



Socrates in Social Studies Online Participant Syllabus

Course Description

An online course that empowers social studies teachers to blend philosophical questioning with their content area to inspire critical thinking. Teachers create compelling questions and make a digital portfolio of lesson artifacts modeled after recommendations from the Inquiry Arc of the C3 Framework for Social Studies. Teachers walk away with meaningful evidence for their personal evaluation plans and membership to an online community of teachers sharing questions and lessons developed from the course.

Course Prerequisites

Available to grade 6-12 educators who hold a baccalaureate degree.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

All participants must have a computer with Internet access available for the duration of the course. It is the responsibility of the participant to contact the instructor as soon as possible about technical difficulties that may arise during the course and to make reasonable accommodations.

Participants must complete the reading of the material as instructed in the course handbook. Teacher coursework is uploaded and reviewed within the online classroom at The Connecting Link as well as on the Living Library website located at www.livinglibrary.org.

Please note that registration in this course includes the cost of membership into The Living Library www.livinglibrary.org This added resource will equip you with added resources related to your learning.

Unlike all other TCL courses, the course Socrates in Social Studies requires the purchase of two additional resources. These are not included in the price of the course. However, they are required resources and will provide a foundational component of the content being covered. Thank you for understanding this unique process for acquiring books for this class.

Text Books/Supplemental Reading

***To be purchased by participant:** http://www.connectinglink.com/pdf/syllabi/sss_ols8_textbooks.pdf

1. *Pessin, A. (2009) *The 60-Second Philosopher*. Oxford, MA: One World Publications.
2. *Rothstein, D. & Santana, L. (2011). *Make Just One Change*. Cambridge, MA: Harvard Education Press.
3. National Council for the Social Studies (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS.
4. University of Washington Center for Philosophy for Children
<https://depts.washington.edu/nwcenter/>.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Formulate compelling and supporting questions to guide lesson and unit planning.
2. Develop a professional portfolio of 12 artifacts which demonstrate inquiry-based teaching.
3. Understand the recommendations of Dimension 1 of the C3 Framework for Social Studies; specifically, the Inquiry Arc.
4. Participate in an online community of teachers located at www.livinglibrary.org who are sharing artifacts and teaching experiences.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Milestone 1 (1 week)

- 1.1 Complete technology and course orientation
- 1.2 Visit and become acquainted with the Living Library www.livinglibrary.org
- 1.3 Complete Gallery Walk to view sample artifacts
- 1.4 Posting of one Gallery Walk artifact in The Connecting Link online classroom forum for peer and instructor feedback
- 1.5 Examine the C3 Framework: Inquiry Arc

Milestone 2 (2 weeks)

- 2.1 Review Lesson 1 - Children's stories
- 2.2 Development and submittal of one artifact to Living Library
- 2.3 Posting of one artifact in The Connecting Link online classroom forum for peer and instructor feedback
- 2.4 Revision of artifact based on peer and instructor feedback
- 2.5 Development and submittal of two additional artifacts to Living Library and The Connecting Link online classroom for grading

Milestone 3 (2 weeks)

- 3.1 Review Lesson 2 - The 60-Second Philosopher
- 3.2 Development and submittal of one artifact to Living Library
- 3.3 Posting of one artifact in The Connecting Link online classroom forum for peer and instructor feedback
- 3.4 Revision of artifact based on peer and instructor feedback
- 3.5 Development and submittal of two additional artifacts to Living Library and The Connecting Link online classroom for grading

Milestone 4 (2 weeks)

- 4.1 Review Lesson 3 - *Make One Change: Teach Students to Ask Their Own Questions*
- 4.2 Development and submittal of one artifact to Living Library
- 4.3 Posting of one artifact in The Connecting Link online classroom forum for peer and instructor feedback
- 4.4 Revision of artifact based on peer and instructor feedback
- 4.5 Development and submittal of two additional artifacts to Living Library and The Connecting Link online classroom for grading

Milestone 5 (1 week)

- 5.1 Final Project - Development of three additional artifacts
- 5.2 Final submission of remaining three artifacts to Living Library and The Connecting Link online classroom for summative evaluation

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via submissions and critiques to the Living Library (www.livinglibrary.org) and The Connecting Link's online classroom platforms.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into "milestones" that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching

situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course.

Final Project

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Summative assessment for the course occurs in the form of a final project which requires each participant to make an additional three artifacts using any combination of the three resources taught in the course.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; goes above and beyond requirements; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet all aspects of standards for academic performance in a graduate-level course. The assessment meets the

specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 8 weeks from the time of their first date of login to complete the course. It is the expectation that participants will post initial responses to Forum discussion questions by Thursdays per the dates set by the instructor. In addition, participants are to respond to at least two other participant posts by Sundays. Projects are only due in specific Milestones. Forum postings, assignments, and assessments must be completed by due dates specified within the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to plan with the instructor for the timely submission of such work. Failure to complete all work in this timeframe will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives, and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Alignment to the Danielson Framework for Effective Teaching

The Danielson Framework for Effective Teaching is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.