1-2.5	Wineburg, Ch. 8	
February 16	Using Music, Film, and Images* NCSS 2.1-2.5	OAH Journal	
February 18	Controversial Issues and the Social Studies Teacher* NCSS 1.10	Wineburg, Ch. 9	
February 23	Unit Plan Adaptation Assignment Preview NCSS 2.1-2.5		
February 25	<i>Course Proposals due (Live Text submission)</i> NO CLASS MEETING		

March 9	The Great Debaters lesson Lesson Presentation Guidelines/Sign-up NCSS 1.1-1.6, 1.7, 1.10; NCSS 2.1, 2.3		<i>East Texas Historical Journal</i>	
March 11	Strategies for Assessing Student Writing* NCSS 1.1-1.10; NCSS 2.1-2.5	TBA		
March 16	Academic Service-Learning* Community Assets Inventories NCSS 1.10; NCSS 2.1-2.5 <i>3<sup>rd</sup> essay due: Memo on Literacy to SIT</i>		<i>Real-World Intro, p. 1-5</i>	
March 18	Sample Unit: Connecting Students to Their Communities*		<i>Real-World Ch. 10</i>	NCSS 1.10; 2.1-2.5
March 23	Authentic Assessment & Student Competition* NCSS 1.1-1.10; 2.1-2.5		<i>Real-World Ch. 5</i>	
March 25	Teamwork and School Culture <i>Unit Plan Adaptation Assignment due (Live Text submission)</i> NCSS 1.1-1.10; NCSS 2.1-2.5		"Transforming Toxic Cultures" (handout)	
March 30-April 15	Lesson Presentations NCSS 1.1-1.10; 2.1-2.5			
April 5-20	Post-observation conferences (NO CLASS during exam Week) <i>4<sup>th</sup> essay due on April 20: Peer Evaluation</i>			

\* Discussion of these topics led by other "faculty members."

## **PLSC 112 Introduction to American Government**

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Instructor: Dr. Rhonda Kinney Longworth  
Office: 601Pray-Harrold  
Office Hours: 5:30-6:30 on Mondays or by appointment  
Phone: 487-3113  
E-mail: Rhonda.Kinney@emich.edu

Assigned Texts:

*Dynamics of Democracy*, 2004 Version (Third Edition), Squire, Lindsay, Covington and Smith

*Course Objectives:* This course aims to provide a basic “user’s guide” to American government based on the underlying belief that knowledge conveys power of decision. My hope is that once students gain a foundation of knowledge about politics and government in the United States, they will use that knowledge to constructively engage with the communities to which they belong by necessity or choice. Owing to time constraints, we will focus our attention almost exclusively on national government institutions, practices and values but there will be time to discuss state and local issues as they fit in with the topics we discuss. Along with this general theme, we will also examine specific topics including: the motivations for and process by which our system was established, individual rights and responsibilities of citizenship, individual belief systems and political behaviors, as well as interest groups, political parties and the media’s role in our political system.

A number of “myths” about American politics exist in the minds of many Americans:

- Our system is democratic and the “best” system of government for all;
- We have unlimited rights to free speech and freedom of religion;
- All citizens possess equal civil rights;
- The nation’s Founders were motivated almost exclusively by lofty philosophical goals manifested in our Constitution

These may or may not be accurate assessments of our current political system or its history.

Americans, on average, also display many firmly held beliefs about the current political situation. Examples include the attitude that politicians are dishonest and motivated primarily by money; that government is more corrupt today than in the past, in fact, things are the 'worst they've ever been', that interest groups are a dangerous influence in government or that the news media is biased in favor of one political party over another. The list could continue, but again, the attitudes may or may not be accurate. Our job this semester is to examine these and other questions in order to provide you with the necessary information to form your own beliefs and opinions and to make informed judgments about acting on them.

*Class Format:* The course consists primarily of interactive lectures and discussions. You should feel free to ask questions at any time as we move through material and discussions. In fact, I encourage you to bring up issues of interest, current events and other relevant topics along the way. I may have to limit discussions occasionally as we move through material, but this course should be shaped by all of our interests and concerns.

Remember that research documents that regular class attendance is the single best predictor of success on exams and coursework in general. I expect that you will have completed reading and other assignments in advance of class meetings- this allows you to listen more attentively to class discussions and to take more effective notes from lectures. In order to do your best in this class, you must familiarize yourself with current news events. The source and format for this information is up to you, but The New York Times, CNN, NPR or a similar daily source is a good place to begin.

*Grading:* Grading for the course will be based on several components:

- Three Exams (2 midterms and final) worth 100 points each (300)
- Class Attendance and Participation worth 50 points each (100)
- Written Assignments and Short Quizzes (100)
- Current events journal/discussion (50 points; turned in twice, 25 points each time)

There will be review sheets for exams that summarize material covered on the exam. Reading Assignments, even those not discussed explicitly in class, and any handouts distributed in class are all fair game for class examinations. The format and dates for course examinations will be confirmed one week in advance of their administration. Makeup exams will be given only in cases of documented emergencies or with the PRIOR consent of the instructor. If you miss an exam or do not meet a deadline without contacting me in advance, or cannot provide acceptable documentation, you will not be allowed under any circumstances to make up the exam for full credit—no exceptions!! I will have a sign in sheet each day that is your responsibility to get signed. If you come late or the sheet misses you please come to me at the end of class to add your name to the list. Please try to avoid coming late to class! Obviously there are some delays that are unavoidable, but regular and/or excessive lateness is disruptive to others in the class and will not be tolerated. All cellular phones and other electronic devices must be turned off during class sessions. Final grades will be assigned based on a normal distribution, as long as this benefits students. By this, I mean that grading standards will not exceed a standard percentage scale (90% above is the A range, etc).



February 10	Civil Rights and Civil Liberties	Continued
February 17	Public Opinion and Political Socialization Elections	Squire Chapters 6,7
	Topics: Public opinion and socialization: public opinion, political association Elections and civic responsibility: purposes of elections, presidential elections, congressional elections, role of voters in democracy Political parties and interest groups: political parties in U.S. politics, history of political parties, third party movement	
February 24	No Class- Winter Recess	
March 2	Public Opinion and Political Socialization	Squire Chapters 6,7
March 9	Political Parties and Interest Groups	Squire Chapters 9,10
March 16	Congress	Squire Chapter 11
	Topics: Congress: Roots of the legislative branch, constitution and legislative branch, members of congress, how congress is organized, lawmaking, members and decisions, congress and the president	
March 23	Congress and the Presidency	review Chapter 11, Ch. 12
	Topics: Domestic policy: role of the government in social welfare, social policy, education policy Economic policy: Fiscal policy, monetary policy, U.S. economy – comparisons to other	

systems.

Foreign and military power: pursuing foreign policy, grand strategy, roots of U.S. foreign and military power, World organizations, role of the United Nations and other international organizations

March 30                      Executive Branch and Bureaucracy                      review Ch. 12, Ch. 13  
Topics: Presidency: office of the president, constitutional powers, development of presidential authority, president as policy-maker. Foreign policy, treaty making, diplomacy  
Executive Branch and bureaucracy: role of the bureaucracy in the federal government  
Supreme court and judicial branch: Constitution and creation of a national judiciary,

April 6                      Supreme Court/Court System                      Squire Chapter 14  
Topics: American legal system, Federal court system, Supreme court, Judicial policy making and implementation

April 13                      Foreign Policy and the federal government

April 20                      **Final Examination**

**EASTERN MICHIGAN UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE**

**PLSC 202 STATE AND LOCAL GOVERNMENT  
Winter 2000**

Dr. Joe Ohren  
601D Pray-Harrold

Office Hours: T-TH 9:00-11:00am; TH 6:15-7:15pm  
487-0060, 487-3113, 487-0243; JOSEPH.OHREN@EMICH.EDU

**DESCRIPTION AND OBJECTIVES**

This is an introductory course in political science and presumes no previous college level course work in government. Students who have had the American Government course will have a point of reference and comparison for much of the class discussion. As the course title suggests, however, the focus here is on state and local governmental units. Given the number and diversity of such units, we will be emphasizing general patterns and common characteristics. Equally important, we will look to our own state and local units as examples, becoming more familiar with Michigan along the way and using a comparative perspective as a learning tool.

The course is structured to enable students to achieve several learning objectives:

1. Understand the role of state and local government institutions in American society;
2. Distinguish between national and state/local political systems;
3. Understand the function of and patterns in state constitutions;
4. Explain the nature and functions of the American federal system;
5. Describe the role of parties and interest groups in state and local political systems;
6. Identify nomination and election procedures in the various states;
7. Explain the role and powers of state and local executives;
8. Describe the structure, functions, and procedures of state and local legislative bodies;
9. Outline a typical state judicial system;
10. Distinguish between the various types of local governments in the several states.

## **FORMAT AND EXPECTATIONS**

The course will follow a lecture-discussion format generally reflecting the outline of topics and readings below. Readings should be completed prior to class discussion, and regular attendance is expected. Based on past experience, attendance is highly correlated with success in the course.

Grading will be based on three (3) major exams, non-cumulative, and equally weighted. Exams will cover class lectures and discussions, as well as readings, and will consist of multiple choice items, identification of terms and concepts, and short essays. Your author includes definitions of major concepts and terms in each Chapter, and I will regularly emphasize potential test questions in class (hence the admonition above about class attendance). Study sessions will typically be scheduled prior to exams to address last minute questions. Deadlines must be met; **no make-up exams will be scheduled without prior permission.**

## **TEXT**

The text for the course is titled Governing States and Cities, by Saffell and Basehart. It is available at local bookstores. In addition, since we will be referring on a regular basis to current events, it will be very useful for you to read a newspaper on a regular basis.

## COURSE OUTLINE

Week Of	Topic and Readings
1/6	Course introduction, objectives, expectations and requirements; the "tragedy of the commons." <b>1, pages 1-20.</b>
1/11	State governments in the federal system; diversity and uniformity; changing federalism, intergovernmental relations; functions and roles of state units. <b>2.</b>
1/18	State Constitutions; meaning, nature and purpose of a constitution; patterns and principles in state and national constitutions; Michigan's constitution. <b>1, pp. 24-34.</b>
1/25-2/1	Political parties; party functions; nature of the party system; party organization; nomination and campaign processes. Pressure groups; nature, role and impact of interest groups; sources of influence; distinguished from political parties. <b>3.</b>
2/3-8	Elections; state and national requirements governing elections; qualifications for office, voting procedures and patterns; who votes, why and why not?. <b>4.</b>
2/15	EXAM 1
2/17-24	The Legislature -- the institution, role, authority and power; representative government; structure and process in legislative decision-making. <b>5.</b>
2/29	WINTER BREAK
3/7-14	The Executive Branch; Governors -- the institution, role, authority and power; other

statewide elected officials; nature and role of bureaucratic agencies; civil service; questions of accountability; reinventing government. **6-7.**

- 3/21            The Courts and the judicial process; typical court system; selection of judges; the nature of law; judicial policy-making. **8.**
- 3/28            EXAM 2
- 3/30-4/6        Types and legal status of local governments; distribution of responsibilities, governing arrangements; counties, townships, special districts. City governments; charters, incorporation process, forms of city government. **9.**
- 4/11            Politics in cities; leadership, citizen participation, community power; running for political office. **10.**
- 4/18            Urban growth and "sprawl"; governing metropolitan areas, problems and solutions. **11.**
- 4/25            FINAL EXAM (11:30 – 1:00)

## **PLSC 212**

### **Introduction to International Politics**

Eastern Michigan University

Winter 2005

MWF, 10:00-10:50 a.m., 421 Pray-Harrold

Dr. Kullberg

Office: 602-D Pray-Harrold

Telephone: (734) 487-0057

Office hours: MW 1:30-3 and by appointment

Email: [judith.kullberg@emich.edu](mailto:judith.kullberg@emich.edu)

### **Course Description**

We live in an increasingly interdependent world, in which events and trends in one country or region of the globe directly or indirectly affect outcomes in others. For example, rising standards of living in China and other parts of East Asia fuel increased demand for resources and commodities such as oil and steel, driving prices of those goods on the world market higher and increasing consumer prices in many countries, including the United States. Millions of people migrate in search of a better life and reside, either legally or illegally, in countries far from their homelands: in some places they perform unskilled labor disdained by citizens of the host country; in others, they bring technical knowledge and skills in short supply. Population growth and constantly increasing human consumption of natural resources places stress on the natural environment and raises the prospect of ecological catastrophe on a global scale. Finally, nuclear, chemical and biological weapons that originated in the most scientifically and technologically advanced nations (the United States and the former Soviet Union) are now in the possession of less developed nations and perhaps non-state terrorist organizations as well, complicating the balance of power and undermining international security.

This course will provide you with theoretical and conceptual tools to understand and analyze these and other phenomena that comprise the complex mosaic of contemporary world politics. It will introduce you to the major theories or schools of international relations -- realism and liberalism -- as well as feminist and radical interpretations of the world. It will explore such topics as the changing nature of the international system, causes for war and interstate conflict, the factors that influence foreign policy decision-making, and the determinants of economic development. In addition, it will examine a range of problems and controversial topics, such as the U.S. invasion and occupation of Iraq, the struggle with terrorism, the role of international law and institutions in protecting fundamental human rights, and the desirability of free trade and economic globalization.

### **Course Objectives**

The primary objective of the course is that you deepen your understanding of world politics. You will acquire a good grasp of basic concepts used in the study of world politics. You will also become familiar with the major theoretical perspectives used in the study of world politics, and also use them to argue for or against particular foreign policy options and propositions. You will be able to identify and discuss major historical events that shaped the contemporary international system. You will also acquire a good understanding of that system and the structure and role of international institutions (particularly the United Nations) in it. You will use this knowledge to critically analyze current political events and to develop your own perspectives on international issues. Finally, you will be encouraged to consider your own role and responsibilities as a member of the global community.

### **Readings**

The following texts are required and can be purchased at Mike's Book Store (901 Washtenaw Ave., 487-8608) and other campus area bookstores:

Joshua S. Goldstein, *International Relations* (Pearson Longman, 2005), 6<sup>th</sup> edition (ISBN: 0-321-20948-6).

Gregory M. Scott, Randall J. Jones, Jr., and Louis S. Furmanski, *21 Debated: Issues in World Politics*

(Pearson Prentice Hall, 2004), 2<sup>nd</sup> edition (ISBN: 0-13-045829-5).

## Course Requirements

Students are expected to:

### Read and think!

The surest route to a good grade in this class (or any class) is to complete the assigned reading. You should complete the reading *before the class* for which it is assigned. The reading will introduce you to basic concepts and theories of international relations, challenge you to think critically about current issues, and encourage you to develop your own reasoned judgments on these issues. Lectures, discussions, films, and activities in class will reinforce the knowledge you acquire through reading; they cannot serve as a substitute for reading. Your mastery of the readings will be assessed through quizzes, in-class activities, and exams (see below).

### Debate

During the semester there will be four informal debates on topics related to the issues discussed at the end of the chapters in Goldstein and in *21 Debated*. Each student will participate in one debate as a member of a 4-5 person team. These debates will require considerable preparation and firm knowledge of the topic under consideration. The quality of your contribution to the debate will be assessed by the instructor, your teammates, and the audience. Debate participation will be worth 100 points (approximately 15%) of the final course grade. Rules and guidelines for the debates will be distributed in class and posted on the course reserves web site (<http://reserves.emich.edu>). The password for the site will be **hegemon**.

### Write

You will submit two short (three page) papers on two issues addressed in *21 Debated*. In these papers you will summarize the arguments made by each side in the debate, assess the validity of the arguments, and take your own reasoned position on the question. You are free to select the topics and decide when to submit the papers, with the restriction that one paper must be on a topic from the first half of the course (prior to the midterm) and the other from the second half. The deadlines for

submitting the two papers are February 16 and April 18, but you are encouraged to submit them earlier. Each paper will be worth up to 100 points, for a total of 200 points.

Take quizzes, participate in class activities, and write exams

To encourage you to attend class regularly and complete the reading, twelve quizzes and in-class activities requiring knowledge of the readings and/or attentiveness in class will be held across the semester. Each will be worth 10 points, but the two lowest scores will be dropped.

Mastery of course concepts will be primarily assessed by means of a midterm exam (February 18) and a comprehensive final exam (April 20). The midterm will be worth 100 points and the final 150. Exams will be composed of a mix of objective (multiple choice, true-false, matching, and/or fill in the blank items) and short answer/essay questions. A study guide will be posted on the course reserve site a week prior to each exam.

### **Attendance**

Class attendance is strongly and positively correlated with performance. To encourage you to attend class, I will award up to 50 bonus points for attendance, depending on the percentage of class sessions you've attended (100% attendance = 50 points, 90% attendance = 45 points, 75% attendance = 37.5 points, etc.). Not including exam days, there will be 39 class sessions in the term, which means that attendance at each class is worth approximately 1.28 points.

### **Grading Scale**

The total number of possible points that you can earn on the papers, the debate, quizzes/activities and exams is 650. The course grade will be based on the percentage of the 650 points earned, according to the following scale:

605-650 A  
585-604 A-  
566-584 B+

540-565 B

520-539 B-

501-519 C+

475-500 C

455-474 C-

435-454 D+

409-434 D

390-408 D-

0-389 E

### **Late Assignments and Makeup Exams**

Except in cases of serious illness or family emergency, late papers will not be accepted. Similarly, if you cannot participate in a debate or take an exam at the scheduled time due to illness or emergency, you must contact me prior to the debate or exam to reschedule. When requesting an extension or makeup exam, you must document the illness or emergency. Makeup exams will be in all-essay format.

### **Schedule of Lectures, Readings, and Exams**

[Note: 21 refers to the text, *21 Debated*.]

#### **I. Introduction**

January 5

#### **Overview of the course**

January 7

#### **Theories and Concepts in the Study of World Politics**

Goldstein, Ch. 1, "Understanding International Relations," pp. 3-17

January 10 & 12

**Geography, History, and the International System**

Goldstein, Ch. 1, pp. 17-49 and pp. 52-53, "Globalization: Vanishing State Sovereignty?"  
"Globalization," *21*, pp. 1-11

**II. Security in a Changing World**

January 14

**Realism**

Goldstein, Ch. 2, "Power Politics," pp. 55-73

January 17

**Martin Luther King Day**

No class -- attend EMU events for extra credit

January 19

**Realism and the International System**

Goldstein, Ch. 2, pp. 74-86

"U.S. Unilateralism and Iraq," *21*, pp. 48-64 and Goldstein, "The Bush Doctrine: Will It Decrease or Increase Terrorism?" pp. 97-99

January 21

**Alliance Formation**

Goldstein, Ch. 2, pp. 86-94

"NATO Expansion," *21*, pp. 241-258

January 24

## **The Critique of Realism, Part I: Liberalism & Feminism**

Goldstein, Ch. 3, "Alternatives to Power Politics," pp. 101-122.

January 26

## **The Critique of Realism, Part II: Postmodernism and Peace Studies**

Goldstein, Ch. 3, pp. 123-137

January 28

## **Debate I**

January 31

## **Foreign Policy Decision Making**

Goldstein, Ch. 4, "Foreign Policy," pp. 143-155

"Global Activism," *21*, pp. 65-81

February 2

## **Substate Actors and Foreign Policy**

Goldstein, Ch. 4, pp. 155-166 and pp. 168-69, "The War on Terrorism: Should Public Opinion Influence Foreign Policy in Democracies?"

February 4

## **War: Theories and Concepts**

Goldstein, Ch. 5, "International Conflict," pp. 171-206

February 7

## **A Clash of Civilizations?**

Goldstein, Ch. 5, "The West versus Islamism: The New Cold War?" pp. 209-211

"Political Islam and Democracy," *21*, 116-139

February 9

**Military Force: Capabilities and Control**

Goldstein, Ch. 6, "Military Force," pp. 213-233  
"Intelligence," *21*, pp. 160-176

February 11

**Military Force: Weapons of Mass Destruction**

Goldstein, Ch. 6, pp. 233-250 and "North Korea's Weapons of Mass Destruction: A Threat to World Order?" pp. 252-53.  
"Nuclear Weapons" and "WMD Proliferation," *21*, pp. 200-216 and 228-239

February 14

**International Organizations: Transcending Anarchy?**

Goldstein, Ch. 7, "International Organization and Law," pp. 255-277 and "The United Nations-United States Relationship: A Marriage of Convenience?" 297-299.

February 16

**International Law**

Goldstein, Ch. 7, pp. 277-294  
"International Criminal Court," *21*, pp. 140-151  
"Human Rights," *21*, pp. 177-199

February 18

**Midterm Examination**

**III. International Political Economy**

February 21

## **Trade and World Order**

Goldstein, Ch. 8, "Trade," pp. 301-317

February 23

## **Trade: Strategies and Regimes**

Goldstein, Ch. 8, pp. 317-336 and "America's Commitment to Free Trade: A Hollow Promise?" pp. 339-341.

"Sanctions: The Invisible Hand of Statecraft," *21*, pp. 84-103

February 25

## **Debate II**

February 28-March 5

## **Winter Break!!**

March 7

## **Money and the Global Economy**

Goldstein, Ch. 9, "Money and Business," pp. 343-354

"International Money Laundering," *21*, pp. 259-278

March 9

## **States and Multinational Corporations**

Goldstein, Ch. 9, pp. 354-375 and "Multinational Corporations: Engines of Modernization or Agents of Imperialism?" 378-79

March 11 & 14

## **The State of Planet Earth: The Environment and International Politics**

Goldstein, Ch. 11, "Environment and Population," pp. 417-441

"Global Warming and the Kyoto Treaty," 21, pp. 294-319

March 16

**The Pressures of Population**

Goldstein, Ch. 11, pp. 441-453 and "Overpopulation in the South: The Underestimated Priority?" pp. 456-57.

"AIDS," 21, pp. 320-28

March 18

**Debate III**

March 21 & 23

**Rich and Poor Nations: The Causes of Global Economic Disparities**

Goldstein, Ch. 12, "The North-South Gap," pp. 459-478

March 25

**Spring Recess**

No class

March 28

**Poverty and Revolution**

Goldstein, Ch. 12, pp. 478-494 and "Poverty and Inequality in the South: Should the Developed North Increase Aid to the Developing South?" pp. 497-498.

March 30 & April 1

**Economic Development: Paths to Prosperity**

Goldstein, Ch. 13, "International Development," pp. 501-518 and "Capitalism and Democracy in the

Developing World: Do They Facilitate or Undermine Development?" pp. 541-542.

April 4

**The Politics of Foreign Assistance**

Goldstein, Ch. 13, pp. 518-538.

"Conditionality," *21*, pp. 279-293

April 6

**Debate IV**

**IV. Trends and Prospects in International Relations**

April 8 & 11

**Economic and Political Integration: The Case of the European Union**

Goldstein, Ch. 10, "Integration," pp. 381-396

April 13

**The Information and Communications Revolution**

Goldstein, Ch. 10, pp. 396-403

"Globalization and the Nation-State," *21*, pp. 13-32

April 15

**The Emergence of a Global Culture?**

Goldstein, Ch. 10, pp. 404-412

"The Future of Democracy," *21*, pp. 33-47

April 18

**Conclusion: The Future of the Nation-State and the International System**

Goldstein, Ch. 14, "Postscript," pp. 545-547

April 20  
**Final Exam**  
9:30-11:00 a.m.

## **PLSC 305 Law and Policy in a Constitutional Democracy**

### **SYLLABUS**

Instructor: Barry Pyle

Office: PH 601d

Phone: 487-0060

Office Hours: MW 10:00 – 1:00 and By Appointment

Time: 11:00-12:50

Place: PH 419

E-Mail: [barry.pyle@emich.edu](mailto:barry.pyle@emich.edu)

This course explores the political and legal processes that shape the development and interpretation of major constitutional principles. We will discuss the sources and context for American law and examine how actors in the legal and political systems across all levels of government contribute to the laws that govern American society. Special emphasis will be placed on policymaking in contemporary issue areas such as governmental power, civil rights and liberties, and education.

Books (required):

Samuels, Suzanne. 2006. *Law, Politics, and Society*. Boston: Houghton Mifflin Company.

Additional Materials will be assigned as we go along. Readings Schedules will be announced in class, emailed and posted on the course's my.emich site.

Students are expected to keep up with the assigned readings. This means coming to class prepared to follow the lecture, ask questions, and engage in class discussions. Students are also expected to attend every class. If you miss a night, you miss a week. Students are responsible for the materials presented in the lectures and the text. While the lectures and the text will often overlap, some material will be exclusive to either source. Thus, to perform well on the exams, it is essential that you attend class, take notes, and do the required readings. Exams will have both an in-class and take-home component.

Grades will be determined as follows:

1) First Midterm	35%	
2) Second Midterm	25%	
3) Participation and Assigned Readings Questions	10%	
4) Final Exam	30%	

**A=100-93; A-=92-90; B+=89-87; B=86-84; B-=83-80; C+=79-77; C=76-74; C-=73-70; D+=69-67; D=66-64; D-=63-60; E=59-0**

Students are required to take the examinations on the dates given in the course outline. I do not like to give makeup exams and I will not give one unless you notify me at least one class period in advance and have a valid excuse that can be verified. I also understand that emergency situations may arise. These will be dealt with on an individual basis. Unless otherwise specified, if you hand in a take-home exam late, it will be penalized at the rate of one letter grade per day (e.g., A becomes a B). I follow the University's grading scale.

Finally, please come and meet with me during my office hours or by appointment to discuss any questions, problems, or difficulties related to the course or anything else. I cannot help you unless you ask.

Please be aware of the penalties for engaging in any form of academic dishonesty, as noted in the undergraduate catalog. Check your email (emich.edu) frequently for announcements related to the class.

## ***The Origins and Context of American Law***

### ***Week 1 5/4-6***

Samuels Chapter 1 *An Introduction to American Law*

In this section the discussion will focus on norms as the basis for laws, the expansion of American law, and types of law in the United States.

Samuels Chapter 2—*American Law and Legal Theory*

In this section the discussion will focus on theories of jurisprudence—different ways of understanding what the law is and how it functions in American society.

### ***Week 2 5/11-13***

Samuels Chapter 3—*The Foundations of American Law*

In this section the discussion will focus on the blend of common law and code law in the American legal system.

Samuels Chapter 4—*Comparative Context for American Law*

In this section the discussion will focus on legal traditions throughout the world.

### ***Week 3 5/18-20***

Samuels Chapter 5—*The United States and International Law*

In this section the discussion will focus on the sources and goals of international law.

## **EXAM ONE**

**5/27**

## ***The Institutions of the American Legal System***

### ***Week 4 5/27-6/1***

Samuels Chapter 6—*The American Court System*

In this section the discussion will focus on court organization at the

state and federal levels, as well as the actors (e.g., judges, juries, lawyers, litigants) who participate in the judicial system.

Samuels Chapter 7—*The Function of American Courts*

In this section the discussion will focus on the courts as forums for dispute resolution as well as on lawmaking by courts in the context of the social and political system. Trial and appellate court processes will be examined, and the role of the courts in a democracy will be considered.

**Week 5 6/3-8**

Samuels Chapter 8—*Legislatures and Lawmaking*

In this section the discussion will focus on the processes of and the participants in legislative lawmaking at both the state and federal levels of government.

Samuels Chapter 9—*Chief Executives, Regulatory Agencies, Administrative Agencies, and Lawmaking*

In this section the discussion will focus on executive lawmaking in the federal and state governments. Executive orders, administrative rule making, and administrative adjudication will be examined.

**EXAM TWO**

**6/10**

***Controversial Issues in American Law: Rights and Liberties in a variety of Contexts***

**Week 6 6/10-15**

Samuels Chapter 11 *Law, Race, and Ethnicity*

In this section the discussion will focus on how law responds to issues of race and ethnicity, particularly with respect to Native Americans and African Americans

Samuels Chapter 12 & 14 *Law Gender and Privacy*

In this section the discussion will focus on the laws governing gender relations. Gender roles, reproductive rights, and gender identity will be considered as well as sexual harassment.

**Week 7 6/17-22** (Cases to be Assigned) — Education and the Law

**Final Discussion and EXAM THREE 6/46**

## Bibliography and Suggested Readings

### **Chapter 1**

Lawrence M. Friedman, *American Law in the 20<sup>th</sup> Century* (Yale University Press, 2002)

R. Robin Miller and Sandra Lee Browning, *For the Common Good: A Critical Examination of law and Social Control* (Carolina Academic Press, 2004)

Gerald N. Rosenberg, *The Hollow Hope: Can Courts Bring About Social Change?* (University of Chicago Press, 1991)

### **Chapter 2**

Randy E. Barnett, *The Structure of Liberty: Justice and the Rule of Law* (Oxford University Press, 2000)

William Blackstone, *Commentaries on the Laws of England* (University of Chicago Press, 1979)

H. L. A. Hart and Raz Bulloch Hart, *The Concept of Law* (Clarendon Press, 1997)

Oliver W. Holmes, *The Common Law* (Dover Publishers, 1991)

Richard A. Posner, *The Essential Holmes: Selections from the Letters, Speeches, Judicial Opinions, and Other Writings of Wendell Holmes, Jr.* (University of Chicago Press, 1992)

John Rawls, *A Theory of Justice* (Belknap Publishers, 1999)

### **Chapter 3**

Daniel J. Boorstin, *The Mysterious Science of the Law: An Essay on Blackstone's Commentaries*

(University of Chicago, 1996)

#### **Chapter 4**

Harold J. Berman, *Law and Revolution, Vol. 2, The Impact of the Protestant Reformations on the Western Legal Tradition* (Belknap Publishers, 2004)

Antonio Cassese, *International Law* (Oxford University Press, 2001)

H. Patrick Glenn, *Legal traditions of the World: Sustainable Diversity in Law* (Oxford University Press, 2000)

H. L. A. Hart, *The Concept of Law* (Oxford University Press, 1997)

Robert A. Kagan, *Adversarial Legalism: The American Way of Law* (Harvard University Press, 2003)

#### **Chapter 5**

Richard A. Clarke, *Against All Enemies: Inside America's War on Terror* (Free Press, 2004)

Robyn Eckersley, *The Green State: Rethinking Democracy and Sovereignty* (MIT Press, 2004)

Francis Fukuyama, *State-Building: Governance and World Order in the 21<sup>st</sup> Century* (Cornell University Press, 2004)

Kelly-Kate S. Paese, *International Organizations: Perspectives on Governance in the Twenty-First Century* (Prentice Hall Publishers; 2<sup>nd</sup> edition, 2002)

Philippe Sands, ed., *From Nuremberg to The Hague: the Future of International Criminal Justice* (Cambridge University Press, 2003)

## **Chapter 6**

Charles Fried, *Saying What the Law Is: The Constitution in the Supreme Court* (Harvard University Press, 2004)

Herbert M. Kritzer and Susan S. Silbey, *In Litigation: Do the "Haves" Still Come Out Ahead?* (Stanford University Press, 2003)

Anthony Lewis, *Gideon's Trumpet* (Vintage books, 1989)

Forrest Maltzman, James F. Spriggs II, and Paul J. Wahlbeck, *Crafting Law on the Supreme Court: the Collegial Game* (Cambridge University Press, 2000)

Kevin t. McGuire, *Understanding the U.S. Supreme Court* (McGraw-Hill, 2001)

Sandra Day O'Connor, *The majesty of the Law: Reflections of a Supreme Court justice* (Random House, 2003)

Richard A. Posner, *Law, Pragmatism, and Democracy* (Harvard University Press, 2003)

Scott Turow, *One L: The Turbulent True Story of a First Year at Harvard Law School* (Warner Books, 1997)

## **Chapter 7**

Alexander M. Bickel, *The Least Dangerous Branch: The Supreme Court at the Bar of Politics* (Yale University Press, 1986)

William E. Nelson, *Marbury v. Madison: The Origins and Legacy of Judicial Review* (University Press of Kansas, 2000)

James T. Patterson, *Brown v. Board of Education: A Civil rights Milestone and its Troubled Legacy* (Oxford University Press, 2001)

Cass R. Sunstein, *One Case at a Time: Judicial Minimalism on the Supreme Court* (Harvard University Press, 2001)

Tinsley E. Yarbrough, *Race and Redistricting: The Shaw-Cromartie Cases* (Landmark Law Cases and American Society) (University Press of Kansas, 2002)

## **Chapter 8**

Bonnie B. Burgess, *Fate of the Wild: The Endangered Species Act and the Future of Biodiversity* (University of Georgia Press, 2001)

Richard F. Fenno, *Home Style: House Members in their Districts* (Longman Classics Edition) (Longman, 2002)

Louis Fisher, *The Politics of Shared Power: Congress and the Executive* (Congressional Quarterly Press, 1998)

John W. Kingdon, *Agendas, Alternatives, and Public Policies* (Longman Classics Edition) (Longman; 2d edition, 2002)

Barbara Sinclair, *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress* (Congressional Quarterly Press, 2000)

John R. Wright, *Interest Groups and Congress: Lobbying, Contributions and Influence* (Longman, 1995)

## **Chapter 9**

Lief Carter and Christine Harrington, *Administrative Law and Politics: Cases and Comments* (Addison-Wesley Publishers; 3d edition, 1999)

Louis Fisher, *Constitutional Conflicts Between Congress and the President* (University Press of Kansas, 1997)

Louis Fisher, *Nazi Saboteurs on Trial: A Military Tribunal and American Law* (University Press of Kansas, 2003)

Cass R. Sunstein, *After the Rights Revolution: Reconceiving the Regulatory State* (Harvard University Press, 1993)

Mark Tushnet, *The New Constitutional Order* (Princeton University Press, 2004)

## **Chapter 10**

Howard Rahtz, *Understanding Police Use of Force* (Criminal Justice Press, 2003)

Wesley G. Skogan and Susan M. Hartnett, *Community Policing, Chicago Style* (Studies in Crime and Public Policy)

Samuel Walker, *Police Accountability: The Role of Citizen Oversight* (Wadsworth Press, 2000)

## **Chapter 11**

E. J. Dionne, Jr., et al., *One Electorate Under God: A Dialogue on Religion and American Politics*  
(*Pew Forum Dialogues on Religion & Public Life*) (Brookings Institution, 2004)

Charles J Ogletree, *All Deliberate Speed: Reflections on the First Half-Century of Brown v. Board of Education*  
(W. W. Norton, 2004)

## **Chapter 12**

Clara Bingham and Laura Leedy Gansle, *Class Action: The Story of Lois Jenson and the Landmark Case That Changed Sexual Harassment Law* (Anchor Press, 2003)

Dale T. Mortensen, *Wage Dispersion: Why Are Similar Workers Paid Differently?* (MIT Press, 2003)

Martha C. Nussbaum, *Hiding from Humanity: Disgust, Shame, and the Law* (Princeton University Press, 2004)

Dorothy M. Stetson, *Women's Rights in the U.S.A: Policy Debates and Gender Roles* (Routledge Press, 2004)

## **Chapter 13**

David Brooks, *Bobos In Paradise: The New Upper Class and How They Got There* (Simon & Schuster, 2001)

Lawrence Otis Graham , *Our Kind of People: Inside America's Black Upper Class* (Perennial Books, 2000)

Robert Smith Thompson, *The Eagle Triumphant: How America Took Over the British Empire* (John Wiley & Sons, 2004)

William Julius Wilson, *When Work Disappears: The World of the New Urban Poor* (Vintage Books, 1997)

## **Chapter 14**

Michael C. Carroll, *Lab 257: The Disturbing Story of the Government's Secret Plum Island Germ Laboratory* (William Morrow, 2004)

Timothy E. Quill and M. Pabst Battin, *Physician-assisted Dying: The Case For Palliative Care and Patient Choice* (Johns Hopkins Press, 2004)

Leslie J. Reagan , *When Abortion Was a Crime: Women, Medicine, and Law in the United States, 1867-1973* (University of California Press, 1998)

Stuart J. Youngner et al., *Transplanting Human tissue: Ethics, Policy, and Practice* (Oxford University Press, 2003)

Frank H. Easterbrook and Daniel R. Fischel, *The Economic Structure of Corporate Law* (Harvard University Press, 1996)

Robert T. Nakamura and Thomas W. Church, *Taming Regulation: Superfund and the Challenge of Regulatory Reform* (Brookings Institute, 2003)

Richard A. Posner, *Economic Analysis of Law* (Aspen Publishers, 2002)

Cass R. Sunstein et al.,eds., *Behavioral Law and Economics* (Cambridge University Press, 2002)

## Professional Sequence Course Syllabi

EDMT330 - Instructional Applications of Media and Technology  
Dr. Anne K. Bednar – Professor

Fall, 2009

**Catalog Description:** This course guides pre-service teacher educators to critically and creatively apply the concepts, principles, hardware and software associated with the infusion of technology in solving educational problems and meeting challenges in their roles as facilitators of learning.

**NCATE Theme:** The professional core courses in the teacher preparation programs in Eastern Michigan's Department of Teacher Education contribute to the development of "caring professional educators for a diverse and democratic society." Many of the outcomes that you are working on in EDMT 330 fall into the area of professional competencies: "Professional educators are knowledgeable regarding content and pedagogy, including developing technologies." The appropriate use of educational technologies can also facilitate the development of caring and supportive learning communities which are student-centered and help teachers meet the individual needs of students. Assisting students to develop effective technology skills contributes to the goals of democracy and worldwide exchange of ideas and information. Because we look at the ways technology can support the many roles that teachers play, we encourage reflective practice, nurture critical and creative thinking both on the part of teachers and students, and examine ethical practice as it relates to technology.

**Format and Credit Hours:** Hybrid: 3 credits - 2 face-to-face and 1 online

**Prerequisites or Co-requisites:** CURR 304, CURR 305, BMMT 200, PHED 317, MUSC 330, MUSC 332 or TEDU 350; and admission to the teacher preparation program

**Standards/Objectives:** There are both national and state of Michigan standards for the knowledge and skills all teachers must have at supporting learning with technology. In addition, teachers are responsible for helping their students become technology literate -that is, the students must achieve national and/or state technology standards - by the end of 8th grade.

EDMT 330 is built on the:

International Society for Technology in Teacher Education (ISTE) National Educational Technology Standards for Teachers ([NETS-T\) 2008](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm) ([http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)) and the

State Professional Standards for Michigan Teachers ([PSMT](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33331--,00.html)) ([http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_6368-33331--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33331--,00.html)) Seventh Standard.

The goal of EDMT 330 is to help students acquire skills and knowledge essential to use technology effectively in their roles as educators and to empower them to guide their students to achieve the:

International Society for Technology in teacher Education (ISTE) National Technology Standards for Students ([NETS-S\) 2007](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm) ([http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm)) .

Michigan Educational Technology Standards and Expectations (for students):

- [K-2](http://www.michigan.gov/documents/METS_K-2_129581_7.pdf) ([http://www.michigan.gov/documents/METS\\_K-2\\_129581\\_7.pdf](http://www.michigan.gov/documents/METS_K-2_129581_7.pdf))
- [3-5](http://www.michigan.gov/documents/METS_3-5_129585_7.pdf) ([http://www.michigan.gov/documents/METS\\_3-5\\_129585\\_7.pdf](http://www.michigan.gov/documents/METS_3-5_129585_7.pdf))
- [6-8](http://www.michigan.gov/documents/METS_6-8_129586_7.pdf) ([http://www.michigan.gov/documents/METS\\_6-8\\_129586\\_7.pdf](http://www.michigan.gov/documents/METS_6-8_129586_7.pdf))
- [9-12](http://www.michigan.gov/documents/9-12_150927_7.pdf) ([http://www.michigan.gov/documents/9-12\\_150927\\_7.pdf](http://www.michigan.gov/documents/9-12_150927_7.pdf))

On their portfolio at the end of the course students demonstrate their achievement of the following

objectives (1-5 from NETS-T 2008; 6 from PSMT Standard 7):

1. To facilitate and inspire student learning and creativity
2. To design and develop digital-age learning experiences and assessments
3. To model digital-age work and learning
4. To promote and model digital citizenship and responsibility
5. To engage in professional growth and leadership
6. To participate and reflect on their own collaborative online learning experiences and demonstrate the ability to facilitate their students' learning in collaborative online learning experiences.

**Performance Evaluation:** Our EDMT 330 consists of three strands: Face-to-face classroom learning which has 5 projects; scattered related discussions and practice activities (see Schedule) that together integrate the technical skills and pedagogical knowledge you build in the modules which includes a telecollaborative exchange with another set of EDMT 330 students called RFE; and an online learning course through which you will both experience online learning and design and teach your own online module.

The 5 major units, each leading to a project, include the following: What is Technology Infusion, The Internet, Technology Infused Lesson Planning, Becoming an Expert, and the Portfolio. The last of the 5 major projects is to create an electronic portfolio to showcase your achievement in the course. The culminating portfolio is the Teacher Education departmental assessment, and shows your achievements in using technology as an educator related to ISTE's National Educational Technology Standards for Teachers (NETS-T 2008). and the Michigan Professional Standards for Michigan Teachers Standard 7. The portfolio is worth 20 points, 18 of which pertain to the ISTE and PSMT standards and 2 of which are earned based on the professionalism of your portfolio. You must achieve a score totaling at least 70% of the 18 proficiency points to pass the portfolio. The portfolio will be assessed in LiveText. You must achieve a score of 14 points or higher out of 18 possible proficiency points on your LiveText evaluation

to pass the portfolio, and **you must pass the portfolio to receive a passing grade in the course (no matter what your grade to that point in the course).**

If you pass the portfolio, its points will be added to your total for the other course projects. Your final course grade will be based on the following percentage scale:

93-100% A  
90- 92% A-  
87- 89% B+  
83- 86% B  
80- 82% B-  
77- 79% C+  
73- 76% C  
70- 72% C-  
67- 69% D+  
63- 66% D  
60- 62% D-  
Below 60% - E

Because EDMT 330 is part of the College of Education Professional Core Courses, you must earn a C or higher in order to avoid repeating the course. EDMT 330 is required before student teaching.



9/21	PowerPoint for presentation or reporting/sharing		<b>Discussion:</b> Copyright / plagiarism - your responsibilities as a teacher. - ends 9/27 midnight	Unit 1 - The Learner (begins 9/21; work due Sunday, 9/27 at midnight)
9/23	Podcast			
9/28	<b>Project 2</b> begins - Internet search Web site evaluation	<b>Project 1 Assignment due 9/28 by 5:00 pm</b>		Unit 2 - Teaching Plan (begins 9/28; work due Sunday, 9/29 at midnight)
9/30	Creating internet learning activities			
10/5	Web 2.0 communication and collaboration tools for Online learning "objects"			I have to submit your final Moodle module topic and grade 2 Teaching Plan Task) to the other EDMT faculty on 10/5.  Unit 3 - Interactive Activities and Assessments - (begins 10/18 at midnight)
10/7	( <a href="http://cooltoolsforschools.wikispaces.com">cooltoolsforschools.wikispaces.com</a> )			
10/12	Internet safety and ethics			
10/14	Radio Free Europe (RFE) Project Kickoff			
10/19	Teacher/classroom webpage		RFE Step 1 - discussion due by 10/29 midnight	
10/21				List of 6 choices (you will assigned 3) of other's Moodle modules you may be interested in taking due 10/23.
10/26	<b>Project 3</b> begins Technology support for writing	<b>Project 2 Assignment Due 10/26</b>		Unit 4 - Implementing your Unit in Moodle (beginning 10/29 at midnight, but I will help with problems after class on 11/2)

	process, inquiry, and project management	<b>by 5:00 pm</b>			
10/28					
11/2	Student-centered learning Universal design		RFE Step 2 - due by midnight 11/12	Final draft of your online module due 11/2 at mid	
11/4	Technology as a tool for various learning outcomes <ul style="list-style-type: none"> <li>· content</li> <li>· communication</li> <li>· critical thinking</li> <li>· creativity</li> <li>· problem solving</li> <li>· media production</li> </ul>				
11/9	Planning for technology in the classroom; considering equity issues				
11/11	How technology supports assessment for instructional decision-making				Teaching Moodle Unit begins 11/9
11/16	Technology configurations (hardware)				
11/18	<b>Project 4</b> begins - Independent study project	<b>Project 3 Assignment due 11/18 by 5:00 pm</b>		Teaching Moodle Unit ends 11/23	

11/23	We will not meet in class. I will be available in the classroom to help on projects.	Project 4 independent study idea must be approved by 11/23 at 5:00 pm		
11/30				Unit 6 - Teaching Reflection on online teaching du
12/2	Kiosk (sharing of independent study projects)	<b>Project 4 Independent Study due at the beginning of class</b>		
12/7	<b>Project 5</b> begins: Portfolio Standards			
12/9	Portfolio Implementation Converting files to web-displayable formats			
Final: 12/14 11:30 - 1:00	Digital Story Telling and i-Movie/ Movie Maker	<b>Project 5 Portfolio due on 12/14 by 5:00 pm</b>		

## **EDPS 340: Introduction to Classroom Assessment and Evaluation**

Dr. Nelson Maylone

### **General information/syllabus/calendar**

Essential course outcomes: Students will...

- 1. be able to explain basic principles of K-12 student evaluation and assessment**
- 2. be able to meaningfully critique tests and other assessments**
- 3. be able to construct quality tests and other assessments**
- 4. be able to analyze and use assessment data effectively**
- 5. advance their levels of professionalism.**

Course topics include:

Cognitive Learning Theory

Theories of Intelligence

Cognitive Taxonomies, esp. Bloom

The Curriculum/Instruction/Assessment Triangle

Pre-assessment, formative, embedded, and summative assessment

Evaluation basics

- the five types of objectives

- validity, reliability, bias

- observed and true scores, measurement error, sampling, inference

Criterion and norm referenced test interpretations

Development of tests

- blueprints

critiquing/item development  
administration/scoring

Rubrics

Performance (“alternative”) assessment

Using assessment data

Special student needs

Reporting

purposes

parent/teacher interaction

grading issues

Standardized tests

purposes/interpretation/use and misuse

MEAP

NCLB

Current Issues

You will need to be able to access the Michigan Curriculum Framework, which contains the Michigan Content Standards and Benchmarks, High School Course Outcomes and Elementary Grade Level Expectations, available at:

<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

Regular attendance and punctuality, attentiveness to lectures and discussions, participation in class, doing (and thinking about) the assigned readings, and demonstrating understanding will get you through.

Be at each class session on time. Attendance is taken at the start of class. If you should come in late, see me after class and watch me change the “absent” mark in my grade book to “tardy.” If you don’t do this, *this “absence” sticks.*

Important information may be shared during your absence. It is not the instructor's responsibility to individually share that information with you. Find a study buddy and agree to share notes, handouts, announcements, etc. with each other if one is absent. Do not call or e-mail me asking about what you

missed unless you have tried to contact your study buddy first.

Note that the university policy on academic dishonesty will be enforced. Academic dishonesty includes cheating, falsification, and plagiarism. See the EMU Board Policy on Academic Dishonesty for full details (available online, or see the instructor for a copy.)

E-mail is the best way to contact me: [nmaylone@emich.edu](mailto:nmaylone@emich.edu)

My EMU telephone number is 734.487.7120 x2630. If you must leave a phone number on my voice mail, please speak at a pace that will allow me to take down your information.

**Office hours:** TBA at first class session.

### **Assignments:**

\* **Two criterion-referenced content tests;** a mid-term and a final exam. Both will be traditional objective tests. The final exam will be cumulative. Study guides will be provided in advance. I make no distinction between "quizzes" and "tests"...they're worth what they're worth.

Tests are strongly based on class lectures and activities, and less so on readings. This spotlights the importance of regular attendance.

The mid-term is worth 10% of your course grade. The final exam, 15%.

\* **A Student Learning Analysis assignment.** Worth 15%.

\* **The Classroom Assessment Plan (CAP).** Worth 50%.

There may be other various non-graded assignments, including coursepack and other readings, short written assignments and assessments. These must all be done before a final grade is assigned. Consider saving all old papers and tests.

**“Movement Toward Professionalism.”** Worth 10%.

This subjective portion of your final grade refers to a mix of participation, attendance, timeliness, and general responsibility. A grade of from 0% to 100% will be awarded in this area.

0% = excessive tardiness and/or absence and/or essential lack of participation and/or ill behavior in class (such as frequent “sidebarring”.)

90% = consistent timeliness and attendance and responsibility, consistent positive and constructive behavior in class.

A “Movement Toward Professionalism” grade of 100% is reserved for students who meet the 90% requirement AND who, in my judgment, stand out as very strongly engaged in classroom activities (strong volunteerism; frequent verbal contributions; very strong engagement in group activities, etc.)

**Sleeping in class will result in a 0 for your “Movement Toward Professionalism” grade.**

More information on “Movement Toward Professionalism” is found elsewhere.

At the end of the course, I will be pleased to write a letter of recommendation for anyone meeting these requirements, if you should care for one:

1. final course grade of A
2. no late work
3. 100% for “Movement Toward Professionalism”

**Grading summary:**

Mid-term: 10% of final grade

Final exam: 15%

Student Learning Analysis 15%

CAP: 50%

Movement Toward Professionalism: 10%

Per department requirements, students must score at least 70% on the CAP to pass the course.

## CURR 305: Curriculum and Secondary Methods

Professor: Ethan Lowenstein  
 Office Address: 313 Porter, 314S-1  
 Telephone: (734) 487-7120, x2584  
 Cell: (734) 709-8044  
 Email: [ethan.lowenstein@emich.edu](mailto:ethan.lowenstein@emich.edu)

Winter, 2009 Tues/Thurs, 9:30-10:45  
 Credit Hours: 3.00  
 Room: Porter 300 B

Eastern Michigan University

Office Hours: Tuesdays and Thursdays 8:45-9:30 AM, 10:45-11:30; Tuesdays 3:30-5:30 and by appointment.

### COURSE DESCRIPTION AND RATIONALE:

The central mission of the Department of Teacher Education is to *prepare caring professional educators for a diverse and democratic society*. This course introduces the concept of curriculum given its relationship to differing educational philosophies and styles of teaching. The instructional process and "classroom management" principles and techniques effective in a diverse world are examined, applied, and reflected upon through lesson planning and demonstration. The overarching goal of this course is to map out a framework for effective teaching and create a learning community in which you can begin to internalize the questions reflective teachers ask themselves as they continually better their practice.

Prerequisites: Admission to the College of Education

Specifically, the course explores the following essential question: **As educators, what does it mean to prepare students for the "real world?"** We will explore this question through the following sub-questions:

1. What is the "real world?"
2. What webs of relationships form students' sense of identity and view of the world?
3. How does the current cultural and ecological crisis impact youth, communities, other natural beings and systems, and their relationships to each other?
4. As teachers what do we know and don't know about how to prepare students for the "real world?"

5. What distinguishes novice from expert educators?

Course theme/topic: Educating youth during the cultural and ecological crisis

Enduring Understanding: A powerful way to prepare youth for the real world is by helping them to develop critical skills, understanding, sense of place, and positive sense of identity through integration of subject matter with authentic problem solving in real communities.

Key concepts:

1. Preparation
2. Real world
3. Expert educators
4. Youth identity

Concepts:

1. Curriculum
2. Differentiation
3. Formative assessment
4. Cultural crisis
5. Ecological crisis
6. Place-based education
7. Positive youth identity development
8. Understanding
9. Critical skills
10. Authentic problem solving
10. Teaching approaches
11. Instructional dimensions

**COURSE OBJECTIVES:**

The course is designed to give you the opportunity to:

1. Make the transition from scholar-student to teacher-student.
2. Explore your own assumptions about curriculum, assessment, teaching, and learning so that you may engage in intentional and thoughtful educational decision-making.
3. Reflectively describe ways to increase student engagement and promote student growth given classroom, school, neighborhood, and societal contexts.
4. Differentiate subject content, learning processes, and learning products to meet the needs of students with diverse interests, abilities, learning styles, and identities.
5. Develop an approach to shaping and structuring the classroom environment to be safe, inclusive, and deliberative.
6. Design and apply varied lesson and learning strategies and analyze their effects.
7. Develop an understanding of how to promote positive student identity development.
8. Analyze and evaluate personal, school, community, and national curriculum goals, designs and trends.
9. Apply inquiry and problem-based approaches to curriculum transformation.
10. Understand and apply the Teaching for Understanding and Critical Skills frameworks.
11. Understand the rationale for designing authentic student learning opportunities.
12. Deepen habits of critical reflection and evaluation.
13. Form habits of mind and heart that are necessary for informed and active instructional leadership.
14. Analyze, confront, and make sense of the current cultural and ecological crisis as it relates to preparing students intellectually, emotionally, ethically, spiritually, and physically, to thrive in the world in which they are living and will live.
15. Confront, struggle with, and engage in the kinds of rigorous and collaborative thinking and feeling we are asking our students to.
16. Collaborate with others to make a contribution to instructional and school reform.
17. Integrate and apply knowledge of human development, special education, social foundations of education, educational assessment, and academic subject matter.

### **REQUIRED TEXTS/MATERIALS:**

Dodge, J. (2005). *Differentiation in action*. New York: Scholastic.

BOOK OF CHOICE (please choose one of the books below):

Hopkins, Rob (2008). *The transition handbook: From oil dependency to local resilience*. White River Junction, VT: Chelsea Green Publishing.

McDonough, William & Braungart, Michael (2002). *Cradle to cradle: Remaking the way we make things*. New York: Northpoint Press.

McKibben, B. (2007). *Deep economy: Economics as if the world mattered*. Oxford, England: Oneworld Publications.

On-line readings, handouts, and a three-ring binder.

Livertext account (School of Education requirement)

Books are primarily available at Neds.

### **COURSE REQUIREMENTS/ASSIGNMENTS:**

Expectations for this course:

What you can expect of me:

1. I will provide you with the support you need to succeed in this class.
2. I will respect you as an individual and work with you from wherever you are on your personal and professional journey.
3. I will set the high expectations necessary for you to succeed as a teacher after graduating from EMU.
4. I will "keep it real" by linking our class work to the work of real teachers and real students.
5. I will provide a learning environment that is safe and FUN!
6. I will always be approachable and open to listening to your constructive feedback and personal concerns.

What I expect of you:

1. That you actively seek out my support and the support of your peers when you need it.
2. That you assume professional dispositions and start to view yourself and your peers as professional educators (not professional students).
3. That you respect members of the classroom community as diverse individuals who are at different points in their personal and professional journeys.
4. That you do your best to meet the expectations of this course.
5. That you take an *active role* in creating a learning environment that is both safe and FUN!
6. That you are approachable and open to listening to constructive feedback from me and your peers.

As a member of this community, students are expected to fully participate in all class discussions and demonstrate having carefully read all of the assigned materials before coming to class. It is the responsibility of each student to contact me for additional direction or assistance concerning any assignment. Students can reach me by e-mail or phone to discuss an issue or assignment, to inform me of absences, or to make arrangements for an appointment. I will communicate with you primarily through e-mail. During the week you can expect an e-mail response from me within 1-2 days of your e-mail. I typically do not check my e-mail on weekends.

## **COURSE EVALUATION AND ASSIGNMENT DESCRIPTIONS**

Your course grade will be based on:

- I. Teacher Professionalism and Classroom Citizenship—10%
- II. Teaching and Learning Portfolio—90%

### **Teacher Professionalism and Classroom Citizenship (10%)**

One part of becoming a professional educator is “practicing what you preach,” and “practicing what you teach.” Your students notice everything, especially hypocrisy! If you want students to be good citizens then you must be a model citizen yourself. As teachers, you want your students to attend class regularly, be punctual, participate actively, help each other, treat each other with respect, and complete assignments and readings in a timely manner. As teachers yourselves, I expect you to model these good

habits. Lateness, excessive absence, and lack of preparation for classroom activities negatively impact the learning experiences of your classmates. It is my obligation as your instructor to make sure that every member of the classroom community has the opportunity to learn. You are therefore expected to come to class on time and prepared.

Of course professional teachers, like everyone else, have emergencies or need some time to meet competing obligations. You are allowed up to two professional days and two late assignments this term without penalty. After that, your grade will be negatively impacted. Generally, follow the rule of “ask 3, then me” (i.e. ask three of your peers if you have a question before you ask me). You will have a partner in the class. Please get your partner’s email and phone#. **On days when your partner is absent, please take copies of all class handouts to give to your partner. Do not ask me for copies of handouts.**

<b>Number of absences</b>	2	3	4	5
<b>Consequence</b>	Professional days (allowed)	Deduct <u>3 points</u> from final grade	Deduct <u>5 points</u> from final grade	Required meeting with instructor and <b>possible failure</b> of course

### **Teacher Professionalism and Classroom Citizenship Rubric**

<b>Criteria</b>	<b>Weight (Below standard, standard, exceptional)</b>
Models professional virtues (including	-6 (below standard), 0

being on time, actively contributing to group projects and peer feedback, and supporting colleagues who are struggling)	(standard), +6 (above standard)
Promotes <i>clarity</i> in discussions: <ul style="list-style-type: none"> <li>• Probes and asks questions of clarification.</li> <li>• Paraphrases the prior comment</li> <li>• Finds quotes and citations in the reading to clarify a concept or idea.</li> </ul>	-3, 0, +3
Promotes <i>continuity and coherence</i> in class discussions. For example: <ul style="list-style-type: none"> <li>• Makes self-to-text, discussion-to-text, text-to-text, and discussion-to-discussion connections.</li> <li>• Summarizes the discussion in order to make the thread(s) more visible.</li> <li>• Actively reminds us of discussion norms</li> </ul>	-3, 0, +3
Promotes <i>creativity and complexity</i> in discussions. For example: <ul style="list-style-type: none"> <li>• Lays the foundation for risk-taking, collaborative work, and deliberation <ul style="list-style-type: none"> <li>○ Actively listens to others</li> <li>○ Pursues a balance between advocacy and</li> </ul> </li> </ul>	-3, 0, +3

<p style="text-align: center;">inquiry</p> <ul style="list-style-type: none"> <li>○ Presumes positive intentions</li> <li>● Puts an idea on the table even when it's uncomfortable to do so.</li> <li>● Argues for a view that s/he disagrees with for the sake of stimulating discussion.</li> <li>● Highlights: <ul style="list-style-type: none"> <li>○ An angle on the question that has not yet been explored.</li> <li>○ An assumption that we are making that may be false.</li> <li>○ A "voice" (e.g. student, family member, community member) that we are ignoring.</li> <li>○ A perspective (e.g. culture, gender, race, class) that could allow us to see the question/discussion from a different point of view.</li> </ul> </li> </ul>	
	<p>Average=85 (Starting Point)  (+ ) or (- ) 15= 70 to 100  Score of 70 or below at</p>

	midterm=automatic meeting with instructor and possible C or below in class.
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### **Exhibitions of Understanding (90%)**

You will showcase, demonstrate, and defend the curriculum and conceptual understandings you develop through exhibition and structured reflection. Exhibitions will be made to three audiences: 1) colleagues in the class (including me), 2) your cooperating teacher, 3) other undergraduate, graduate, and doctoral students in the School of Education as well as practicing teachers and community members who are part of the Southeastern Michigan Stewardship Coalition (SEMIS).

#### Projects, project components, weight and due dates

<b>Assignment</b>	<b>Due</b>	<b>Grade</b>
<b>I. Final Exhibition (10%)</b>		
a. Proposal		/25
b. Exhibition	TBA	/25
c. Reflection		/50
<b>II. Discovery Report (15%)</b>		/150
<b>III. Unit Plan (20%)</b>		
a. Overview and Rationale (50 points)		/50
b. Goals (50 points)		/50
c. Concept map (50 points)		/50
d. Scope and Sequence/Multiple Intelligence chart (50 points)		/50
<b>IV. Lesson Plans (20%)</b>		

e. Cooperative lesson (50 points)		/50
f. Inductive lesson (50 points)		/50
g. Direct lesson (50 points)		/50
h. Challenge scenario/CAP 3 (50 points)		/50
<b>V. Lesson in the Field (12.5%)</b>		/125
<b>VI. Learning Logs (10%)</b>		/100
<b>VII. Midterm self-reflection (S/U)</b>		S/U
<b>VIII. Final Unit Submitted to LiveText</b>		S/U
<b>IX. Final self-reflection and course evaluation (S/U, in class, computer room)</b>		S/U

### A Curriculum Development Challenge!

Curriculum development projects this term will be in response to a curriculum development challenge issued by the Southeastern Michigan Stewardship Coalition (SEMIS). Please see the description of SEMIS below.

The Coalition is requesting your assistance in designing curricula that prepares students for creating and living in sustainable communities. One challenge that SEMIS is facing is that teachers and schools do not have good examples of curricula that integrate issues of ecological sustainability and community-based learning in the subject areas. This teaching area is just too new! They are also looking for creative ways to integrate meeting Michigan Grade Level Content Expectations (GLCE's) with engaging, community-based education.

**Your challenge:** Create examples of curricula in your subject area that effectively prepare students to live in, thrive in, and address the cultural and ecological crisis. Once you have designed these curricula, share the curricula with SEMIS teachers, community partners, and Steering Committee members, Teacher Education faculty, Educational Studies PhD students, and other Curriculum and Social Foundations graduate students. The above listed folks (many of them master teachers and school leaders) will respond to your work and offer you feedback.

**About SEMIS:** The Southeast Michigan Stewardship Coalition (SEMIS) is made up of schools, community partners, teacher consultants, and university educators working together to address serious ecological and social problems in Southeast Michigan. Funded by the Great Lakes Stewardship Initiative ([www.glstewardship.org](http://www.glstewardship.org)), SEMIS facilitates school-community partnerships and offers sustained professional development to teachers to develop students as citizen-stewards who understand and can promote healthy ecological and social systems affecting the Great Lakes basin, the southeast Michigan region and their communities.

The **SEMIS Coalition** is organized according to the following **Guiding Principles:**

1. A strong and viable Great Lakes ecosystem includes human communities nested within and interdependent with other diverse living systems including water, soil, air, plant, and animal species.
2. Stewardship of the Great Lakes in SE MI is defined by the ability to connect with and protect one's "place." This requires collaboration with others, recognizing connections to larger economic and political systems, and understanding the impact of human cultures on the ecosystems in which they are nested.
3. Human cultures create beliefs and behaviors that affect social and ecological systems. Thus, social and ecological justice are interrelated and must be addressed together.
4. A sustainable SE MI depends upon diversity—both human and ecological—and is thus best served by strong democratic and collaborative systems.

**What SEMIS Offers Schools:**

1. Teams of teachers receive sustained professional development using a model combining content, pedagogy, ongoing support, and community involvement funded by SEMIS through the Great Lakes Stewardship Initiative.
2. Local and regional community groups form partnerships with schools and become part of a sustained

professional learning community that includes other participating schools.

3. Students become stewards of their local community as evidenced by a) engagement in and completion of place-based projects that address ecological and social problems and serve community needs; b) participation in cooperative relationships in the community to address real problems; c) willingness to examine and address their own assumptions about their relationships to and responsibilities for human and non-human members of communities.

### **Course Assignment Descriptions**

#### **I. EcoJustice and Community-Based Learning Exhibition (15%)**

Note: This project description is subject to change. If changes are made, they will be in the interest of best meeting your emerging learning needs.

At the end of the semester, we will participate in an EcoJustice and Community-Based Learning Exhibition.

Rebecca Martusewicz' SOFD/WMST 660 (Teaching for Social and Ecological Justice) and Johnny Lupinacci's SOFD 328 classes will also be participating. We'll be inviting SEMIS teachers, community partners, and Steering Committee members, Teacher Education faculty, Educational Studies PhD students, and other Curriculum and Social Foundations graduate students who will help us to respond to and evaluate your work. Choose your own way to exhibit understandings and skills developed this term.

**You may do this project with a partner or team.** Examples:

- Create a poster or audiovisual presentation that showcases your curriculum unit and justifies how it "prepares students for the real world." Create a graphic representation of the primary ideas in your curriculum project. You will present the ideas with other students doing poster sessions in a one-hour "gallery" session during the exhibition. In the gallery session, participants will stop by your poster and you will discuss your work with them.
- Lead a roundtable discussion about ecojustice and community-based learning that uses your unit project as the primary example. Prepare a ten minute summary talk, and be prepared to discuss your work with one other student or team in a one-hour "roundtable discussion." You must prepare a clear graphic organizer to hand out to the session participants. This handout must summarize the main points in the presentation.
- Propose another way to exhibit the research, theory and/or practices that you've learned about this term.

The exhibition process will have three components:

- The proposal: A 1-page proposal that provides a general description of your exhibition and a short justification for how your proposed exhibition will demonstrate understandings of course concepts, skills, and ideas. If you are conducting the exhibition with a partner or team, you will describe who you will be dividing the work.
- The exhibition: This will involve presenting yourself as well as taking part in other presentations.
- The reflection: Write a 3-4 page critical reflection on the exhibition that explores ideas, concepts, and learning processes and connects them to issues and questions you've been thinking about.

**Note:** Specific assignment details will be distributed in the next several weeks.

## **II. Discovery Report**

Teachers develop curriculum through quickly gathering resources and ideas that they can use to effectively investigate the concepts, questions, and topics they want to teach. You will conduct a review of resources and use this review to help you create curriculum for the other projects in the class.

NOTE: Specific assignment details will be distributed in the next several weeks.

## **III) Unit Plan (20%)**

After reviewing curriculum resources in your Discovery Report you will create a plan for a set of lessons (i.e. a curriculum unit).

Your Unit Plan will include the following:

- overview
- rationale
- concept map
- unit goals with corresponding MI standards, benchmarks, and GLCE's
- Scope and sequence/multiple intelligences chart

NOTE: Specific assignment details will be distributed in the next several weeks.

#### IV) **Lesson Plans (20%)**

After developing the above unit plan, you will create four lessons. Each lesson will embody a separate instructional strategy. Although you may use ideas and resources from other sources (with appropriate citations), your lessons must be original.

1. Direct lesson
2. Cooperative lesson
3. Inductive/Inquiry lesson
4. Challenge scenario/Alternative assessment for the unit and letter to families (Note: This project may be the same project as the CAP 3 for EDPS 340)

NOTE: Specific assignment details will be distributed in class.

#### **V) Lesson in the Field (15%) (NOTE: to be taught in the classroom in which you are observing)**

One way to give back to the classroom in which you are observing is to ask the cooperating teacher what help s/he needs during the term and then develop a lesson to meet the need that s/he has identified. Through offering a service to the classroom, you are also meeting your own need to learn how to teach. Your lesson will include the materials and lesson plans you develop and a short (3-5 page) reflection paper on the experience. Prior to teaching this lesson, you will consult with your cooperating teacher to ask her/him for lesson ideas that will best meet her/his needs and the needs of her/his students. Lessons do not need my approval. **If your teacher will not let you teach a lesson, please see me and we will develop an alternative assignment. If you are in the Special Education program, please see me for assignment modifications.**

Specific instructions and grading criteria will be given to you in the next several weeks. A short statement describing which option you will take and how it will meet assignment criteria is **due by the middle of October**.

## VI. Learning Logs (10%)

**Instructions:** You will keep a “learning log.” The purpose of the learning log is twofold—to encourage the active and critical analysis and synthesis of readings and to provide the opportunity to have a discussion with me regarding questions and ideas that are developing as the course progresses. Unless otherwise noted in class, learning logs are due after every class reading.

### WHAT IS A LEARNING LOG?

One goal of education is to help students learn how to learn. Students do not become learners as long as they are completely dependent on a teacher to point out the main ideas, to construct study guides and questions, or to determine what is important. Learning logs can be used in all content areas as a means of encouraging students to record their personal observations, feelings, and ideas. Some educators propose that learning logs might become an intellectual diary in which the students record their questions about what has been taught, their feelings and values as they related to the concepts, and their ideas about applying what has been learned. Others suggest that the learning log is a useful technique which provides feedback to teachers about the student learning process.

### HOW DO I KEEP THE LEARNING LOG?

The form of the learning log might vary according to the discipline or the goals of the teacher or school. The length of the responses will be determined by you. Some guidelines for the purpose of CURR 305 include:

- Use loose-leaf paper. Write on one side of the paper, date each entry. You may want to employ a “double-entry journal” technique. In a double entry journal you fold your paper into two columns. In the first column you record quotes and/or page#’s from the reading. In the right hand column you record your thoughts and questions.
- Respond in writing to the assigned readings. As you write, let your thoughts feelings, questions and observations flow naturally.
- Write page#’s from the text next to the thought or question you are expressing.

- Pause frequently at first. Continue writing until you have developed your idea or question. This will enable you to understand the direction of your thoughts and ideas when you come back to the log at a later date.

### Additional Techniques

- Copy a sentence or phrase and comment on it.
- Explain an idea in your own words.
- Summarize a section.
- Tell what it reminds you of.
- Ask a question of the author as if s/he were there.
- Pose a question and then respond to your question.
- “Free-write” about a thought you had as you read.
- Define important terms in your own words.
- Tell about some classroom experiences you have had which are either similar to or different from the text.
- React to how successful or unsuccessful teaching methods/techniques were for you or your students.
- Relate the thoughts of one author to other authors or discussion points made in this class or other classes.
- Respond to concepts creatively through the use of poetry, songs, riddles, slogans, aphorisms, pictures, illustrations, concept maps, metaphors, flowcharts, and outlines.

### HOW WILL THE LOGS BE EVALUATED?

The logs will not be evaluated for grammar, punctuation, or the mechanics of writing. Lengthy summaries, paraphrases, or citations will not be weighed when logs are graded. Only active and critical engagement with the text will be graded.

Got it! (100)	Dig deeper! (75)	It's time to switch gears! (Re-do)
Clear evidence of critical reading of the text and synthesis with own experience, other	Some evidence of critical reading of the text or synthesis with own experience, other texts, and classroom	Superficial reading and interpretation of the text. Does not allow for an active contribution to class

texts, and classroom discussions. Provocative questions raised and “big ideas” explored. Allows for active engagement in text-based discussion.	discussions. Allows for minimal engagement in text-based discussion.	text-based discussions.
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### VIII and IX) **Mid-Term and End-of-Term Self-Evaluations (Satisfactory/Unsatisfactory)**

There will be no mid-term or final examinations in this class. Instead you will be asked to engage in a structured reflection on what you’ve learned.

#### **Assignment Format**

All papers submitted for this course should be double-spaced, 12-pitch font, and in accordance with accepted style guidelines in the professions (e.g. The American Psychological Association’s *Publication Manual of the American Psychological Association*)

Accuracy, organization, clarity, mechanics (i.e. spelling, grammar, punctuation in the “Standard English” accepted in the profession), citations, and presentation are evaluation criteria for all assignments. You will have ample opportunity in this course to write rough drafts and get feedback from me and your peers. It is therefore expected that final drafts meet the above criteria. Final drafts of assignments will be returned to students if students do not meet these criteria. **If your writing is not at a professional level or you need more practice writing in Standard English, I will develop a plan with you to achieve proficiency in Standard written English by graduation time. I may also require that you seek additional support and guidance from others on campus (e.g. the Writing Center)**

#### **Students with Special Needs**

Appropriate accommodation will be made for students with special needs. Please let me know if you have

a special need. Please let me know if you will be absent because of a religious holiday. All students are encouraged to schedule individual appointments if posted office hours conflict with work commitments or other scheduled classes.

**Note Regarding LiveText:** This course has a Gateway Assessment for the educator preparation program at EMU. Students must have an active LiveText subscription in order to complete the assessment and pass the course. LiveText subscriptions are obtained through a process described at [www.emich.edu/coe/livetext/students](http://www.emich.edu/coe/livetext/students). If you haven't already done so, please follow the directions to obtain a key code, register with LiveText, log on to LiveText, and follow the template for the assignment in this course.

**TITLE: SOFD 328: Schools for a Diverse and Democratic Society (New title effective Spring 2007)**

**CREDITS:** 3 semester hours

**PREREQUISITES:** Admission to the College of Education

**EMU PROGRAM THEME**

Caring professional educators for a diverse and democratic society.

**CATALOG DESCRIPTION**

A study of the interactive relationship between schools and society, and the development of culturally responsible pedagogy. Special emphasis on educational equity and the theoretical foundations of multicultural education.

**PURPOSE/WRITING INTENSIVE RATIONALE**

This Writing Intensive course uses multiple forms of writing and analytical reading in a process of inquiry into the many facets of contemporary schooling and education. The course seeks to foster caring professionals and effective classroom practitioners. To achieve this end, teacher candidates need to (1) understand the social, ethical, and political aspects of teaching; (2) develop critical perspectives on the role of diversity in a democracy and how those perspectives can bear on instruction and school governance; and (3) apply key concepts and theoretical perspectives from the field of education in the analysis of goals, policies, and practices.

SOFD 328 is interdisciplinary, drawing primarily from cultural studies, sociology, anthropology, history, and philosophy as they pertain to education. Teacher candidates practice at least two forms of writing in this course: (1) critiquing arguments put forth by others (e.g., texts, peers, media, etc.) and (2) developing and defending a thesis.

## **OUTCOMES/OBJECTIVES**

Students will be able to: (1) articulate an informed and thoughtful position on the purpose of schools in a democratic and culturally diverse society; (2) critically reflect on the ethical dimensions of teaching; (3) communicate clearly and effectively in writing; (4) understand the economic, social, political, legal, and organizational contexts of schooling the United States; and (5) demonstrate an awareness of the need for teachers to become advocates for the welfare of all children and young adults in today's society.

## **COURSE CONTENT (OUTLINE FLEXIBLE)**

### **I. DEMOCRACY, DIVERSITY AND THE PURPOSES OF PUBLIC SCHOOLING**

- Principles of democracy and the ideals of the American Revolution
- Strong vs. weak democracy
- Purposes of public schools in the United States
- Historical foundations of K-12 education
- Rationale for multicultural education
- Collaborations that foster democratic practices

### **II. SCHOOLING, SOCIAL STRUCTURE, AND SOCIAL LIFE**

- The sociocultural dynamics of socialization
- School's relation to processes of social control and maintenance of status quo
- School's relation to processes of social and cultural change
- School's relation to prevailing belief systems and ideologies
- School's relation to the economic system and other structures of distributed power and status

### **III. DIVERSITY, INEQUALITY AND EDUCATION**

- Diversity as a condition of life
- The foundation of racism and other prejudices (deficit theories of social inequality and related school policies)
- The social organization and practice of schooling as it relates to the lives of children from diverse linguistic, religious, socio-economic, and ethnic backgrounds

- Relationship of social class, race and ethnicity to patterns of educational achievement and school experience
- Relationship of gender and sexual orientation to patterns of educational achievement and school experience

#### IV. TEACHERS AND THE ETHICS OF CARING

- The relation of teaching to the politics and ethics of caring
- Reflectivity and the teaching experience
- History of teaching as a profession
- Influences on teaching: Local, state, and federal control
- Unions, collective bargaining, and teacher agency
- The role of professional organizations and professional codes of conduct
- Legal dimensions of teaching (e.g. academic freedom, affirmative action, separation of church and state, etc.)

#### V. THE POLITICS OF WHAT GETS TAUGHT

- The relation of social, political and economic forces to curriculum selection, organization, and implementation
- The relation of social, political and economic forces on classroom practice, classroom management, and standards of assessment
- National, state and local programs of reform
- Democratic and culturally responsive classroom practices

### **SUGGESTED TEXTS AND READINGS**

Apple, M. W. & Beane, J. A. (Eds.). (1995). *Democratic schools*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Bennett, K. & Le Compte, M. (1999). *The way schools work*. New York: Longman.

Bracey, G. W. (2003). *On the death of childhood and the destruction of public schools: The folly of today's education policies and practices*. Portsmouth, NH: Heinemann.

Canestrari, A. S., & Marlowe, B. A. (Eds.). (2004). *Educational foundations: An anthology of critical readings*. Thousand Oaks, CA: Sage.

Oakes, J., & Lipton, M. (2007). *Teaching to change the world* (3rd ed.). New York: McGraw-Hill.

Delpit, L. 1996. *Other people's children: Cultural conflict in the classroom*. NY: New Press.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare teach*. Boulder, CO: Westview Press.

Glickman, C. (1998). *Revolutionizing America's schools*. San Francisco: Jossey-Bass.

Kozol, J. (1991). *Savage inequalities*. New York: Crown Publishers.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishers.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.

Martin, J. R. (2002). *Cultural miseducation: In search of a democratic solution*. NY: Teachers College Press.

Molnar, A. (2005). *School Commercialism: From Democratic Ideal to Market Commodity*. NY: Routledge.

Nieto, S. (2000). *Affirming diversity*. New York: Longman.

Parker, W. C. (2003). *Teaching democracy: Unity and diversity in public life*. NY: Teachers College Press.

Quint, S. (1995). *Schooling homeless children*. New York: Teacher's College Press.

Spring, J. (2006). *American education: An introduction to social and political aspects* (12<sup>th</sup> ed.). New York: McGraw Hill.

Spring, J. (2004). *Deculturalization and the struggle for equality*. (4th ed.). Boston: McGraw Hill.

Street, P. (2005). *Segregated Schools: Educational Apartheid in Post- Civil Rights America*. New York: Routledge.

Strouse, J. (2000). *Exploring socio-cultural themes in education: Readings in social foundations*\_(2nd edition). Prentice Hall

Zinn, Howard (with Donald Macedo). 2005. *On democratic education*. Boulder: Paradigm Publishers.

## **INSTRUCTIONAL PROCEDURES**

A conceptually based, inquiry approach is used as much as possible. Modalities for such inquiry range from direct lecture, whole-group discussion, and structured small-group activities, critical and analytical reading and writing and student presentations. Texts and learning materials are varied and include research and theoretically based studies, selections from fiction, biographies, government documents, films, field experiences, and guest speakers.

Strategies for reading may include but are not limited to: a) analyzing a reading for meaning via guided questions; b) reading specific works for analysis of argumentation and proofs (also used as writing preparation); and c) analyzing educational unit plans and/or educational policy for ideological bias and/or educational equity.

Writing strategies include: a) article summaries; b) guided and critical reviews of books, educational policy and/or units; c) thesis driven conceptual and theoretically based expository essays; d) in class free writes; and e) position papers, such as: Yes or No: The sole purpose for schools should be to train a workforce.

## **ASSESSMENT AND EVALUATION**

General description: All assessments are designed to encourage critical reflection on problems and issues pertaining to the social, ethical, and political aspects of teaching and educational policy and practice. Students will be asked to evaluate, critique, and analyze the relationship of public education to issues of educational equity using principles of democratic education and social and educational theory. Students are evaluated using faculty designed standardized rubrics on all major requirements, Only the analytic essays that constitute 60% of the grade require the use of a common rubric. See common rubric attached. Non-common rubrics that assess the remaining 40% of the class are shared at a SOFD 328 lecture/faculty workshop.

Specific examples (\*indicates those shared by all instructors and faculty)

1. Analytic essay\* (All instructors will evaluate essay using the common rubric.)
2. Small group projects and presentations (written and oral) \*
3. Critical reviews of case studies, articles and other texts
4. Analysis of classroom relations and practices including lesson plans, methods, management, etc. either through case studies, structured field experiences or classroom materials
5. Critical analysis of local, state and/or federal policies as they impact schools and classroom practices
6. Field experience projects (individual and small group) in schools and other educational settings

Writing Intensive objectives: Writing Intensive objectives related to sustained inquiry in a discipline, addressing the expectations of audiences(s), formulating and researching research questions, using discipline-specific genres to communicate information and understanding conventions for communicating, disseminating, and interpreting information within a discipline are met through the required analytic essay which is assessed through the common rubric and a selection of various other writing activities evaluated via formative (self, peer, or instructor feedback) or summative assessment (utilizing non-common rubrics).

Specific Writing Intensive examples:

1. Annotated bibliographies
2. Audience analysis to identify audience characteristics/expectations
3. Brainstorming
4. Broad sheets, précis, or summaries

5. Concept mapping; outlining
6. Create a list of questions that emerge from readings and class discussions
7. Creative writing (e.g., short story, picture books, song lyrics, raps, and poetry)
8. Critical book/web site reviews
9. Formative assessment (e.g., feedback on drafts)
10. Free writing and rewriting
11. Identify the goal/purpose of a specific piece of writing
12. Informational boards and pamphlets
13. Letters to parents, colleagues, school board members and other policy-makers
14. Online postings
15. Persuasive essays
16. Policy analysis and position papers
17. Self/peer evaluation/editing
18. Small and large group interpretive discussions
19. Video reactions

Criteria for evaluation of assignments:

1. Quality of content (relevance to course, treatment of basic issues, and significance)
2. Precision of expression and accuracy of reasoning
3. Adequacy of evidence presented to support interpretations, criticisms and conclusions
3. Creative, insightful expression of ideas
4. Relevance to classroom practice and advocacy of educational equity for all children and young adults, and educational leadership in communities
5. Use of proper reference citation when required

## SOFD 328 GATEWAY WRITING ASSIGNMENT

**I. Introduction:** The following Teacher Education outcomes will be formally evaluated in each section of SOFD 328. The table below lists the outcomes and indicates how they are assessed.

Outcome	How Assessed
<p>Communicates clearly and effectively in writing. (TED Outcome #15)</p>	<p>The student completes a written assignment that clearly and persuasively expresses her or his thinking. The conventions of standard written English, including tone and style, are effectively used.</p>
<p>Articulates an informed and thoughtful position on the purpose of schools in/for a diverse and democratic society. (TED Outcome #16 )</p>	<p>The student makes informed, normative judgments about the role of schools in/for a diverse and democratic society. In developing an argument about the role of schools, the student also analyzes the purposes and consequences of public schooling for 21<sup>st</sup> century society.</p>
<p>Understands the ethical dimensions of teaching in/for a diverse and democratic society. (TED Outcome #17)</p>	<p>The student critically reflects on what it means to be a caring professional educator, makes informed judgments about the role of educators in/for a diverse and democratic society, and analyzes the need for teachers to become advocates for all youth and the challenges of this endeavor in 21<sup>st</sup> century public schooling and society. The student is cognizant of, and considers, issues of in/equity, difference, in/justice and professional codes of conduct.</p>

### II. Questions:

1. What is the purpose of public schools in/for a diverse and democratic society?
2. What are the ethical dimensions of teaching in/for a diverse and democratic society?

### III. Directions:

1. You will respond to these questions in formal written work. Depending on your course instructor, you may be required to address both questions in one writing assignment or you may be required to address each question in separate writing assignments.
2. Draw on a variety of materials from your course section, including texts, articles, lectures, videos, handouts, and discussions, in writing your response. NOTE: Source materials vary from one section to another.
3. Depending on the assignment your instructor gives you, succinct paraphrase is preferred to extensive quotation. Quoted material should be imbedded in your own sentences. Paraphrased and quoted material should be cited appropriately.
4. Appropriately highlight and organize the major themes and ideas of your writing project. For instance, in an essay, your major theme(s) should appear in your title, introductory paragraph, and conclusion. Each body paragraph should further develop the theme(s).
5. Use the standard format for citing sources required by your instructor (such as APA or MLA).
6. Formatting instructions will vary per section. Consult your instructor for the suggested length of your paper(s). For instance, some instructors require the following: double-spaced text (except block quotes), 1 inch margins, Times New Roman 12 point font, and your last name and page numbers in the heading. Double-space your response.
7. Do not forget that you will be evaluated on your writing skills as well as mastery of course content. Review the writing rubric before you start writing your paper and ensure that you attach the rubric to your written assignment or as directed by your instructor.
8. Since the writing project functions as a "gateway" measure required by NCATE, our accrediting organization, you must achieve a Target or Acceptable rating on all 3 rubric categories in order to pass the assignment and the course.

Level of Performance	Target	Acceptable	Unacceptable
<b>Purpose of Schools</b>	Student provides a clear, analytical, and persuasive account of the purposes of schools in a diverse, democratic society.	Student provides an accurate but mostly descriptive account of the purposes of schools in a diverse, democratic society. Further analysis is needed.	<b>Student provides a sketchy and uneven or no account of the purposes of schools in a diverse, democratic society. Further clarification and analysis are needed.</b>

<b>Ethics of Teaching</b>	<p>Student provides an exemplary account of the ethical dimensions of teaching P-12 students in a diverse, democratic society.</p>	<p>Student provides a basic but competent account of the ethical dimensions of teaching P-12 students in a diverse, democratic society. Further analysis is needed.</p>	<p>Student provides a limited or inadequate account of the ethical dimensions of teaching P-12 students in a diverse, democratic society. Further clarification and analysis are needed.</p>
<b>Writing Skills</b>	<p><u>Ideas from course are developed in the student's own words. Source materials are synthesized and analyzed; where appropriate, materials are accurately summarized, quoted, and cited using an accepted referencing format. There are useful examples, insightful connections, and numerous instances of higher level thinking. Paper is well organized and persuasively written. The conventions of standard written English are effectively used.</u></p>	<p>Ideas from course are discussed in a meaningful way, but many ideas need to be more fully developed. There is some evidence of higher level thinking. Paper may have a few writing errors, but readability is not interrupted by them. Paper is fairly well organized, but more work is needed. Course materials are fairly well summarized, but some clarification is needed. An accepted referencing format is used with some errors.</p>	<p>Ideas from course are discussed in a basic and superficial way. There are few insights and no instances of higher level thinking. Errors are made in statements of fact. Interpretations are unsupported. Paper has many misspellings and serious grammatical errors; meaning is unclear and words are misused. Paper lacks a coherent structure. Course materials are inadequately / inaccurately summarized or not summarized at all. Referencing format is used with many errors or is not used at all.</p>

**Eastern Michigan University  
Department of Special Education**

**SPGN 251:** Education of Students with Exceptionalities

**Credit Hours:** 3 semester credits

**Prerequisites:** None

**EMU Program Theme:** Caring professional educators for a diverse and democratic society

**Catalog Description:**

This introductory survey course provides a framework for understanding how legislative and social changes in the U.S. have modified the ways in which diversity issues related to student learning characteristics have impacted equity in education. This course includes the historical, philosophical and organizational factors leading to the enactment of federal and state laws, rules, and regulations governing special education. Characteristics, educational considerations and implications of all areas of exceptionality are addressed.

**Course Objectives/Outcomes:**

By the end of the semester, each student will be able to:

1. Understand the abilities and disabilities of children who are commonly classified as exceptional ( CSET 2.0, PSMT 2).
2. Understand the inter- and intra-individual differences found in children who are classified as exceptional.
3. Understand the intra-individual differences in children that are relevant for planning an individualized education program (CSET 2.2, 2.3, PSMT 2)
4. Understand the educational needs of exceptional children and the alternative learning environments employed to meet these needs.(PSMT 4)
5. Know how the assets and deficits of exceptional children influence the processing of information.
6. Understand the laws pertaining to students with disabilities (Michigan and Federal). (CSET 2.0,3.0,4.0, PSMT 2)
7. Understand the current instructional practices and programs for exceptional children. (CSET 2.0, 3.0)
8. Understand the main stages in the history of the education of students with disabilities, including current trends.

**CEC Standards**

Foundations:

- CC1K1 – Models, theories and philosophies that form the basis for special education practice
- CC1K2 – Laws, policies, and ethical principles regarding behavior management planning and implementation.
- CC1K3 – Relationship of special education to the organization and function of educational agencies
- CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
- CC1K5 – Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
- CC1K6 – Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services
- CC1K7 – Family systems and the role of families in the educational process
- CC1K8 – Historical points of view and contribution of culturally diverse groups
- CC1K9 – Impact of the dominant culture on shaping schools and the individuals who study and work in them
- CC1K10 – Potential impact of differences in values, languages, and customs that can exist between the home and school
- GC1K1 – Definitions and issues related to the identification of individuals with disabilities
- GC1K2 – Models and theories of deviance and behavior problems
- GC1K3 – Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- GC1K5 – The legal, judicial, and educational systems to assist individuals with disabilities
- GC1K5 – Continuum of placement and services available for individuals with disabilities
- GC1K6 – Laws and policies related to the provision of specialized health care in educational settings
- GC1K7 – Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities
- GC1K8 – Principles of normalization and concept of least restrictive environment
- GC1K9 – Theory of reinforcement techniques in serving individuals with disabilities
- Development and Characteristics of Learners
- CC2K1 – Typical and atypical human growth and development
- CC2K2 – Educational implications of characteristics of various exceptionalities
- CC2K3 – Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
- CC2K5 – Similarities and differences of individuals with and without exceptional learning needs
- CC2K6 – Similarities and differences among individuals with exceptional learning needs
- CC2K7 – Effects of various medications on individuals with exceptional learning needs

GC2K1 – Etiology and diagnosis related to various theoretical approaches

GC2K2 – Impact of sensory impairments, physical and health disabilities on individuals, families and society

GC2K3 – Etiologies and medical aspects of conditions affecting individuals with disabilities

GC2K4 – Psychological and social-emotional characteristics of individuals with disabilities

GC2K5 – Common etiologies and the impact of sensory disabilities on learning and experience

GC2K6 – Types and transmission routes of infectious disease

Individual Learning Differences

CC3K1 – Effects an exceptional condition(s) can have on an individual's life

CC3K3 – Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling

CC3K5 – Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds, and strategies for addressing these differences

GC3K1 – Impact of disabilities on auditory and information processing skills

GC3S1 – Relate levels of support to the needs of the individual

Instructional Strategies

GC4K1 – Sources of specialized materials, curricula, and resources for individuals with disabilities

GC4K3 – Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities

GC4K4 – Prevention and intervention strategies for individuals at risk for a disability

CC4S3 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

Learning Environments and Social Interactions

CC5K1 – Demands of learning environments

CC5K4 – Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

Language

CC6K1 – Effects of cultural and linguistic differences on growth and development

CC6K2 – Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and languages

CC6K3 – Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

Instructional Planning

CC7K1 – Theories and research that form the basis of curriculum development and instructional practice

CC7K2 – Scope and sequences of general and special curricula

Assessment

CC8K2 – Legal provisions and ethical principles regarding assessment of individuals

CC8K3 – Screening, prereferral, referral and classification procedures

Professional and Ethical Practice

CC9K1 – Personal cultural biases and differences that affect one’s teaching

CC9K2 – Importance of the teacher serving as a model for individuals with exceptional learning needs

CC9K3 – Continuum of lifelong professional development

GC9S2 – Ethical responsibility to advocate for appropriate services for individuals with disabilities

Collaboration

CC10K1 – Models and strategies of consultation and collaboration

CC10K2 – Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program

### **Course Topics:**

Foundations of Special Education

Multicultural Issues in Special Education

Early Childhood Special Education/ Early Intervention (Birth to Five)

Families of students with exceptionalities

Effective Teaching of Students with Disabilities

Sensory Disabilities: Visual Impairment, Hearing Impairment

Physical Disabilities and Health Impairments

Communication Disorders, Learning Disabilities, and Mild Intellectual Disabilities

Behavioral Disorders and Related Issues

Autism & Severe Intellectual Disabilities

### **Course Textbooks:**

- All students enrolled in any section of SPGN 251 are required to have a copy of the textbook: Rosenberg, M., Westling, D., & McLeskey, J. (2008). *Special education for today’s teachers: An introduction*. Upper Saddle River, NJ: Pearson Education. Students must purchase a new text in order to receive an access code for the publisher’s website which is a necessity for this course.
- LiveText account (purchasing information will be available during the first class session).

**Instructional Procedures:**

Lecture, Discussion, Online activities, Multimedia, Small Group Work

**Standard Course Evaluation Measures:**

Lesson Modification Project (required of all sections) uploaded to LiveText

**Grading Scale (Undergraduate):**

A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
E	59 and below

**Policies:**

## **Classroom Conduct**

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the university community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Judicial Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at [www.emich.edu/sjs](http://www.emich.edu/sjs). In addition, the instructors in this course will complete a professional dispositions evaluation. See instructor responsibility section for more information.

## **Attendance**

Students are expected to attend each class session. The only exemptions to this policy are the ones specified in the EMU handbook for student emergencies. Students experiencing such emergencies must notify the instructor as soon as possible to discuss course completion and must submit sufficient/appropriate documentation for the absences.

## **Academic Integrity Policies**

University-Wide Policy: Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the *Office of Student Judicial Services* for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with the instructor.

Department of Special Education Policy: The Department of Special Education is committed to academic integrity as a means to promote ethical development, personal accountability, and an exceptional learning environment. Therefore, within the Department of Special Education, an act of academic dishonesty may result in failure of the assignment at issue, removal from a field experience, practicum, student teaching or internship site, failure of the course, or, dismissal from the program. An allegation that a student has committed an act of academic dishonesty will be handled by the faculty member, in consultation with the student's Program Area and the Department Head. Pursuant to the University policy governing acts of academic dishonesty, if the student denies the allegation, the faculty member may refer the case to the *Office of Student Judicial Services* for an investigation and formal findings before assigning the academic penalty.

## **Students with Disabilities**

If you wish to be accommodated for your disability, EMU Board of Regents policy #8.3 requires that you first register with the *EMU Office of Students with Disabilities* located in the Student Union. You may contact the *Office of Students with Disabilities* by telephone (734) 487-2470. Students with disabilities are encouraged to register with the *Office of Students with Disabilities* promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

## **F and J International Students**

The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the *Office of International Students*, EMU Student Union, within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding
- Changes in your degree completion date
- Changes in your degree level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 734-487-3116, not your instructor.

## **Bibliography:**

*Each citation below is available at EMU's Halle Library and meets the criteria for "empirical-based research"*

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Cartledge, G., Sentelle, J., Loe, S., & et al. (2001). To be young, gifted, and black?: A case study of positive interventions within an inner-city classroom of African American students. *Journal of Negro Education*, 70, 243-54.

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## **Key Assessments in the program:**

### **CURR 305 - Curriculum Unit Plan for SECONDARY**

#### **CURR 305**

In CURR 305, Teacher Candidates develop a Curriculum Unit Plan for a topic usually from candidate's minor content area. The components of the Unit are:

Conceptual Framework/Unit Rationale\*

Content Analysis/Concept Map

Goals/Objectives/Outcomes: Cognitive, Affective, and Psychomotor

Michigan Standards linked to goals and objectives

Generalizations and Facts to be taught

Lessons including

Cooperative Learning Lesson

Inquiry/Inductive/Problem-Based Lesson

Communication to Parents and Community

Culminating Event/Performance Assessment

## Bibliography

Your instructor may have additional requirements for the Unit. Please refer to the course materials.

The expectation is that you will demonstrate through the Curriculum Unit the skills needed in the “flat world”:

- Conceptual thinking
- Connected thinking and learning
- Creative thinking
- Collaboration
- Curiosity
- Critical thinking
- Competence in technology
- Cultural competence
- Communal interaction
- Civic sense
- Change skills
- Communication interpersonally

### **LiveText Assignment**

Following completion of the Curriculum Unit Plan, submit the following to LiveText from your Unit.

I. Conceptual Framework (Unit Rationale)\*

Addressing issues of the Learner, Curriculum, Diversity, Multicultural Education, Community and Family, Assessment, and Civic Literacy and Social Awareness

II. Content Analysis

III. Three (3) Lessons

IV. Culminating Event

\*Some questions to reflect on for your Unit Rationale or the Conceptual Framework:

What do I know from theory, course work, and experience about planning for instruction?

What do I understand about diversity? How did I accommodate, individualize, and adapt for the diversity present in my classroom?

Did I articulate evidence in my Unit of my understanding of major concepts, processes of inquiry, and ways of knowing that are central to my discipline(s)? Do I engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in my discipline(s)? How do I make sure my lessons are relevant, meaningful, and coherent? How do I get students to actively and equitably engage in productive, meaningful learning activities?

How do I build a classroom community that is supportive, active, and positive? What instructional strategies have I used to build learning communities and to support collaboration and positive engagement among my students? How do I communicate with and engage my students, their parents, and the community? Which artifacts will best demonstrate this?

How do I make sure my assessment methods are relevant, meaningful, and coherent?

What impact did planning the Unit have on me?

## EDMT 330 Portfolio Assignment

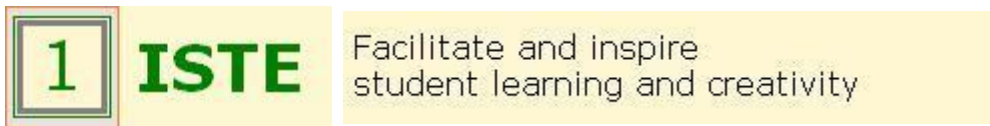
### **Electronic Portfolio Directions**

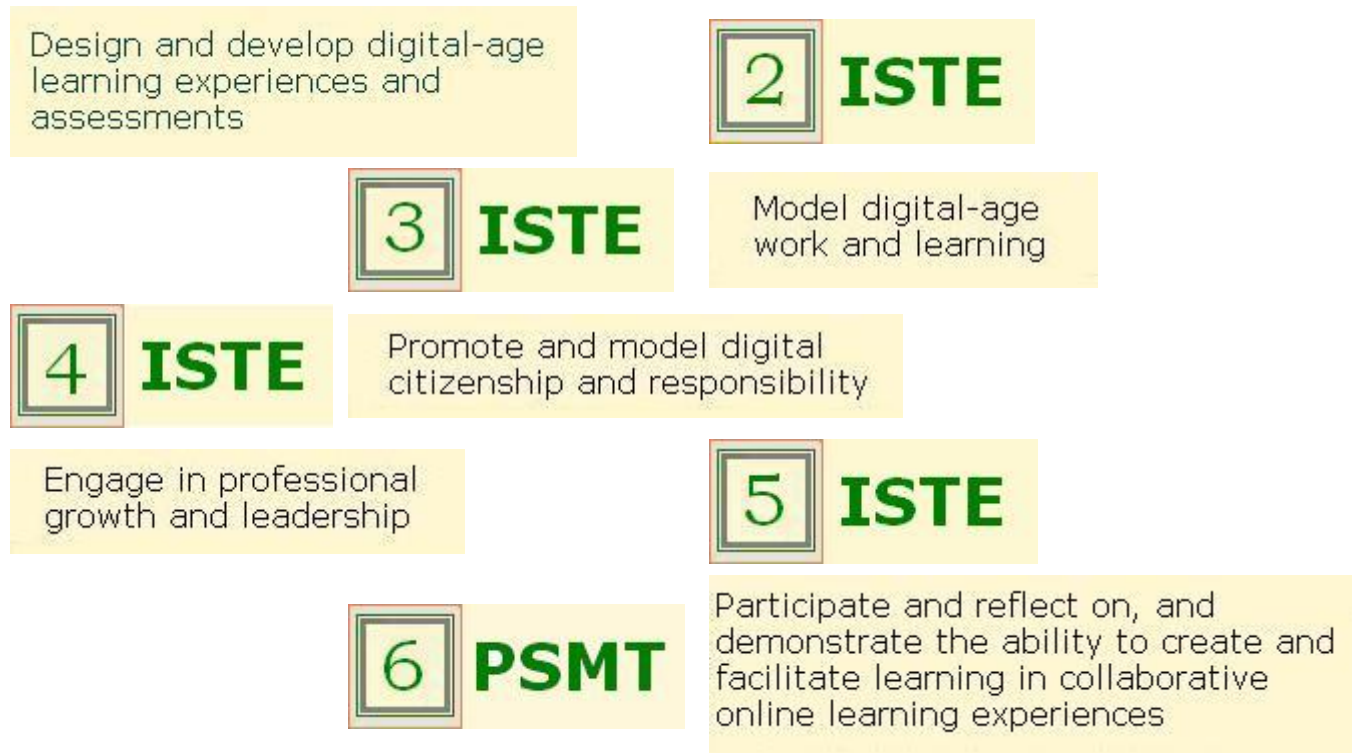
#### **Project Purpose:**

This project is the culminating project for all sections of EDMT330. Its purpose is your self-assessment of your achievement in using technology in teaching and learning against the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS-T) for Teachers, and to demonstrate that you have achieved the educational technology standard of the Professional Standards for Michigan Teachers (PSMT). This self-assessment provides EDMT330 instructors with information to determine your progress for meeting both course objectives and Teacher Education Program Outcomes.

#### **Self-Assessment Standards:**

You should organize your self-assessment materials around the following six proficiencies. The first five are from the ISTE National Educational Technology Standards (NETS-T) for Teachers and reflect both the ISTE standards and many elements of the technology standard of the Professional Standards for Michigan Teachers. The sixth proficiency listed below reflects a special focus on online teaching/learning which is unique to the Professional Standards for Michigan Teachers (Michigan is the first state to require an online learning experience as a high school graduation requirement and it requires that its teachers develop competency in online teaching/learning so that they can support the student graduation requirement). Click on any proficiency or its number to learn more about the meaning of each standard and how to write effective reflections about them:





### Portfolio Components:

For each proficiency (1 to 6 above) include

- a statement of the proficiency,
- a [reflection](#) explaining how you have achieved or exceeded the proficiency, and

. a [sample of your work](#) demonstrating your achievement.

## EDPS 340 **Directions for Classroom Assessment Plan (CAP)**

### **Overview of Classroom Assessment Plan (CAP)**

**Purpose:** The goal of this project is to demonstrate your mastery of summative assessment techniques by developing an assessment plan for a specific curriculum unit and grade level. The CAP will also serve to demonstrate competence on selected Teacher Education outcomes.

**Unit and Grade Level:** Elementary education students will select a **social studies** topic that is appropriate for a grade level between 3rd and 6th and reflects learning outcomes addressed in the Michigan Curriculum Framework. Grade level standards (at least 2), and, where available, grade level content expectations (GLCEs), should define the major content emphases.

Secondary education students will select a topic that is appropriate for the subject that they will be teaching. All units must reflect learning outcomes addressed in the Michigan Curriculum Framework (at least two standards), and, where available, the state content expectations. If the subject area is one that has not yet been included in the framework, use the standards of the national professional organization in that subject area.

**Required Components of the CAP:** The assessment plan will consist of four (4) parts. Each part is to be submitted on the due dates indicated on the syllabus. The four parts are as follows:

Part 1. Description of the Assessment Plan

Part 2. Teacher-Made Test and Test Bank

Part 3. Authentic/Performance Assessment

Part 4. Reflection

**General Requirements:** The specific requirements for each part are described on the attached pages. In addition, the plan must be prepared using a word processor, all graphs and tables must be created using a computer, and professional spelling and grammar must be used.

***You must receive a C or better on the overall plan, as well as on each of the four parts to pass the course. A satisfactory performance on the CAP means that you have passed the seven Teacher Education Outcomes addressed in EDPS 340. If you receive less than a C on any part of the plan, you must see your instructor for further instructions. It is your responsibility to take the initiative to schedule this appointment.***

### **PART 1: Description of Unit Assessment Plan**

Write a description of your unit assessment plan, including the following three sections:

1. **Cover Sheet:** Cover sheet should include:
  - a. name, date, section number
  - b. CAP 1
  - c. your unit topic,
  - d. the grade level for which it is designed; and
  - e. a list of prior knowledge, skills, and procedures needed by students to complete the unit.
  
2. **Blueprint:** The blueprint is an overview of your assessment plan, which you will present in a table similar to the one on the attached page. The blueprint will include the following:

- a. outcomes that are appropriately written,
- b. all of the standards and cognitive outcomes assessed in your unit, including a list of standards (at least 2) and benchmarks from the MDE website or, where necessary, from the professional organization in your subject area;
- c. the level(s) of complexity at which each outcome will be addressed;
- d. the type of assessment tool that will be used to measure the outcome (e.g. multiple-choice question, short answer question, research paper). These will include both formative and summative assessments.
- e. the weight that each outcome will carry in the final grading of the unit;
- f. the weight that each level of cognitive complexity will carry within the unit; and
- g. a footnote indicating the source of the standards.

Your blueprint should demonstrate that you have created a balanced assessment covering low, medium, and high levels of complexity. You should note that cognitive complexity does not equate with difficulty.

See sample blueprint on attached page.

3. **Description of Decision Making:** For each outcome explain your choice of formative and summative assessments. Justify the distribution of weight given to the outcomes and the distribution of weight given to levels of cognitive complexity. Explain why you have selected the balance on **both** and why you believe the balance is appropriate. Consider such factors as the importance of particular outcomes for future learning and relevance of outcomes to core concepts. Be careful NOT to confound the outcomes with the assessments.

**Evaluation: This portion of the CAP will be evaluated on the following:**

1. Cover Sheet identifies specific prior knowledge, skills and procedures needed;
2. Blueprint is technically accurate;
3. Outcomes are matched to appropriate standards;
4. Formative and summative assessment instruments are appropriate for the outcomes being addressed;
5. The plan represents a balanced assessment;
6. Description of decision making provides clear rationale for selection of assessment strategies, distribution of cognitive complexity, and weigh given to particular outcomes; and
7. Follows the guidelines provided, is easy to follow, attractively presented and on time.

\*[http://www.michigan.gov/documents/MichiganCurriculumFramework\\_8172\\_7.pdf](http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

\*\***Summative** assessments used to calculate unit grades are in bold and ungraded *formative* assessments are in (parentheses) and *italicized*

## **PART 2: Teacher-made Test and Test Bank**

Write a teacher-made test and test bank, including the following four sections:

1. **Cover Sheet:** Cover sheet should include:
  - a. name, date, section number

- b. CAP II
- c. your unit topic
- d. the grade level for which it is designed;
- e. a numbered list of the outcome(s) from your blueprint that will be assessed by the test with their levels of complexity.

2. **Test Bank with Answers:** You will develop a test bank for your unit. Listed below are the items that must be included in your test bank.
- a. 6 multiple choice items, **addressing at least two levels of cognitive complexity;**
  - b. 1 interpretation exercise **with at least 3 questions;**
  - c. 5 binary choice;
  - d. 1 matching item with 4-8 parts;
  - e. 5 fill-in-the-blank;
  - f. 1 short answer and
  - g. 1 essay.

*Identify items by outcome and cognitive complexity.* Each item must indicate the outcome that is being assessed. You may do this by listing all questions for each objective under that specific objective or by using a coding system. For example, a question labeled 10H should refer to Outcome #10, being assessed at a high level (H) of cognitive complexity.

*Answers.* Answers should be included in the text bank. You can do this on the test bank itself by highlighting or underlining the correct response. All essays and some short answer questions must

include a scoring rubric.

3. **Test with Answer Key:** The test (or series of quizzes) should be formatted exactly as presented to students. The items in your test should be **a selection from** your test bank. The test should be a subset of the test bank and include two versions.
  - a. Student version of the test: This should look just as you would present it to students in your class (properly formatted, space for student names, directions, without answers, and without outcomes identified).
  - b. Answer key: This could be a separate sheet with the answers or another copy of the student test with the answers indicated. All scoring rubrics for essays or other questions requiring a rubric should be included. **The outcome and level of complexity must be included for each item.**
  
4. **Adaptation:** Ask your PRCT or cooperating teacher to identify the kinds of special needs students you are likely to encounter in your own classroom. In this section, you will describe one type of special needs student, without identifying a specific student. Then you will:
  - a. Identify the special issues this student is faced with (e.g. visually impairment that makes it impossible to read text smaller than 20 point font) and explain how this would impact the student's performance on the assessment;
  - b. identify possible sources of measurement error you might encounter if you were to give your test (or quizzes) to a student with this special need;
  - c. explain how you would adapt your test to meet this special need;
  - d. identify possible sources of measurement error within the adaptation; and
  - e. describe what you would do to help reduce the possibility of error within (or caused by) your adaptation.

**Evaluation:** *This part of the CAP will be evaluated on the following:*

1. Technical accuracy of the components (test questions, test format, answer keys, and rubrics);
2. Appropriateness of the overall assessment and individual question type for the outcomes being assessed;
3. Alignment of the questions to the blueprint;
4. Inclusion of multiple levels of cognitive complexity;
5. Adaptations made for special needs students and discussion of appropriate measurement error;
6. Follows the guidelines provided, easy to follow, attractively presented, and on time.

### **PART 3: Authentic Performance Assessment (20%)**

In this part, you will create a performance assessment to measure **more than one** of your unit outcomes. **The assessment should be relatively authentic (address a meaningful, real world problem or issue), allow for a variety of approaches to solutions, entail work over more than one day, and require medium to high level(s) of cognitive complexity.** You should include the following:

1. **Cover Sheet:** Cover sheet should include:
  - a. name, date, section number
  - b. CAP III
  - c. your unit topic
  - d. the grade level for which it is designed;

- e. the prior knowledge, skills, and procedures expected;
- f. a number list of outcome(s) from your blueprint that will be assessed by the authentic/performance assessment and their levels of complexity. **At least one of the outcomes must be at a high level of cognitive complexity.**

2. **Assessment Instrument:** This section should include the following:

- a. *Overall summary of the project:* Provide an overview of the planned performance assessment, including its purpose, major components and timeline. The summary should also explain why you selected this aspect of your unit for a performance assessment, given the time and effort that will be required. The intended audience for this summary should be another professional educator.
- b. *Student Direction Sheet:* Create a direction sheet that is appropriate for the age group for which the assessment is designed. These directions should be clear enough so that the student can carry out the assessment with few questions. Remember, this should be directed **to your students**. The directions should include:
  - i. a purpose/introduction that intrigues and motivates students;
  - ii. a description of the final product;
  - iii. procedures to follow in creating the product;
  - iv. a time frame spanning more than one day; and
  - v. a general statement of how the assessment will be evaluated.

c. *Rubric*: Create a scoring rubric that captures the essential criteria that you will use to evaluate the outcome(s). State how these criteria will be weighted and the assessment scored. **Be sure that most of the points on the rubric are granted for demonstrating competence in the outcomes.**

3. **Adaptation**: In this section, identify the prerequisite knowledge, skills, and procedures that are needed for the assessment (as distinct from those needed for the entire unit). Explain precisely how you would adapt the assessment if students did not have these prerequisites, specifically describing how your adaptation would help to ensure success for the students on this performance assessment without compromising the validity. Describe how you will deal with any measurement error introduced by your adaptation.

**Evaluation:** *This part of the CAP will be evaluated on the following:*

1. Technical accuracy of the components (design of instrument, directions);
2. Degree to which the assessment addressed an authentic problem requiring medium to high levels of cognitive complexity;
3. Alignment of the assessment to outcomes;
4. The degree to which the directions are age appropriate;
5. The degree to which scoring guidelines reflect high expectations for performance;
6. Scoring procedures are appropriate and clearly explained;
7. Adaptations made for prerequisites are appropriate; and
8. Follows the guidelines provided, is easy to follow, attractively presented, and on time.

## **PART 4: Self-Reflection (5%)**

The purpose of this reflection is to document your higher levels of cognitive thinking (analysis and evaluation of your learning), your self-assessment, and your plans for professional growth.

1. **Cover Sheet.** Your cover sheet should include:
  - a. Name
  - b. Date
  - c. Section
  - d. CAP IV
  
2. **Proficiency in Teacher Education (TED) Outcomes.** Consider the extent to which you satisfied the seven TED outcomes evaluated by the CAP and the SLA. Address your strengths as well as those areas you are still working on. These outcomes are:
  - a. Demonstrates knowledge of state and national standards
  - b. Establishes high level learning goals
  - c. Uses traditional and alternative forms of assessment
  - d. Is able to set realistic, high expectations for students
  - e. Reflects on teaching, student success, and outcomes
  - f. Adapts instruction and assessment for a diverse student population
  - g. Uses technology and is technologically literate

3. **Proficiency in Classroom Assessment.** Consider what you have learned about classroom assessment. Provide an analysis of the value of the CAP and the SLA, a discussion of the most important or beneficial things you learned, and indicate the degree to which you believe the assignments truly measured your knowledge and skills as they relate to classroom assessment.

If you believe that there are aspects of the project that failed to document your knowledge and skills, had a negative impact on your learning, or failed to meet your needs in some other way, identify these components, analyze the reason(s) behind the failure or weakness, and make specific suggestions for improvement to the assessment instruments.

4. **Professional Development Plan.** One of the important skills for teachers is planning your personal professional development. Good teachers consistently reflect on their professional growth and plan a path of continuous learning. As you reflect on what you've learned in your program to date, where do you still need to develop to feel confident as a beginning teacher? Consider issues of classroom assessment or other areas important to good teaching. **Beyond completing your EMU program,** what professional activities might help you achieve those goals?

**Evaluation:** *This reflection will be evaluated on the degree to which:*

1. it moves beyond description to critical analysis and evaluation.
2. conclusions are supported with specific examples;;
3. negative aspects are presented in a thoughtful manner focusing on causes of difficulty and possible solutions of the problem rather than on purely emotional responses;
4. it demonstrates ability for self-evaluation;
5. it clearly addresses TED outcomes
6. it provides a reasonable plan based on professional goals, and

7. it follows the guidelines provided, is easy to follow, attractively presented, and on time.

## SOFD 328 Assessment

**Introduction:** The following Teacher Education outcomes will be formally evaluated in each section of SOFD 328W. The table below lists the outcomes and indicates how they are assessed.

Outcome	How Assessed
<p>Communicates clearly and effectively in writing.</p> <p>(Outcome 15)</p>	<p>The student completes a written assignment that clearly and persuasively expresses her or his thinking. The conventions of standard written English, including tone and style, are effectively used. A standard method of citing sources is also used.</p>
<p>Articulates an informed and thoughtful position on the purpose of schools in/for a diverse and democratic society.</p>	<p>The student makes informed, normative judgments about the role of schools in/for a diverse and democratic society. In developing an argument about the role of schools, the student also analyzes the purposes and consequences of public schooling for 21st century society.</p>

(Outcome 16)	
<p>Understands the ethical dimensions of teaching in/for a diverse and democratic society.</p> <p>(Outcome 17)</p>	<p>The student critically reflects on what it means to be a caring professional educator, makes informed judgments about the role of educators in/for a diverse and democratic society, and analyzes the need for teachers to become advocates for all youth. The student considers, issues of in/equity, difference, in/justice and professional codes of conduct.</p>

**Central Questions:**

1. What is the purpose of public schools in/for a diverse and democratic society?
2. What are the ethical dimensions of teaching in/for a diverse and democratic society?

**Directions:**

1. You will respond to these questions in formal written work. Depending on your course instructor, you may be required to address both questions in one writing assignment or you may be required to address each question in separate writing assignments.

2. Draw on a variety of materials from your course section, including texts, articles, lectures, videos, handouts, and discussions, in writing your response. NOTE: Source materials vary from one section to another.
3. Succinct paraphrase is preferred to extensive quotation. Quoted material should be imbedded in your own sentences. Paraphrased and quoted material should be cited appropriately.
4. Appropriately highlight and organize the major themes and ideas of your writing project. For instance, in an essay, your major theme(s) should appear in your title, introductory paragraph, and conclusion. Each body paragraph should further develop the theme(s).
5. Use the standard format for citing sources required by your instructor (such as APA or MLA).
6. Formatting instructions will vary per section. Consult your instructor for the suggested length of your paper(s).
7. Do not forget that you will be evaluated on your writing skills as well as mastery of course content. Review the writing rubric before you start writing your paper and ensure that you attach the rubric to your written assignment or as directed by your instructor.

## **SPGN 251,**

### **Directions for Lesson Modification**

#### **Directions**

**Lesson Modification:** This project is a department-wide, standard assessment implemented in every section of this class. You will prepare a project which contains information describing two PreK-12 students with exceptional learning needs, cites a specific lesson plan, discusses appropriate lesson modifications for

each student, provides a rationale for each modification , describes how each students' learning will be measured, and provides a reflective statement regarding possible next steps if the lesson is not successful. You will present your lesson modification during class, giving a brief verbal report. In order to successfully complete SPGN 251, you need a minimum score of 75% on this assignment.

**LiveText note:** This project must be uploaded onto LiveText. Please be sure that your LiveText account is set up before this project is due. Failure to submit to LiveText will result in failure of the project and the class. The grading rubric can be viewed on LiveText.

### **Guidelines:**

1. Identify an age or grade level for students in a general education classroom.
2. Select and describe a lesson, concept, or skill that can be taught during a single class period.
3. Develop learning objectives for the selected lesson. For example, "By the end of this lesson, the student will know and/or be able to..."
4. Select two exceptional students likely to be found in a general education classroom. Choose one from category A and one from category B (for example, a student with CI and a student with POHI). Describe the special needs of each selected student, providing enough specificity to justify the proposed modifications.
  - a. Category A: CI, AI, EI (EBD), LD, ADHD, AI or TAG
  - b. Category B: SLI, VI, HI, POHI, or Cultural/Linguistic Diversity
5. Create and describe an easily implemented, inexpensive modification (e.g., cognitive or physical) to the selected lesson for each exceptional student.
6. Develop and state rationales for each of the modifications for each student.

7. Develop and describe the assessment procedures for the lesson and create modifications as necessary for each student (i.e., how will you know that each exceptional student has achieved the learning objective?).
8. Electronically submit the project, as well as the self assessment. These items must be uploaded in LiveText.

## Assessment – Hist 481

### Hist 481 - Unit plan adaptation assignment:

**Purpose:** This is one of a set of three situations calls for the prospective teacher to adapt lessons within a unit of instruction as circumstances warrant. One of the chief responsibilities of the teacher is to suggest and implement alternative instructional strategies. It is recommended that you use an existing unit you have prepared for another course, such as ED305, as the basis for your work. You may find the link to the College of Education’s Student Teaching Handbook to be useful if you have not already printed a copy of the handbook. This publication provides a rationale for unit and lesson planning, format directions, and some examples of what a formal plan might look like.

[http://www.emich.edu/coe/oas/studentteaching/docs/st\\_teach\\_hndbk.pdf](http://www.emich.edu/coe/oas/studentteaching/docs/st_teach_hndbk.pdf)

While the Student Teacher handbook provides useful advice about the components of lesson plans, you will find that each of these three scenarios call for you to vary the way you communicate your instructional goals and methods. For this assessment, you are communicating in writing to a substitute teacher about how you would like the sub to work with a student who receives instructional support from a paraprofessional while in your classroom. For the purposes of this plan for the substitute, the student may be hearing impaired, cognitively impaired, or visually impaired.

### **I. A Plan for the Substitute**

**Scenario:** You are scheduled to attend the Michigan Council of Social Studies conference on Thursday and Friday, so you are putting together lesson plans for your substitute for those two days. One of your classes concerns you more than the others because you want to be sure a student you have been making progress responds well to the substitute. At a recent meeting, the student’s mother thanked you for doing such a great job of challenging her child with alternative assignments and assessments, as agreed to at a planning meeting earlier in the year. You want to be sure that the sub and the paraprofessional keep the positive momentum going, so you write out a modified plan for the sub to use for this student. Your comments to the substitute do not have to use the following headings, but you should be sure that you address each of these areas:

Contextual Factors : Share information about what the class has been doing lately in terms of class activities and instructional emphasis.

Learning Outcomes/ Objectives – Using the State of Michigan’s content expectations for social studies, identify for the substitute the skills, concepts, and content knowledge you want the students to learn.

Plan for Instruction –Give an overview of what the whole class will be doing, pointing out any activities or expectations (including assessments) that might be modified for the special education student.

NOTE: Being gone for two days involves a great deal of planning and communicating. Be concise and clear. Try to keep this under 500 words.

## II. The Foundation and the New Teacher

**Scenario:** The River’s Edge Community Foundation sent a letter to the faculty welcoming everyone back for another school year. For this year, the Foundation has set aside funds to support teachers’ efforts to engage students directly in their communities. You developed a great unit plan at EMU that incorporated academic-service learning concepts, but it lacked a key ingredient for success: money. Not only would some financial support from the Foundation help you with some expenses, but the people on the Foundation Board are all well networked in the district and could become valuable allies for you. The Foundation’s application process begins with submitting a one-page, single-spaced letter that spells out your plans to engage your students in a meaningful community-based activity or project. Be sure to address the following considerations:

Contextual Factors: Share information about what the class has been doing lately in terms of class activities and instructional emphasis, and explain why the unit would be greatly enhanced by including this service-learning piece.

Learning Outcomes/Objectives: Using the State of Michigan’s content expectations for social studies, identify for the substitute the skills, concepts, and content knowledge you want the students to learn. Make the connection between the community-based activity or project you have in mind and hitting these learning targets.

Plan for Instruction: Give an overview of what the whole class will be doing, pointing out opportunities for students to pursue areas of special interest, provided that their pursuits will result in measurable achievement of the goals for the unit.

NOTE: Foundation grants at River's Edge historically have been in the range of \$500-\$1,000.

### **III. Global Knowledge**

Your social studies department is trying to address the new world history and geography standards, as well as increased expectations that students will be globally literate. In order to do this, you have all decided to take some of your already existing curriculum, and make it more global in focus, whatever subject it might be. This may involve taking a comparative approach (The Great Depression in the US and Italy) or a more global approach (the Columbian exchange). Select a lesson from your unit plan and modify it to increase the focus on these new expectations. For this adjustment of a lesson, include the following:

Contextual Factors: What class might this lesson fit into? Where would it fit into the curriculum map you have in mind for the course? What prior exposure would the students have had to this material or approach?

Learning Outcomes: Using the State of Michigan's content expectations for social studies, identify the skills, concepts, and content knowledge you want the students to learn. How would globalizing the lesson improve student learning about the topic?

Plan for Instruction –Give an overview of what the whole class will be doing, pointing out any activities or expectations (including assessments) that have a comparative or global focus.

## Student Teaching Evaluation Rubric Eastern Michigan University

	<b>Unacceptable</b> (Very Limited or Limited)	<b>Acceptable</b> (Satisfactory/Good)	<b>Target</b> (Very Good or Exceptional)
1. Sets high realistic expectations for all students	Does not set high realistic expectations for all students	Usually sets high realistic expectations for all students	Always sets high realistic expectations for all students
2. Listens to students thoughtfully and responds appropriately	Sometimes listens carefully and make appropriate responses	Usually listens thoughtfully to students and responds appropriately	Always listens thoughtfully to students and responds appropriately.
3. Interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem	Occasionally interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem	Often interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem	Usually interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem
4. Demonstrates willingness to participate in school-based and community activities	Does not willingly participate in school-based and community activities	Does participate in some school-based and community activities	Participates often in school-based and community activities
5. Focuses professional decision-making on student needs rather than personal preferences	Sometimes focuses professional decision-making on student needs rather than personal preferences	Usually focuses professional decision-making on student needs rather than personal preferences	Always focuses professional decision-making on student needs rather than person preferences
6. Demonstrates mastery of subject matter	Has limited understanding of subject matter	Demonstrates sufficient mastery of subject matter	Demonstrates comprehensive master of subject matter

7. Organizes content around key ideas	Occasionally organizes content around key ideas	Often organizes content around key ideas	Always organizes content around key ideas
8. Establishes intermediate and long-range objectives based on state standards	Fails to establish intermediate and long-range objectives based on state standards	Often establishes intermediate and long-range objectives based on state standards	Routinely establishes intermediate and long-range objectives based on state standards
9. Assesses students' prior knowledge	Occasionally assesses students' prior knowledge	Usually assesses students' prior knowledge	Always assesses students' prior knowledge
10. Plans lessons based on current instructional level of students	Doesn't plan lessons based on current instructional level of students	Usually plans lessons based on current instructional level of students	Always plans lessons based on current instructional level of students
11. Develops clear and comprehensive daily lesson plans	Fails to develop clear and comprehensive daily lesson plans	Often develops clear and comprehensive daily lesson plans	Routinely develops clear and comprehensive daily lesson plans
12. Implements objectives as described in lesson plans	Does not implement objectives described in lesson plans	Usually implements objectives as described in lesson plans	Always implements objectives as described in lesson plans
13. Uses a variety of appropriate instructional strategies	Does not use a variety of appropriate instructional strategies	Uses a variety of appropriate instructional strategies	Offers a comprehensive variety of appropriate instructional strategies
14. Uses developmentally appropriate materials and strategies	Fails to use developmentally appropriate materials and strategies	Often uses developmentally appropriate materials and strategies	Routinely uses developmentally appropriate materials and strategies
15. Provides for active student involvement with key ideas of content	Does not provide for active student involvement with key ideas of content	Provides for active student involvement with key ideas of content	Usually provides for active student involvement with key ideas of content
16. Gives clear and appropriate directions	Does not give clear and appropriate directions	Often gives clear and appropriate directions	Always gives clear and appropriate directions

17. Demonstrates effective questioning skills	Does not demonstrate effective questioning skills	Demonstrates effective questioning skills usually	Routinely demonstrates effective questioning skills
18. Encourages high level thinking (e.g. critical and creative thinking, problem solving)	Fails to encourage high level thinking (e.g. critical and creative thinking, problem solving)	Often encourages high level thinking (e.g. critical and creative thinking, problem solving)	Almost always encourages high level thinking (e.g. critical and creative thinking, problem solving)
19. Provides students with useful feedback	Does not provide students with useful feedback	Usually provides students with useful feedback	Always provides students with useful feedback
20. Utilizes spontaneous learning situations	Fails to utilize spontaneous learning situations	Sometimes utilizes spontaneous learning situations	Usually utilizes spontaneous learning situations
21. Defines and communicates expected student behavior	Does not define and communicate expected student behavior	Usually defines and communicates expected student behavior	Always defines and communicates expected student behavior

22. Manages student behavior in small-group activities	Fails to effectively manage student behavior in small-group activities	On most occasions manages student behavior in small-group activities	Routinely manages student behavior in small-group activities
23. Manages student behavior in large-group activities	Fails to manage student behavior in large-group activities	On most occasions manages student behavior in large-group activities	Always manages student behavior in large-group activities
24. Manages transitions effectively	Ineffectively manages transitions	Often manages transitions effectively	Routinely manages transitions effectively
25. Maximizes use of class time	Does not maximize use of class time	Usually maximizes use of class time	Always maximizes use of class time.
26. Checks for understanding frequently during instruction	Does not check for understanding frequently during instruction	Often checks for understanding during instruction	Always checks for understanding frequently during instruction
27. Uses technology to assist in teaching tasks	Does not use technology to assist in teaching tasks	Sometimes uses technology to assist in teaching tasks	Frequently uses technology to assist in teaching tasks
28. Involves students in using technology	Does not involve students in using technology	Sometimes involves students in using technology	Routinely involves students in using technology
29. Demonstrates understanding of a variety of factors in planning (student needs, context, pedagogy, teacher's philosophy, etc.)	Fails to demonstrate understanding of a variety of factors in planning (student needs, context, pedagogy, teacher's philosophy, etc.)	Usually demonstrates understanding of a variety of factors in planning (student needs, context, pedagogy, teacher's philosophy, etc.)	Always demonstrates understanding of a variety of factors in planning (student needs, context, pedagogy, teacher's philosophy, etc.)
30. Seeks to expand professional knowledge	Does not expand professional knowledge	Often seeks to expand professional knowledge	Routinely seeks to expand professional knowledge
31. Demonstrates	Does not demonstrate	Often demonstrates	Usually demonstrates

initiative in teaching, goes beyond what is given	initiative in teaching, goes beyond what is given	initiative in teaching, goes beyond what is given	initiative in teaching, goes beyond what is given
32. Encourages and models respect for all people	Fails to encourage and model respect for all people	Usually encourages and models respect for all people	Routinely encourages and models respect for all people
33. Accepts responsibility for professional decisions	Does not accept responsibility for professional decisions	Usually accepts responsibility for professional decisions	Always accepts responsibility for professional decisions
34. Demonstrates self-evaluation skills	Fails to demonstrate self-evaluation skills	Often demonstrates self-evaluation skills	Routinely demonstrates self-evaluation skills
35. Accepts and integrates feedback from supervision	Occasionally accepts and integrates feedback from supervision	Often accepts and integrates feedback from supervision	Always accepts and integrates feedback from supervision
36. Exhibits a positive attitude toward students and teaching	Sometimes exhibits a positive attitude toward students and teaching	Often exhibits a positive attitude toward students and teaching	Always exhibits a positive attitude toward students and teaching
37. Demonstrates enthusiasm when teaching	Is not enthusiastic when teaching	Often demonstrates enthusiasm when teaching	Routinely demonstrates enthusiasm when teaching
38. Maintains professional relationships with students, peers, parents, staff, and administration	Does not maintain professional relationships with students, peers, parents, staff, and administration	Usually maintains professional relationships with students, peers, parents, staff, and administration	Always demonstrates professional relationships with students, peers, parents, staff, and administration
39. Demonstrates poise, self-confidence, and emotional maturity	Sometime demonstrates poise, self-confidence, and emotional maturity	Often demonstrates poise, self-confidence, and emotional maturity	Always demonstrates poise, self-confidence, and emotional maturity
40. Displays professional	Fails to display professional appearance	Usually displays professional appearance	Routinely displays professional appearance

appearance and demeanor	and demeanor	and demeanor	and demeanor
41. Meets administrative responsibilities (promptness, paperwork, etc.)	Does not meet administrative responsibilities (promptness, paperwork, etc.)	Usually meets administrative responsibilities (promptness, paperwork, etc.)	Routinely meets administrative responsibilities (promptness, paperwork, etc.)
42. Returns student work in a timely fashion	Fails to return student work in a timely fashion	Usually returns student work in a timely fashion	Always returns student work in a timely fashion
43. Adheres to professional ethics including academic honesty, confidentiality, etc.	Does not adhere to professional ethics including academic honesty, confidentiality, etc.	Always adheres to professional ethics including academic honesty, confidentiality, etc.	Always adhere to professional ethics including academic honest, confidentiality, and encourages others to reach the same standard
44. Uses spoken language clearly and appropriately	Does not use spoken language clearly and appropriately	Usually uses spoken language clearly and appropriately	Routinely uses spoken language clearly and appropriately
45. Communicates clearly and effectively in writing with students, peers, staff, and administration	Occasionally communicates clearly and effectively in writing with students, peers, staff, and administration	Often communicates clearly and effectively in writing with students, peers, staff, and administration	Always communicates clearly and effectively in writing with students, peers, staff, and administration
46. Plans for individual differences	Does not plan for individual differences	Often plans for individual differences	Always plans for individual differences
47. Adjusts instruction to meet group and individual needs (during instruction)	Occasionally adjusts instruction to meet group and individual needs (during instruction)	Often adjusts instruction to meet group and individual needs (during instruction)	Always adjusts instruction to meet group and individual needs (during instruction)
48. Selects content and	Sometimes selects content	Often selects content and	Routinely selects content

approaches that reflect the positive contributions of both genders and various cultures	and approaches that reflect the positive contributions of both genders and various cultures	approaches that reflect the positive contributions of both genders and various cultures	and approaches that reflect the positive contributions of both genders and various cultures
49. Uses teaching materials that reflect our diverse society	Sometimes uses teaching materials that reflect our diverse society	Often uses teaching materials that reflect our diverse society	Routinely uses teaching materials that reflect our diverse society
50. Seeks out opportunities to include family and community involvement in student learning	Doesn't seek opportunities to include family and community involvement in student learning	Usually seeks out opportunities to include family and community involvement in student learning	Always seeks out opportunities to include family and community involvement in student learning
51. Provides opportunities for student decision-making	Occasionally provides opportunities for student decision-making	Often provides opportunities for student decision-making	Routinely provides opportunities for student decision-making
52. Creates a safe and humane classroom environment that promotes learning and creativity	Fails to create a safe and humane classroom environment that promotes learning and creativity	Creates a safe and humane classroom environment that promotes learning and creativity	Creates a safe and humane classroom environment and promotes learning and creativity and looks for ways to continuously improve both
53. Provides opportunities for students to develop self-management skills	Fails to provide opportunities for students to develop self-management skills	Often provides opportunities for students to develop self-management skills	Always provides opportunities for students to develop self-management skills
54. Demonstrates instructional,	Does not demonstrate instructional, managerial,	Usually demonstrates instructional, managerial,	Routinely demonstrates instructional, managerial,

managerial, and  
decision-making  
consistent with those  
required of a beginning  
teacher

and decision-making  
consistent with those  
required of a beginning  
teacher

and decision-making  
consistent with those  
required of a beginning  
teacher

and decision-making  
consistent with those  
required of a beginning  
teacher

# STUDENT TEACHING UNIT Evaluation

## SEQUENTIAL STEPS FOR STUDENT TEACHING UNIT PREPARATION

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The following sequential steps will lead you through all Unit assignment activities related to the preparation, teaching and assessment of your Unit.

### STEP ONE

#### PART A: ANALYSIS OF TEACHING CONTEXT

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Prepare this component by describing important information about your class. Describe the students and the community in which they reside. Discuss factors that may be relevant to your teaching. These include

- 1) community (district) factors  
population, socioeconomic profile, cultural make-up, etc.

*Use these four headings when you prepare your context paper. It makes it easier for the reader.*

- 2) classroom factors  
physical factors in the classroom, availability of technology, parent involvement, important routines, and
- 3) student characteristics.  
Address at least two of these characteristics (age, gender, race, special needs, varied approaches to learning, skills, prior learning) that will affect your unit planning.

- 4) Implications for instruction

**What does all of this information mean to you in terms of planning your unit?**

#### PART B: RATIONALE

Prepare your Unit Rationale Component by writing one or two BRIEF, tightly written paragraphs about the content and purpose of your Unit. Begin with one or two interesting, open-ended KEY questions to arouse curiosity and bring focus to the key issues. Justify your content - tell why it is important to learn about this topic and how it will meet the needs of these particular students. Tell how your Unit fits into the curriculum (reference to standards and/or benchmarks, other courses, etc.). Write your rationale

so that it will motivate students to want to become involved. Include statements of what you will do to make learning opportunities equitable for all and appropriate for different learning styles, special needs and cultural backgrounds.

## **STEP TWO**

### **CONTENT ANALYSIS**

Your Unit should be structured around generalizations and/or key questions, supported by related concepts. Facts should be selected to help students understand the concepts and generalizations being taught.

#### Standards/Benchmarks/GLCES

*While you will be expected to specifically identify your source as either a Standard, a Benchmark or a GLCE (Grade Level Content Expectation), for instructional purposes in this Guide, we'll refer to them as standards to represent any one of the three.*

Begin your content analysis by identifying and relating your topic to the standards. Standards to be addressed must be written out, not just listed by number. List the standards you will address.

**Generalizations** - Next, identify and write generalizations (destinations) you would like to have your students reach. Age, developmental appropriateness and length/depth of Unit are factors in determining the number of generalizations.

**Concepts** - Prepare a list of concepts you would like your students to learn.

**Facts** - Prepare a list of facts that will help students understand the concepts/generalizations being taught.

**Content Outline** - Develop a Content Outline using the ideas, concepts and facts you have chosen to support the generalizations.

- Use the classical outline format, I., A., 1., a., b., 2., a., b., B., II., etc.
- Arrange your outline in the order that you plan to teach the topics.
- Show a logical sequence of topics and ideas, from simple to complex.
- Include major and supporting ideas and concepts in your outline.
- Keep your outline focused on basic concepts and facts vs. too detailed.

**Concept Map** – Optional, but highly recommended

## **STEP THREE**

### **UNIT OBJECTIVES/OUTCOMES**

Identify at least one objective/outcome for each standard that you listed in Step 2. List the objective/outcome on the right side of a two column paper in the sequence that you will teach them. Next, cross reference each objective/outcome to the standard it is derived from, by listing the corresponding standard on the left side of the two column paper, directly across from the

objective/outcome. You must have at least one objective/outcome for each standard, however you will no doubt have more than one for each. The standard should be identified by its coded number **and** be written out each time it is used on the sheet. A standard might appear several different times on the sheet.

### The objectives/outcomes MUST:

- Be congruent with content
- Be developmentally appropriate
- Be clear and observable
- Include varied levels of thinking
- Require students to use content in ways

*You must have a minimum of one outcome for each standard, however you might realistically*

(Bloom)  
complex

*Email: To Supervisor From: Student Teacher*

*Hi! It's been awhile since I took Curriculum 304 and I am having trouble writing objectives. Could you suggest any EZ references? (Student Teacher)*

*Student Teacher,*

*Yes, first I would suggest that you review the QUICK SUMMARY OF INSTRUCTIONAL OBJECTIVES sheet on the next page.*

*Also, I would suggest that you go to the index of Wong's book, The First Days Of School, and find/review the pages on writing objectives. The information there is brief, easy to follow and to the point!*

*Supervisor*

#### **STEP FOUR PRE-UNIT ANALYSIS**

Design preassessment activities that will help you evaluate **a) students' necessary prior knowledge, and b) their understanding of the most important concepts and generalizations to be taught.** You will analyze the data generated to make decisions about,

- 1) What needs to be taught most deeply, and/or
- 2) Ways you might differentiate instruction for students who need more challenge or who are lacking some prior knowledge.

Preassessments may include paper and pencil and/or hands-on tasks as long as information is generated concerning **each** student's

- 1) Current level of understanding of the most important ideas and skills to be taught, and
- 2) Pre-requisite skills and understandings necessary to begin the Unit.

Note: In rare instances, for example in advanced math or foreign language, where students will not have had previous exposure to new material, pre-assessment will entail examining only prerequisite skills.

The intent is not to preassess every unit outcome but to gather information on students' understanding of the **most important** concepts and generalizations. It is particularly important to preassess areas where you anticipate common misconceptions. Therefore, in this component of the Unit you will do the following:

- Select 3-5 key objectives/outcomes (from your list prepared earlier in Step #3) for preassessment ***including at least one that requires higher-level thinking.***
- Plan and administer preassessment activities.
- Summarize information in a grid with key concepts at the top and students' identification on the side - or another system that provides similar evidence.
- Create a system to record/summarize the students' current level of understanding for each key outcome preassessed (for example, No Evidence of Understanding, Limited Understanding, Evidence of Substantial Understanding). Be sure to explain how you defined each term and what evidence you used to create the categories. It should be clear which portion of your preassessment addressed each of the key concepts. The information generated may be presented as a graph, a grid or in a summary format like the examples shown in the sample unit. This activity is designed to demonstrate your careful use of preassessment, not to chronicle every preassessment activity in your Unit.
- Identify students for whom you have special concern. These would include both students who may struggle with the material or students who have already mastered substantial portions of the material you plan to teach.

- Choose one student to be used for a *learning analysis* in Step #6. This should be a student about whom you have concerns, not an “average” student nor the most challenging student in your class. You will collect at least three examples of this student’s work throughout the Unit (not including the assessments), to analyze his or her progress and adapt instruction as necessary.
- Include in your unit, any assessment materials and rubrics used.

*Suggestion: Consider calling your preassessment a "Survey" and also consider NOT returning the papers to students. These strategies help to avoid confusing and unsettling serious students who*

## **STEP FIVE PLANNING FOR INSTRUCTION**

You will develop your lesson plans for each day in this section of your Unit, to include a minimum of five (5) lesson designs, consisting of a minimum of one from each of the three types, Direct, Inductive and Cooperative. The lesson plans must,

- Be clearly tied to outcomes for the Michigan Department of Education Standards, Benchmarks or GLCES,
- Have standards/benchmarks/GLCES written out in the lesson plan where addressed,
- Reflect preassessment information - outcomes may need to be adjusted to reflect students’ current levels of understanding,
- Include whole group, small group and individual activities,
- Include the thoughtful use of technology by students,
- Reflect thoughtful consideration of multiple intelligences, learning styles, cultures and other diverse student characteristics,
- Include opportunities for both family involvement (letter or newsletter, interactive homework, etc.) and ties to the community (service learning, community resources, use of local media, etc.),
- Use appropriate adaptations for special needs students, and
- Include an authentic, culminating, assessment activity that requires students to use key ideas in

authentic, complex ways. This activity should require students to summarize, synthesize and display learning from the entire Unit. This should be a separate activity in addition to your regular lesson plans.

- . *Use the required lesson plan formats in this Handbook.*
- . *Use headings as indicated in the lesson plan formats*
- . *Assessment plans should be addressed in each lesson plan, whether or not you assess at the end of that particular lesson.*
- . *Build your lessons using the objectives/outcomes identified in step 3.*
- . *Prepare a Day-to-Day framework of your unit, showing the 'Big Picture' of what will happen each day.*
- . *Include the related standard on each lesson plan, identified by both code number and description.*

## **STEP SIX**

### **STUDENT LEARNING ANALYSIS**

This component of your Unit is designed to demonstrate your careful use and analysis of assessment data to demonstrate student learning. (Your Unit should also include an authentic culminating activity with an associated rubric, in the lesson plans section).

The analysis of student learning has two components:

- 1) Analysis of group learning, and
- 2) Analysis of individual learning.

All unit outcomes should be assessed, but here you need only present the assessment of the 3-5 outcomes that you marked as the focus of your preassessment. This information will be compared to information generated in the preassessment to provide evidence of student learning.

(1) The group analysis must include,

- A description of assessments used to evaluate students' understanding of the 3-5 outcomes selected (There should be a clear correspondence between the outcomes selected and the assessment tasks),
- **A minimum of one assessment that requires students to use key concepts or generalizations in complex ways**, for example in a project or other authentic assessment,
- A grid or other device (see sample unit) that records each student's level of mastery of each objective/outcome and the assessments used to evaluate that mastery,
- A summary statement about how student learning has been demonstrated through the assessments and how that information will be used in planning.

(2) The individual analysis must include

- A description of the individual student selected including preassessment information and other relevant observations (**No real student names should be used**).
- An explanation of adaptations made for the student based on the analysis of student's work,
- A description of the student's learning, progress, using evidence from the three student work samples collected.

**Attach copies of direction sheets, rubrics, tests and answer keys at the end of this unit.**

*Your learning analysis should provide statistical evidence of learning. Therefore, your comments should use measurable quantitative evidence. General statements that use the words, "most", "many", "everybody" are not appropriate.*

## **STEP SEVEN**

### **REFLECTION AND SELF EVALUATION**

Write a narrative including the following:

- Select the learning outcome where students were most successful. Describe the evidence that supports your choice. Provide two or more possible reasons for this success.
- Select the learning outcome where students were least successful. Describe the evidence that supports your choice. Provide two or more possible reasons for this lack of success. Focus only on factors you can affect as a teacher.

Use ideas from professional knowledge and experience to help explain why you think students were or were not successful at reaching the learning outcomes you identified above. Consider also your goals, instruction and assessment along with student characteristics and other contextual factors under your control. Why did students learn or not learn? What contributed to this result?

Discuss what you could do differently or better in the future to improve your student's performance.

Assess your teaching performance in this unit relative to the indicated standards. How did your performance impact your students' learning?

Describe the impact of this experience on your emerging professional attitudes, thinking, or practice (e.g. Curriculum, Instruction, Assessment, Philosophy). What insights have you gained about yourself as a growing professional? What things do you understand or can you do better now? What do you need to work on and what specific plans do you have for improvement? What things do you appreciate more or are you more aware of? Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

*This narrative reflection and self-evaluation  
should  
focus on your  
UNIT EXPERIENCE,  
not on your overall student teaching experience.  
The KEY question here is,  
"What did you learn from your unit experience?"  
Allow the prompts above to be your guide for this  
narrative.*