

I. Program Learning Outcomes for AA and 3rd Year certificate programs:

1. The student will be able to teach lessons and units of the content of the elementary school curriculum.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
2. The student will be able to develop elementary school curriculum in English.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
3. The student will be able to teach lessons and units of elementary school curriculum in English.
4. The student will be able to develop elementary school curriculum in the heritage language.
 - a. Language Arts
 - b. Health and Nutrition
 - c. Mathematics
 - d. Science
 - e. Social Studies
 - f. Reading
5. The student will be able to demonstrate delivery of elementary school curriculum in the heritage language.
6. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of elementary school students.
7. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
8. The student will be able to organize and manage a classroom environment for learning.
9. The student will be able to demonstrate and use background knowledge in the following areas:
 - a. learning theories and principles
 - b. human development
 - c. language development
 - d. technology
 - e. educational foundations
 - f. sociocultural issues
 - g. motivation
 - h. legal issues in education
 - i. natural/physical science
10. The student will be able to demonstrate professionalism.

II. Course Learning Outcomes

A. General

1. The students will be able to distinguish between the process of induction and deduction.
2. The students will be able to identify the conditions necessary for causation.
3. The students will be able to explain Darwin's theory of evolution.
4. The student will be able to explain the functions of the various human cultural universals.
5. The students will be able to explain the functions of the various components of culture.
6. The students will be able to explain sociological theories and their functions.
7. The students will be able to explain the major universal human social institutions.
8. The students will be able to explain authority.
9. The students will be able to explain various types of government systems.
10. The students will be able to give explanations about the "human condition".

B. Specific

1. The students will be able to distinguish between the process of induction and deduction.

Student Learning Outcomes	Suggested Assessment Strategies
1a. The student demonstrates an understanding of the Social Science Model for cognitive approaches to reasoning.	1a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

2. The students will be able to identify the conditions necessary for causation.

Student Learning Outcomes	Suggested Assessment Strategies
2a. The student is able to define causation, and distinguish between an independent and dependent variable and apply this to a critical thinking problem	2a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

3. The students will able to explain Darwin’s theory of evolution

Student Learning Outcomes	Suggested Assessment Strategies
3a. The student will demonstrate knowledge of evolution by explaining adaptive effects of random genetic mutation.	3a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

4. The student will be able to explain the functions of the various human cultural universals.

Student Learning Outcomes	Suggested Assessment Strategies
4a. The student demonstrates knowledge of the “ human cultural universal” by explaining and providing examples of such universals.	4a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

5. The students will be able to explain the functions of the various components of culture.

Student Learning Outcomes	Suggested Assessment Strategies
5a. The student demonstrates knowledge of culture by explaining and providing examples of the components and then the functions of culture.	5a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

6. The students will be able to explain sociological theories and their functions.

Student Learning Outcomes	Suggested Assessment Strategies
6a. The student demonstrates knowledge of sociological theories by explaining, noting the functions of and providing examples of three such theories.	6a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> – Bloom 1956.

7. The students will be able to explain the major universal human social institutions.

Student Learning Outcomes	Suggested Assessment Strategies
7a. The student demonstrates knowledge of major universal social institutions by explaining the concepts related to socialization and group interaction	7a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

8. The students will be able to explain authority.

Student Learning Outcomes	Suggested Assessment Strategies
8a. The student demonstrates knowledge of authority by providing in-depth explanations and the relationship of legitimacy and power.	8a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

9. The students will be able to explain various types of government systems.

Student Learning Outcomes	Suggested Assessment Strategies
9a. The student demonstrates knowledge of government by comparing and contrasting the various forms.	9a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

10. The students will be able give explanations about the “human condition”.

Student Learning Outcomes	Suggested Assessment Strategies
10a The student demonstrates knowledge of the “human condition” by explaining the evolution of human economic systems and their social and political implications.	10a. Assessment may be done by quizzes, examinations and concept or reflective papers. Critical to whatever assessment is chosen is the depth of the evaluation. It is highly recommended that the elements of the learning outcomes of this course be assessed at comprehension, application, analysis, synthesis and evaluation levels note in <u>Major Categories in the Taxonomy of Educational Objectives</u> –Bloom 1956.

III. Texts and Material:

Colander, David and Hunt, Elgin, *An Introduction to the Study of Society*, 11th Edition, Allyn and Bacon, 2002.

IV. Reference Material:

Aronson, E., 1972, *The Social Animal*, Freeman: New York

Bruner, J. 1996, *The Culture of Education*, Harvard University Press: Cambridge Mass.

Coser, L., 1977, *Masters of Sociological Thought*, HBJ: New York.

Cosmides, L, Tooby, J & Barkow, J., 1992, *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*, Oxford University Press: New York.

Danziger, J., 1991, *Understanding the Political World: An Introduction to Political Science*, Longman Publishers: New York.

Government of the Federated States of Micronesia, 1999, *Proceedings of the 2nd FSM Economic Summit*

Government of the Federated States of Micronesia, 1999 *Statistical Yearbook of the Federated States of Micronesia*

Grusky, O. & Miller, G. 1981, *The Sociology of Organizations: Basic Studies*, Free Press: New York.

Hargrove, B. 1989, *The Sociology of Religion: Classical and Contemporary Approaches*, Harlan Davidson: Arlington, Ill.

Haviland, W. 1991, *Anthropology*, HBJ: New York

Haviland, W. 1994, *Human Evolution and Prehistory*, HBJ: New York.

Henslin, J. 1991, *Down to Earth Sociology: Introductory Readings*, Free Press: New York.

Hoover, K. & Donovan, T., 1995, *The Elements of Social Scientific Thinking*, St. Martin's Press: New York.

McGuire, M., 1997, *Religion: The Social Context*, Wadsworth Publishing: New York.

McKie, R. *Dawn of Man; The Story of Human Evolution*, Dorling Kindersley Publishing: New York.

Mendoza, M. & Napoli, V. 1995, *Systems of Society: An Introduction to Social Science*, Heath & Company: Toronto.

Rodee, C. 1983, *Introduction to Political Science*, McGrawHill: New York.

Scruton, R. 1982, *A Dictionary of Political Thought*, Hill & Wang: New York.

Starks, R. 1992, *Sociology*, Wadsworth Publishing: Belmont, Ca.

Thio, A. 1992, *Sociology: An Introduction*, Harper Collins: New York.

Tucker, I., 1996, *Survey of Economics*, West Publishing Company: New York

UNESCO, 1964, *A Dictionary of the Social Sciences*, Free Press: New York

V. Required Materials

Flash-drive

VI. Course Contents

Unit 1 Anthropology

Darwinian evolution

Evolutionary genetics

Biological roots of culture

Functions of culture

Components of culture

Cultural institutions

Culture & cultural change in Micronesia

Unit 2 Sociology

Cause & effect in society

Development of modern sociology

Groups

Socialization

Social stratification

Social control

Religion

Unit 3 Politics

Power & authority

Legitimacy

Leadership

Functions of government

Interest aggregation & articulation

Types of government

FSM Constitution

Leadership culture of the FSM

Unit 4 Economics

Human economic patterns

Types of economies

Political economy

Economy of the Asia-Pacific region

Economy of the FSM

Second FSM Economic Summit

International economics

VII. Methods of Instruction

The method of instruction will include lecture, discussion, audiovisual and portfolio development.

VIII. Evaluation

The method of evaluation may include quizzes, unit tests, reflective papers, portfolio and final exam.

IX. Attendance Policy

The standard COM-FSM attendance policy applies to this course.

X. Academic Honesty Policy

The standard COM-FSM academic honesty policy applies to this course.

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