



**AEDL A443**  
**Teaching Social Studies in the**  
**Elementary School**  
**Spring, 2009**

**Instructor:** Dr. Tim Lintner  
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**Meeting Times:** TH 8:30-11:30  
**Meeting Location:** Allendale Elementary  
**Office:** MF: As Posted  
**Office Hours:** Others by appointment

**Mission Statement: The USCA School of education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.**

**I. Descriptive Information**

- A. AEDL 443. Teaching Social Studies in the Elementary School
- B. Catalog Description. Admission to Education Professional Program or special permission of School Head; coreq: AEDL 443P, Senior Block.)
- C. Intended Audience: This course is intended for elementary education majors.

**II. Course Goals and Objectives**

A. General Goals

Students will develop an understanding of teaching social studies in grades two through eight with a variety of methods and materials that support and enrich the skills, abilities, and attitudes for learning social studies in the elementary and middle school grades. The course is designed to model exemplary teaching practices and to develop knowledge of and ability to implement teaching strategies as described in the *NCSS Standards for Social Studies Teachers* and the *South Carolina Social Studies Curriculum Standards*.

1. To identify, discuss, and explain the state and national objectives relative to the social studies curriculum;
2. To develop and review effective teaching strategies;
3. To develop lesson plans that align state social studies standards, objectives, appropriate teaching procedures and activities and assessments;
4. To develop classroom strategies that will promote diversity of cognitive development levels, learning styles, and positive social studies attitudes of children in social studies instruction;
5. To provide experience in instructional activities for elementary and middle school social studies classes;
6. To develop personally and professionally as a teacher of social studies in elementary and middle grades; and
7. To provide experience in oral and written communication about concepts in the elementary social studies curriculum.

### III. Course Readings:

#### A. Required Readings

Berson, et al. (2004). *Social studies on the internet* (3<sup>rd</sup> ed.). Columbus, OH: Pearson.

South Carolina Social Studies Curriculum Standards 2005. [On-line] Available:

[http://www.myschools.com/offices/cso/social\\_studies/social.htm](http://www.myschools.com/offices/cso/social_studies/social.htm)

South Carolina Social Studies Academic Standards Support Site

<http://www.sctlc.com/ss/soc/>

#### B. Supplemental Readings

Other readings may be provided in class for group discussion and related assignments as warranted.

#### C. Professional Organizations

National Council for the Social Studies (NCSS): [www.ncss.org](http://www.ncss.org)

South Carolina Council for the Social Studies (SCCSS): [www.nccss.org](http://www.nccss.org)

South Carolina Geographic Alliance (SCGA) [www.cla.sc.edu/cege](http://www.cla.sc.edu/cege)

### IV. Instructional Procedures

Teaching strategies used to address course content include, but are not limited to: hands-on activities demonstrating the use of manipulatives in instruction; video presentations of assessment procedures and classroom practices with children, cooperative learning projects, investigations with the inquiry process based on a social studies question, guest speakers, field experiences, questioning, discussion and textbook demonstrations and simulations.

### V. Course Requirements

#### A. **Administrative Requirements**

- **Attendance Policy:** As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence. Excessive absences/tardies may affect the final average.
- **Late Assignments:** All assignments are due upon arrival on the prescribed due date. Late papers will be penalized 50% for the first day past due and will receive no credit for subsequent days late. If you are going to be absent from class on the day as assignment is due, it is your responsibility to get the work to me (via email or through a colleague). This policy will be STRICTLY adhered to.
- **Honor Code:** Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association*. The following statement should appear on the first page of all major examinations and assignments:

*On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment/examination.*

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*Signature*

*Date*

- USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals.
  - Please switch all cell phones and pagers to a non-audio mode during class.
  - Please do not bring children or guests to class unless prior permission has been given by the professor.
- Students with Disabilities: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
- All major assignments must be typed, including library assignments and/or technology assignments. Computers are available on campus to support your needs. Plan in advanced for potential technology problems.
- An additional note on downloading and plagiarism. In developing your lesson plans for the required activities of this class, I encourage you to seek outside sources. The most readily available reference source is, of course, the internet. It is acceptable for you to access a lesson plan and it is acceptable for you to download that lesson plan and include it in your assignment. Yet, you **MUST** give credit reference to this source. If you choose to download and then use a lesson from the internet or any other trade reference, you need to provide either the URL or the authors name and the reference name (book, journal, etc.) at the bottom of your lesson. If you do not cite your source, it is assumed that this lesson was created by you. Yet, in fact, this is plagiarism which constitutes an automatic F in the class and the possibility of university consequences as well. Even if you download a lesson and then change it (use different materials, procedures, assessment strategies), you still must cite where the lesson's premise came from.
- As educators, one seminal way by which you communicate is through writing. Thus, is it imperative that sound, succinct writing be a cornerstone of your work this semester. Over and above the content of your papers and/or activities, you will be assessed on the way you adhered to sound writing skills. I suggest that, if you are concerned about your writing skills, you either send me a draft of any written work that is required (I request that you send me this draft at least 48 hours prior to its due date), as well as seek assistance at the USCA Writing Center. As future educators – and particularly educators who will ultimately teach their students how to write – it is **IMPERATIVE** that you possess exceptional writing skills as demonstrated through the papers and projects that you submit.

## **B. Required Activities**

- Prepare a four-lesson instructional unit premised on Gardner's Theory of Multiple Intelligences (see attached).
- Use language arts trade books to develop an annotated bibliography (see attached).
- Compile a list of 16 social studies related web sites (see attached).
- Power Point Lesson and Presentation (see attached).
- History/Geography project (see attached).
- Economics/Political Science project (see attached).

## **VI. Evaluation and Grading Scale**

Grading: Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course materials and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, including exams, as well as class attendance and participation.

<b>Evaluation:</b>		<b>Grading Scale</b>		
Annotated Bibliography	200 pts	93 - 100%	930-1000 pts	A
MIT mini-unit	400 pts	90 - 92%	900-929 pts	B+
Web site project	100 pts	87 - 89%	870-899 pts	B
Power Point Project	200 pts	82 - 86%	820-869 pts	C+
History/Geog project	50 pts	78 - 81%	780-819 pts	C
Econ/Poli Sci project	50 pts	74 - 77%	740-799 pts	D+
	<b>1000 pts</b>	70 - 73%	700-739 pts	D
		Below 70	600 -below	F

## VII. Tentative Topics and Class Activities/Assignments

The following assignments and activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete assignments. Assignments should be typed unless other specified.

Date	Assignment or Activity
January 15	Course Overview Defining Social Studies South Carolina Social Studies Standards
January 22	The Status of Social Studies Read: <i>It's Time to Transform</i> (Hope) Read: <i>What Elementary Students and Teachers Say about Social Studies</i> (Zhao and Hoge). Read: <i>What Happened to Social Studies?</i> (McGuire)
January 29	Primary Source Documents workshop (USCA – 9:00 in library) Classroom Observations – J.D. Lever Elementary
February 5	Fundamentals of Teaching Social Studies Multiple Intelligence Theory
February 12	Instructional Strategies in Social Studies Assessment in Social Studies <b>Internet Project due</b>
February 19	<b>Power Point Presentations</b>
February 26	SCGA Presentation
March 5	The Teaching of History The Teaching of Geography
March 19	The Teaching of Economics The Teaching of Political Science
March 26	Linking Language Arts and Social Studies <b>Language Arts Project due (Presentation)</b>
April 2	Critical Social Studies Gender Issues in Social Studies
April 9	Full-Day Observations with Cooperating Teacher
April 16	Student Demonstration Lessons
April 23	Student Demonstration Lessons <b>Multiple Intelligence Portfolio due</b>

AEDL 443  
Multiple Intelligences Instructional Strategy Portfolio

I often say that the three commonalities of the children you teach will be: 1) their teacher; 2) their age, and 3) their grade level. Other than that, the cognitive and social differences in your children will be woefully different. What will also be different is “how” your students learn. Some learn best by doing, some by visually seeing concepts, some by dancing and creating. Anyway your students learn is the way in which you should attempt to present the material.

In this light, I would like you to create a portfolio utilizing four of the eight multiple intelligences outlined by Howard Gardner. You are to choose a module or overarching theme within the broad framework of social studies.

In your reader you will find a quick “cheat sheet” concerning the eight intelligences. For your lesson plans, please follow the exact rubric for creating ADEPT lessons with the exception of:

- At the top of each lesson, please put:
  - What intelligence this lessons relates to (**Intelligence**)
  - What students strong in this intelligence like to do (**Likes To**)
  - The ways in which these students learn (**Learn Best Through**)

Your lessons are to be as thorough and detailed as possible. It will be hard for you to construct a viable lesson plan if you do not have a firm grasp on Gardner’s eight intelligences. I would advise that you seek outside references to assist you.

Your portfolio should consist of (in this order):

- 1). A 3-4 page overview of Gardner’s Theory of Multiple Intelligences, including a thorough description of each of the eight intelligences. This is the theoretical, empirical section of your portfolio where you show that you have a clear sense of the origin of the theory, what it actually states, and its impact. I would encourage the utilization of several outside sources for this section.
- 2). Choose four of the eight intelligences to be addressed in your portfolio. Create a lesson plan that is theme-centered and utilizes one of the intelligences chosen. I would like each intelligence to be demarked by a tab or a divider.
- 3). This is to be followed by a 2-3 page reflection on how and why you are going to use Gardner’s theory in your classroom. You may consider addressing questions such as: How relevant is Gardner’s theory? Does it help students to learn? Why? How? What are the strengths and/or the weaknesses behind this theory? And lastly, how can this help you to become a better teacher?

## Language Arts Annotated Bibliography

As students come to perceive social studies as both boring and inherently detached from their lives, it is incumbent upon teachers to develop ways in which social studies can be fun and engaging AND directly related to the lives of our students.

One way to do this is to incorporate language arts into social studies lessons. You are to choose sixteen (16) language arts books (any grade level or ability level you desire) – four books for each strand. From these sixteen books you are to create an annotated bibliography. Please use the model below as a reference:

Title: Ruby's Wish  
Author: Shirin Yim Bridges  
Date of Publication: 2002  
Strand: History  
Standard(s) and Indicator(s) addressed:

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

Indicator 1-1.4: Compare the daily life of families across the world – including the role of men, women, and children: typical food, clothes, and style of homes; and the ways the families earn their living.

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Indicator: 5-4.1: Summarize the political and social impact of World War II, including changes in women's roles, in attitudes towards Japanese Americans, and in nation-state boundaries and government.

Brief Synopsis: Set in China in the late nineteenth century, *Ruby's Wish* is the story of a young, ambitious girl named Ruby who wished to have the same educational opportunities as her male cousins. Being granted the rare opportunity of an education, Ruby worked hard – twice as hard as her male cousins – at her schoolwork. Though her grandfather encouraged all of his grandchildren (both male and female) to be educated, his wives (and mothers) did not: Ruby's "role" was to tend to the house. She eventually became the only girl receiving an education. As she lamented her second-class role (as prescribed by her gender), her grandfather took an interest and asked her to describe the ways in which boys are treated differently (read: better) and girls. Yet Ruby's greatest wish was to go to the university, foregoing marriage. When she came of age to leave her grandfather's house, he gave her what she ultimately wanted; an opportunity to go to the university.

Classroom Use: This would be a wonderful book to talk about difference, roles, expectations, opportunities, and biases. It can easily fit within the realm of the suffragist movement as women tried to break from the limitations (personally, professionally, politically, and educationally) which often cast them as second-class citizens. *Ruby's Wish* can also be used to discuss different cultures. Are girls treated differently from boys in the US as they are portrayed to be in China? Not only does this book empower girls, it may also serve to enlighten young boys to issues of equity and diversity.

Grade Level: Elementary (1<sup>st</sup> and 5<sup>th</sup>)

You are also asked to choose 5 books from your list to bring with you to class. You will be asked to articulate a brief synopsis of each book and how you would use them within the context of social studies. Each student will have no more than 5 minutes from which to do so.

### Social Studies Website Project

The web has become an increasingly powerful tool for both teachers and students alike. Given this, it is imperative that you be able to access sites that make your social studies lessons more engaging and relevant to the lives of your students.

You are to explore the web looking for 16 interactive, engaging, relevant, and “professional” social studies sites. I am not necessarily looking for lesson plans sites – those are abundant. I am looking for individual sites with individual lessons or activities specifically geared for K-5 social studies. Though K-1 is not technically “elementary,” I am asking that you try to locate such sites as well.

I desire 16 total sites – four for each of the four strands. **DO NOT USE SITES ALREADY LISTED IN YOUR BOOK.** I would like each site to include the URL (locator), the title of the site or lesson, and an annotated bibliography. You are also to tie each website to the general standards and specific indicator(s). I have provided an example below.

Sample:

#### **U.S. Census Bureau**

<http://factfinder.census.gov/home/en/kids/kids.html>

This site provides wonderful information to users about the information that has been obtained from the last census. When one first goes to this site, information is given on the United States population in real-time. The user may then go to several different areas to obtain individual state census data, take a quiz, or learn why a census is taken. If the quiz is taken, the user can choose a category such as housing, economics, social characteristics, population, or employment. The questions are posed in a fun manner and hints are given if an incorrect answer is chosen. At the end of the quiz, the user can get a special prize such as a map to color. This is a great site to use in researching how most people live in the United States such as the size of their homes and families. This can also be a wonderful site to use in studying the state of South Carolina in the third grade!

#### **Standard:**

**2-1.1** Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities.

**3-1.2** Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation.

### Lesson Demonstration

Here, you are asked to design and develop a lesson-based activity in which you are going to “deliver” to your classmates. You will choose a grade level, a social studies standard, and design a hands-on, creative, relevant and engaging activity to support your particular standard. In essence, you are going to “do” social studies. You will be peer-assessed on your preparedness, your choice of activity, and, particularly, how it directly reinforces the standard chosen (a rubric will be provided for peer-assessment). This is not to be a filler or simply a “fun” exercise; it is to directly support and enforce the standard.

Below are a few particulars:

- **You will have 15 minutes to perform your activity.** Plan accordingly.
- You must provide all materials needed for this activity. You will also need to provide a complete set of materials used for each classmate.
- You must provide a one-page handout for each classmate with the following included:
  - o Name of the activity
  - o The complete standard addressed
  - o A descriptive list of materials needed
  - o A step-by-step procedures section detailing how to deliver this activity
  - o How to assess the activity (rubric, quiz, informal)
  - o Any supplemental references or resources needed or used (books, websites, etc).

### PowerPoint Presentations

Many of your lessons (though certainly not all), are going to complimented with and by technology. A simple yet effective technological tool to use in your classroom is PowerPoint. Thus, I want you to create a lesson using PowerPoint as your foundation. Here are some particulars:

- You must have a minimum of 8 slides;
- Your first slide must include the topic you are covering;
- The second slide must have the indicator (not the standard) that you are addressing;
- Incorporated within your slides, you must use at least 5 photographs or visual displays (charts, graphs, tables, etc.);
- You must include at least one link to a web site, game, piece of music, etc.
- On your last slide, you are to include a writing assignment or other activity-based project with the particulars of this assignment (length, structure, prompts, etc.) CLEARLY spelled out for your students.

You will be asked to present your PowerPoint to your classmates on a given day. Remember: when you create a PowerPoint, it is the content that is most important. Bells, whistles, fancy transitions often take away from the “meaning” of your presentation. I am not so much interested in the “look” of your presentation (though it needs to be clean, free of errors and aesthetically pleasing), as I am in how you presented the content via this delivery medium.

## Strand Projects

### **Time Line: History**

You are to create a "Moment in History" visual display. Your display must include the following:

- A title (this can either be a historical figure OR an historical event)
- Five type-written facts (bulleted) concerning your person or event
- A downloaded photograph of your person or event (must be a minimum of 3 x 5)
- A quote either from your historical person or representing the historical event you selected.
- Your display must be formatted in this exact order

You are to compile this information onto a poster board (a minimum of 8 ½ x 14).

### **Travel Brochure: Economics**

You are to create a tri-paneled travel brochure (word processed) advertising a certain area or event in South Carolina. (This can either be of the State in general, a certain section of the state, or a special event held in the State).

Your travel brochure must include the following:

- A slogan (at least five words in length)
- A one-paragraph description of your selected topic
- At least five reasons why I should travel to your destination/event/area
- Include at least three photographs of your destination/event/area
- A map locating your destination/event/area
- If I need additional information, provide a legitimate address and phone number (Travel Bureau, Welcome Center, Chamber of Commerce)

The objective of your brochure is twofold: first, you are to provide ample information (both in text and through photographs) about your topic AND to sell visitors on why it is important to travel there. Be creative, visually engaging, and remember, you are selling potential visitors on the virtues of your destination.

### **Five Themes Visual Display: Geography**

You are to create a poster board visually representing the Five Themes of Geography. Your poster board must include the following:

- Must be at least 8 ½ x 14 in length (preferably a standard-sized poster board)
- Must include the Five Themes (Location, Place, Movement, Region, Human/Environment Interaction)
- Under each theme, you are to include four photographs (garnered via the web or through newspapers and/or magazines) that represent each of the five themes.
- Each photographs or downloaded image must have a caption (eg. Downtown Aiken; an airplane). This caption must be typed, using NTR 12-point font.

### **Product Development: Economics**

You are to develop a product that is sure to revolutionize the way business is done! On poster board no smaller than 8 ½ x 11, you are to include the following:

- Name your product.
- Provide a drawing or visual representation for your product
- Provide a slogan or catchy phrase.
- Set a price for your product.

Now that you have names, drawn, and priced your product, you must “pitch” your product to the CEO of Product Manufacturers. Your written “pitch” must include:

- A rationale as to why your product is different than any other on the market.
- What particular age/demographic are you targeting – and WHY?
- Who is going to physically produce your product?
- How are you going to move your product from factory floor to store shelf?
- What profit percentage are you expecting?
- Lastly, why should Product Manufacturers assist you in this business venture?

As you only have 10 minutes, your written “pitch” must be no longer than 2 pages (single-spaced, 12-point font) and written in a very straightforward, direct way. Be creative, be persuasive, and make sure your “pitch” is viable and powerful.

### **Political Science: Running for Office**

You are to fictitiously run for office. On a poster board no smaller than 8 ½ x 11, you are to include the following:

- A slogan
- An image (either a photograph or hand drawn) representing yourself or what you stand for
- Five bulleted points on what you stand for and/or what you will do/accomplish/promise

Accompanying your poster, you are to include a one-page, single-spaced “pitch” addressing the following:

- Your name
- Office or position you are running for
- Why you are running for that position
- What characteristics do you possess that will enable you to succeed in the desired position
- What five initiatives would you propose

You must be as descriptive and detailed as possible. You must also be accurate: If you are running for Mayor of Allendale, you are probably not going to initiate a national draft. Be very clear as to the parameters (duties, obligations, responsibilities, restrictions, powers) of the office you are running for. Lastly, as with any good politician, your job is to sell yourself and your ideas. You must do so in a convincingly realistic way.



## Practicum in Teaching Social Studies in the Elementary School AEDL 443P

### Description of Assignments

1. Complete **20 hours of supervised observation** in an elementary school social studies classroom(s) or community setting. **You are to observe a minimum of 10 days.** The purpose for the visits is to receive as much information and observe as many different settings as possible.  
  
**You are required to teach a minimum of two (2) stand-alone, standards-based social studies lessons, either individually or in pairs.** You will need to make the proper arrangements with your cooperating supervisor.
2. You are expected to dress and act as a professional while visiting these programs. You need to check into the office of each school and receive permission, a badge, etc. to allow you access to the campus.
3. During each visit, in addition to observing, you should assist the teacher whenever possible and when requested. All activities should take place within the classroom under the direct supervision of the teacher. Examples of assistance which you might provide are working with individuals or small groups of students completing seatwork or hands-on activities, grading quizzes, tutoring students who need additional help, or participating in class discussions where appropriate. Under NO circumstances should you be left alone in the classroom with the students.
4. Analysis of first lesson.
  - a.) The lesson plan will be developed and approved in AEDL 443.
  - b.) A reflection paper (of approximately 4-5 pages) will be completed for this lesson.
  - c.) An evaluation will be completed by the cooperating teacher.
5. Analysis of second lesson.
  - a) The lesson plan will be developed and approved in AEDL 443.
  - b) A reflection paper (of approximately 4-5 pages) will be completed for this lesson.
  - c) An evaluation will be completed by the cooperating teacher.
  - d) An AEDPT evaluation of the lesson will be completed by the university supervisor.

It is imperative that you consult your cooperating teacher on both the design and the delivery of your lessons. You will need to provide your cooperating teacher and myself a copy of your lesson plan at least 48 hours PRIOR to teaching your lesson. You will NOT be allowed to teach your lesson if you have not gained prior approval from both your cooperating teacher and myself.

Reflection papers should include the following:

**Content** – (Did you know your content? How could you tell? Were you “rusty” in sport? Were you stumped by a student’s question?)

**Instructional Strategies** – (What instructional strategies did you use? Were they effective? How could you tell? If you had to teach the lesson over again, would you use the exact same strategies? What strategies would you add/delete?)

**Assessment** – (What form(s) – informal and/or formal – of assessment(s) did you use? How could you tell students were understanding – or not – your lesson? Did you change your lesson due to your informal assessment(s)?)

**Management** – (Did you have any management issues? Did you feel confident in your management abilities? What management issues did you address? Which ones did you not address?).

**Accommodations and/or Modifications** – (Did you make any accommodations or modifications to your lesson either due to special needs students, individual learning styles, or students who were unable to grasp the concept you presented?).

**Your reflection papers are due 24 hours after you have taught your lesson. They are to be sent electronically via email attachment. A whole letter grade will be deducted for each subsequent day late.**

**If you perform one of your practicum lessons on a Friday, your reflection is still due within 24 hours. There is no extension given over the weekend.**

6. Professional behavior and dress are expected at all times. Be sure to keep the following suggestions in mind:
  - a) Remember that you are a guest in the classroom of your cooperating teacher. Visits should be arranged with the teacher in advance. Do not drop in! Be on time and be seated in a prearranged place in the room prior to the beginning of class. Notify the teacher as soon as possible if you are going to miss a scheduled observation.
  - b) Decide with your cooperating teacher who will keep your time sheet. It is your responsibility to return the sheet to the course instructor when you turn in your notebook and paper.
  - c) The nature of your interactions with the cooperating teacher, the students, the other staff and faculty at your host school, and the course instructor are components of your professionalism. Your behavior should be above reproach.
  - d) At no time are your observations to be discussed with anyone outside of the context of this course. Even within the context of class discussion, please avoid comments, which would result in the identification of particular teachers or students.
  
8. Students are expected to be present at all scheduled class meetings.

### **Evaluation and Grading Scale**

1. Completion and documentation of 20 hours in the classroom and class attendance and participation .....25 pts
3. Analysis of lessons one and two (50 points each) .....100 pts
4. Analysis of lessons three and four (50 points each) .....100 pts

#### **Grading Scale:**

93-100% = 209-225 pts = A	90-92.9% = 202-208 pts = B+
85-89.9% = 191-201 pts = B	80-84.9% = 180-190 pts = C+
77-79.9% = 173-179 pts = C	74-76.9% = 166-172 pts = D+
70-73.9% = 157-165 pts = D	<70% = below 157 = F

## APA Style Quick Reference Guide

*Disclaimer:* This guide is only intended to be used as a Quick Reference (most commonly used citations). For further guidance, consult the *APA Manual*, available at the **Reserves Desk**. For additional help or questions on writing, refer to the Writing Room located in HS&S 112 or ext. 3262.

*Publication Manual of the American Psychological Association, 5<sup>th</sup> ed. Washington, D.C.: APA, 2001.*

Spacing for the margins of the paper should be one inch at the top and bottom and on either side. Paragraphs should be indented one-half inch (computer) or five spaces (typewriter). Text of the paper should be double spaced. Double check with your instructor or editor for their preferred indenting style. The separation between major divisions (author, title and publication info) is marked by a period and one space. **Entries in the Reference page begin with References as the heading and all should begin flush with the left margin. Second and subsequent lines in the entry should be indented one-half or five spaces. Double space between and within entries.**

### **Books**

#### **Book by a single author:**

Moore, A. M. (2000). *The insider's guide to study abroad*. New Jersey: Peterson's.

#### **Book by two authors:**

Ritter, M. A., & Albohm, M. (2000). *Your injury: A common sense guide to sports injuries*.  
Indiana: Cooper Publishing Group.

#### **Chapter in an Edited Book:**

Allan, R. (1996). Heart & mind. In S. S. Scheidt (Ed.), *Empirical basis for cardiac psychology*  
(pp. 12-26). Washington, DC: American Psychological Association.

#### **Encyclopedia Article (signed):**

Gelpi, A. (1996). Emily Dickinson. In *Academic American Encyclopedia* (Vol. 6, pp. 157-158).  
Danbury, CT: Grolier.

#### **Encyclopedia Article (unsigned):**

Portuguese Language. (1998). In *Encyclopedia Americana* (Vol. 22, p. 449). Danbury, CT:  
Grolier.

### **Journals/Magazines/Newspapers**

#### **Journal Article with Continuous Pagination:**

Armstrong, E. G. (1993). The rhetoric of violence in rap and country music. *Sociological Inquiry*, 63, 64-84.

#### **Journal Article (scholarly journal that pages each issue separately):**

Ward, J. (1999). Cell out. *Engineering*, 240 (9), 50-51.  
(In this example, "240" is the vol. number, "9" is the issue number, "50-51" are the pg numbers)

#### **Newspaper Article – No Author:**

Cuba's women defeat United States for basketball gold. (2003, August 10). *New York Times*, p. SP10.

### **Electronic Sources**

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