

Course Syllabus

SOC 949: History/Social Science Curriculum on the Web

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Course Description:

This online course will introduce course participants to the wide range of History/Social Science curriculum resources available on the World Wide Web.

Primary Learning Outcomes

- Course participants will develop an awareness of National and State History/Social Science curriculum standards.
- Course participants will select one of their State History/Social Science Standards as the focal point for their online explorations and research projects.
- Course participants will develop an awareness of web-based instructional support resources including:
 - History/Social Science Educator Resource Collections
 - Digital Archives, Museums, Libraries and Virtual Field Trips and Exhibitions
 - Web Reference Resources
 - Professional Association Resources
- Course participants will develop online research skills that will enable them to locate additional web resources to support their History/Social Science curriculum.
- Course participants will develop a standard-specific collection of online resources and a lesson plan or curriculum unit using the skills and resources introduced throughout the course.

History/Social Science Content Standards:

This course was developed in alignment with the **Curriculum Standards for Social Studies** developed by the National Council for the Social Studies, the **National Standards for History** developed by the National Center for History in the Schools as well as with the McREL **Compendium of Standards and Benchmarks**.

NCSS Curriculum Standards

<http://www.socialstudies.org/standards/>

NCHS National Standards for History

<http://www.sscnet.ucla.edu/nchs/standards/#TOC>

McREL Online Compendium of Standards and Benchmarks

<http://www.mcrel.org/compendium/browse.asp>

In addition to these National History/Social Curriculum Standards, course participants will explore their **State History/Social Science Content Standards** using the following resources:

Education World: State Standards

<http://www.education-world.com/standards/state/index.shtml>

Developing Educational Standards

<http://edStandards.org/Standards.html>

Technology Proficiency Standards: NETS for Teachers

This online course targets several of the **National Technology Standards for Teachers** developed by the **International Society for Technology in Education (ISTE)**.

<http://cnets.iste.org/teachers/>

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

C. identify and locate technology resources and evaluate them for accuracy and suitability.

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- C. identify and use technology resources that affirm diversity
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

California Technology Proficiency Profiles

This online course is also in alignment with key elements of the **CTAP Technology Proficiency Profiles for California Teachers** and specifically addresses the following proficiencies.

General Knowledge and Skills

- G1. demonstrates knowledge of current basic computer hardware and software terminology.
- G5. demonstrates knowledge and understanding of the appropriate use of computer-based technology in teaching and learning.

Specific Knowledge and Skills

- S3. interacts with others using email.
- S4. is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).
- S5. examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools.
- S7. demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information).
- S8. demonstrates the ability to assess the authenticity, reliability, and bias of the data gathered.

S10. considers the content to be taught and selects the best technological resources to support, manage, and enhance learning.

S11. demonstrates an ability to create and maintain effective learning environments using computer-based technology.

Professional Technology Proficiencies

P2. communicates through a variety of electronic media (e.g. presentations incorporating images and sound, web pages, and portfolios).

P3. interacts and collaborates with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences).

P5. optimizes lessons based upon the technological resources available in the classroom, school library media centers, computer labs, district and county facilities, and other locations.

P6. designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.

P7. creates or makes use of learning environments inside the classroom, as well as in library media centers or computer labs, that promote effective use of technology aligned with the curriculum.

P11. collaborates with other teachers, mentors, librarians, resource specialists, and other experts to support technology-enhanced curriculum.

Course Materials

The SOC 949 course materials are located online at:

<http://www.cotwcourses.net/history>

Course Requirements

Course participants will maintain an on-going dialog with the online instructor throughout the course and will have the opportunity to request personalized assistance from the instructor or instructional support person if necessary.

Course participants will read the course content and explore the recommended web resources for each module of the course. They will maintain a logbook documenting their progress and will respond to reflection prompts at regular intervals throughout the course. Course participants will submit two projects at the conclusion of the course.

Course participants will post their reflection statements on the course web discussion board. Their project assignments will be sent directly to the online instructor as email attachments. All assignments will be monitored and evaluated by the online instructor.

Grading

Course assignments will have the following point value:

- Course web board postings: 25 points
- Logbook: 25 points
- Project 1 (standard-specific resource collection): 25 points
- Project 2 (standard-specific lesson plan or curriculum unit): 25 points

Assignments will be evaluated by the instructor and the course participant's final grade will be calculated using the following scale:

- 90 – 100 points: Letter grade of "A"
- 75 – 89 points: Letter grade of "B" or grade of "Credit"
- 74 points or below: Grade of "No Credit"
- Note: Students who enroll in the course for a letter grade will only earn credit for the course if they achieve a letter grade of "A" or "B".

Course Completion

Upon completion of the course, the course participants will submit their projects and logbook to the course instructor as email attachments and utilize the University website to submit their grade form.

The online instructor will evaluate the logbook and projects and will notify the instructional support person that the student has successfully completed all of the course assignments and will issue a grade for the course.

The instructional support person will then submit the grade to Fresno Pacific University for processing.

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

Official Grade Reports and Transcripts

Before you order transcripts:

- Finish the course.
- Wait for the official, blue computer-generated Grade Report to be mailed to you from Fresno Pacific University.

To order your transcripts:

After you receive your official, blue computer-generated Grade Report, go to <http://www.fresno.edu/registrar> for information and the official transcript request form or call 559-453-2268 for information on how to order transcripts.

Schedule of Topics and Assignments

- Participant registers with Fresno Pacific School of Professional Studies.
- Course support materials mailed to course participant by instructional support person.

Before you begin:

- Course Introduction
- Course Overview
- Course Website Navigation
- Course Project Overview
- Course Grading Overview
- Download Course Logbook (LB)

Module 1: Online Community

- Introduction
- Assignment 1: Post Self-Introduction to Course Web Discussion Board (WDB)
- ~~Assignment 2: Subscribe to the Course Listserve (no longer available)~~
- Assignment 3: Communicate with Other Course Participants (optional)
- Assignment 4: Course Grade Options - Notify Online Instructor via email (EM)

Module 2: National Standards for History/Social Science

- Introduction
- Exploration 2e1: NCSS Curriculum Standards for Social Studies (LB)
- Exploration 2e2: NCHS National Standards for History (LB)
- Exploration 2e3: McREL Standards and Benchmarks for History (LB)
- Reflection 2r1: Reflections on National Standards (EM)

Module 3: State History/Social Science Standards

- Introduction
- Exploration 3e1: Explore State History/Social Science Standards (LB)
- Reflection 3r1: Identify a Specific State Standard for Research and Projects (EM)

Module 4: History/Social Science Educator Support Sites

- Introduction
- Exploration 4e1: Explore Educator Resource Sites (LB)
- Exploration 4e2: Explore Lesson Plans Sites (LB)
- Reflection 4r1: Two Site Reviews (EM)

Module 5: Digital Archives, Museums, Libraries & Virtual Field Trips

- Introduction
- Exploration 5e1: Explore Digital Archives (LB)
- Exploration 5e2: Explore Digital Museums (LB)
- Exploration 5e3: Explore Digital Libraries (LB)

- Exploration 5e4: Explore Virtual Field Trips (LB)
- Reflection 5r1: Four Site Reviews (EM)

Module 6: Web Reference Resources

- Introduction
- Exploration 6e1: Explore Web Reference Sites (LB)
- Reflection 6r1: Reflection on Use of Web Reference Sites (EM)

Module 7: Professional Associations and Organizations

- Introduction
- Exploration 7e1: Explore Professional Association Sites (LB)
- Reflection 7r1: Site Review (EM)

Module 8: Online Research

- Introduction
- Explorations:
 - Search Engines Introduction
 - Google
 - Ask
 - Yahoo! Search Direct
 - Other Search Engines
 - Web Indexes Introduction
 - Yahoo! Directory
 - The Open Directory Project
 - Other Web Indexes
 - Parallel Search Engines Introduction
 - Other Parallel Search Engines
 - Web Directories Introduction
 - The WWW Virtual Library
 - The Internet Public Library
 - InfoMine
 - BUBL Link
- Research and Building a Bookmarks/Favorites List (using your selected standard-specific topic)
 - Google (Bookmarks/Favorites)
 - Ask (Bookmarks/Favorites)
 - Yahoo! Search Direct (Bookmarks/Favorites)
 - Yahoo! Directory (Bookmarks/Favorites)
 - The Open Directory Project (Bookmarks/Favorites)
 - Yippy (Bookmarks/Favorites)
 - The WWW Virtual Library (Bookmarks/Favorites)
 - The Internet Public Library (Bookmarks/Favorites)
 - InfoMine (Bookmarks/Favorites)
 - BUBL Link (Bookmarks/Favorites)

- Reflection 8r1: Reflection on Online Research (EM)

Module 9: Course Projects

- Project 1: Submit Your Standard-Specific Bookmarks/Favorites Collection (EM)
- Project 2: Develop and Submit Your Lesson Plan or Curriculum Unit (EM)

Module 10: Course Completion

- Send Logbook to Online Instructor as an email attachment (EM or US Mail)
- Instructor acknowledges receipt of projects and logbook
- Submit Grade Form using University website
- Instructional Support Person submits grade to the University for processing