ELED 3330 Teaching Social Studies in EC-6 Syllabus

Department of Education Studies
3 Credit Hours
ELED 3330 (All Sections)
Fall 2020

Instructor: Dr. Sarah M. Straub
Office: WFH
Cell Phone: (281) 685-8873
Office Hours: https://calendly.com/straubsm

With the flexibility necessary during our global pandemic, I will have increased availability via email. I commit to answering all emails by end of day (5:00 PM CST M-F) and emails sent after 5:00 PM on Friday by 5:00 PM the following Monday.

I will also be available for scheduled GoogleMeet meetings. I am using Calendly this semester to help coordinate and schedule meetings, so please refer to the link (or hyperlink) above to set 15-minute or 30-minute meetings as needed.

Email: straubsm@sfasu.edu

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Prerequisites

Admitted into Educator Preparation: Enrollment in ECED 3320 (Reference; SFASU General Bulletin)

Course Description

Teaching Social Studies in EC-6 is the examination of the social studies curriculum for grades EC-6 with emphasis on current practices, trends and research on effective practices for teaching social studies. This includes investigation of activities and materials appropriate for achieving social studies objectives. The syllabus, calendar of assignments, learning modules, forms for class assignments, and website links are all posted on the class website in Brightspace by D2L. All assignments are required to be submitted online in Brightspace by D2L and some to LiveText.

Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives (Vygotsky, L.S., & Cole, M.,
Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning. Social studies are significantly more than a collection of facts for children to memorize; it is an understanding of how people, places, and events came about and how people can relate and respond to each other’s needs and desires, as well as how to develop respect for different viewpoints and cultural beliefs. In short, social studies is the study of cultural, economic, geographic, and political aspects of past, current, and future societies (Farris, Cooper, 1994, p. 6).

Note: You are expected to complete the Social Studies Content Knowledge Assessment, Lesson Plan, and Lesson Resources in LiveText for this class. It IS confusing, so please reach out for clarification at any point.

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services.
- To address specific needs in the broader community.
- To enhance student learning.
- To instill commitment to service, and to promote the reputation of the University.
- To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change

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• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Goals

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood to middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (IntASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

Program Learning Outcomes

1. **PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4)

2. **PLO 4** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

Course Objectives (Student Learning Outcomes)

Upon completion of this course, students should be able to:

1. SLO 2.1 The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world ([SS 1.3k; 1.7s] (PPR 1.5k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b]), Dropbox – Content Focus

2. SLO 2.2 The social studies teacher effectively integrates the various social science disciplines ([SS 2.3k; 2.2s] (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1.c, 1d, 3b, 3c; T7.18s5b)), Dropbox – Evaluative Focus, Content Focus

3. SLO 2.3 The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation. ([SS3.2k; 3.3k; 3.7k; 3.6k] (PPR 1.21k; 1.27k) (ISTE T7.3s-1b; T7.7s-2a, 2b; T7.18s-5)), Dropbox – Evaluative Focus, Content Focus

4. SLO 2.4 History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future. ([SS 4.2k, 4.3k; 4.9k; 4.12k; 4.1s] (ISTE T6.3s-3d)), Dropbox – Content Focus, Pedagogy Focus, Discussion Boards

5. SLO 2.5 Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world. ([SS 5.2k, 5.6k; 5.1s; 5.14k]), Dropbox – Content Focus

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6. SLO 2.6 Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions. [(SS 6.1k, 6.3k; 6.5k; 6.12s)] - Discussion Boards

7. SLO 2.7 Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems. [(SS 7.1k; 7.2k; 7.3k, 7.2s; 7.3s)] - Dropbox – Content Focus, Discussion Boards

8. SLO 2.8 Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices. [(SS 8.1k; 8.2k; 8.3k; 8.9s; 8.10s; 8.11s; 8.12s)] - Dropbox – Content Focus, Discussion Boards

9. SLO 2.9 Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world. [(SS 9.1k; 9.2k; 9.3s] [PPR 1.5s)] - Dropbox – Content Focus, Discussion Boards

10. SLO 2.10 Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation. [(SS 10.1k; 10.4k; 10.7k; 10.10s) [ISTE T6.31s-3d; T7.18s-5b]] - Dropbox – Content Focus, Discussion Boards

11. SLO 4.1 Candidates understand assessment in the field of social studies including project-based learning assessment (EC6 Texas Social Studies ST III) [(TS5Aii and TS5Bii PPR 1.25s; PPR 1.27s; PPR 1.28k; PPR 2.21s) (STE 1.2k-2b)] - Dropbox – Pedagogy Focus, Content Focus; Discussion Boards

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Course Assignments

Essentially, students should be comfortable engaging with two chapters of reading and two assignments each week. These assignments will be submitted via Dropbox, assessed through Quizzes, or evaluated in Discussion Posts.

<table>
<thead>
<tr>
<th>Format</th>
<th>Assignment</th>
<th>Point Value</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Dropbox Assignments (70 points)</td>
<td>Dropbox 1 – 240 Tutoring Diagnostic and Reflection</td>
<td>10 pts</td>
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<td>Dropbox 2 – Janus Figure Assignment</td>
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<td>Dropbox 3 – Timeline Assignment</td>
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<td>Dropbox 4 – Identity Development Resource</td>
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<td>Dropbox 5 – The Longoria Affair</td>
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<td>Dropbox 6 – Governance Activity</td>
<td>10 pts</td>
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<td></td>
<td>Dropbox 7 – Economics</td>
<td>10 pts</td>
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<tr>
<td>Major Assignments (90 points)</td>
<td>Book Club Dropbox – 3 Reflections</td>
<td>20 pts</td>
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<td>Final Lesson Plan Dropbox</td>
<td>50 pts</td>
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<td>Social Studies Content Exam Results</td>
<td>10 pts</td>
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<td>Midterm Quiz</td>
<td>10 pts</td>
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<tr>
<td>Discussion Boards (70 points)</td>
<td>Discussion Board 1 – Introductions</td>
<td>10 pts</td>
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<td>Discussion Board 2 – Columbus</td>
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<td>Discussion Board 3 – Geography</td>
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<td>Discussion Board 4 – Economics</td>
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<td>Discussion Board 5 – Global Connections</td>
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<td>Discussion Board 6 – Civic Ideals &amp; Participation</td>
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<td>Discussion Board 7 – Lesson Plan Support</td>
<td>10 pts</td>
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<tr>
<td>Quiz (10 points)</td>
<td>Technology Quiz</td>
<td>10 pts</td>
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<tr>
<td>Professionalism (10 points)</td>
<td>Major Dropbox Assignments submitted on time (1 pt each)</td>
<td>10 pts</td>
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|                              | • Content Focus Assignments – 5 assignments (not including **bolded**, *italicized*)
|                              | • Pedagogy Focus – Book reflections – 1 assignment
|                              | • Evaluative Focus – 3 assignments
|                              | • Quiz – Midterm – 1 assignment                              | 10 pts      |               |

**TOTAL POINTS** 250 pts

**Grading Scale**

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **F** = Below 70%

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• **Dropbox – Content Focus (7 assignments @ 10 pts each)**

The initial diagnostic provides a guideline for where the teacher candidate is with regard to preparedness for the social studies content exam. The following assignments demonstrate a development of content knowledge/awareness as well as a final Dropbox assignment that provides evidence of documented growth. Each assignment will have specific expectations that will be included in Brightspace by D2L instructions. The final demonstration of social studies content mastery will be uploaded into LiveText at the end of the semester.

• **Major Assignment (Lesson Plan Assignment @ 50 pts)**

This assignment is one that can be developed over time. The instructor recommends NOT starting this assignment before midterm but any time after that is acceptable. The reason for this recommendation is that students need a chance to critique provided exemplar lessons so that a framework for expectations can be developed. The lesson plan assignment will have grades received for both the lesson plan and the corresponding lesson resources. BOTH of these components will be uploaded into LiveText at the end of the semester.

• **Major Assignment (Book Club Reflections @ 20 pts)**

There are two purposes for this assignment:

1. Due to COVID-19 and social distancing, providing a space for teacher candidates to interact and discuss an academic text allows for necessary socio-emotional connections.
2. We need to be critical consumers of content material. This text demonstrates examples of which educators should be skeptical.

Over the course of the semester, you will read the provided PDF of an older version of Lies my teacher told me. The difference between the older version and the most recent is a single chapter. With the goal of developing an OER course (open educational resource), I elected to use this version so that the course could remain without additional costs. You will need to schedule a time to meet with your peers (groups of 3-5 students) at three points throughout the semester. You will reflect on each of those experiences. The reflections may NOT exceed 1 double-spaced page per chapter. For example, Book Club 1 will discuss chapters 1-3, so the reflection may not be longer than 3 pages double-spaced.

Specific guidelines for what to include in reflections can be found on Brightspace by D2L.

• **Discussion Boards (7 discussions @ 10 pts each)**

There are six discussion boards over the course of the semester. The first one is an introduction and requires your initial post and three responses engaging with your classmates.

The additional five discussion boards focus on social studies specific topics. Your initial post MUST reference course material with in-text notations such as: (Loewen, p. 75). It must include a description of something you learned, something that challenged you, and either a question to the group OR a specific way you have seen it or believe it can be successfully implemented. While I will be flexible, I have noticed a lack of consistent quality with initial posts and so, for the first time ever, I am implementing a minimum 12-sentence norm for the initial post.

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You will also need to respond to three peers for these discussion posts. Responses must go beyond, “I agree” or restating what the initial post said. It may be a connection to your own experiences, an extended connection to the resources from this week, or a connection to an external resource that you may hyperlink or attach.

- Quizzes – Midterm (@ 10 pts)

One way to get a sense of what the classroom is like is to engage in thoughtful conversations with teachers, administrators and students. You will select either a teacher or a content-specialist (administrator) who teaches social studies. You will also select one student (this can be a sibling, child, relative or a student with whom you interact. You will need to have a parent sign off giving permission for this interview (consent form in Brightspace by D2L). You will then interview the adult and the student. After the interview, you will reflect on major themes that emerged.
# Course Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**ALL ASSIGNMENTS DUE AT END OF MODULE, SUNDAYS AT 11:59 PM CST UNLESS NOTED IN THE CALENDAR BELOW**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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| Week of August 24 | Module 1: Course Introduction and NCSS Standards | - Read module content, notably Syllabus and Course Calendar.  
- Read Overview of NCSS; Texas Social Studies Framework; A Vision of Powerful Teaching and Learning in Social Studies  
- Assignments  
  o Assignment 1: Post to Discussion Board 1 - Introductions and respond to three peers  
  o Assignment 2: Take 240Tutoriting Diagnostic Test and submit results/reflection to Dropbox 1 |
| Week of August 31 | Module 2: Teaching in Culturally, Racially, & Linguistically Diverse Classrooms | - Read module content and assigned readings.  
  o Parker & Beck – Chapter 2  
  o Bustamante, et al article  
- Book Club – Chapter 1  
- Assignments  
  o Assignment 1: Determine Book Club groupings AND schedule meetings Book Club Dropbox  
  o Assignment 2: Dropbox 2 – Janus Figure Assignment |
| Week of September 7 | Module 3: Time, Continuity & Change | - Read module content and assigned readings.  
  o Reading Rockets article  
- Book Club – Chapter 2  
- Assignments  
  o Assignment 1: Discussion Board 2 - Columbus  
  o Assignment 2: Dropbox 3 – Timeline |
| Week of September 14 | Module 4: People, Places & Environment | • Read module content and assigned readings.  
  o Bednarz article  
  • Book Club – Chapter 3  
  • Assignments  
  o Assignment 1: Book Club Meeting #1  
  o Assignment 2: Discussion Board 3 - Geography |
|----------------------|--------------------------------------|------------------------------------------------------------------------------------------------|
| Week of September 21 | Module 5: Individual Development & Identity | • Read module content and assigned readings.  
  o Cowhey – Chapter 2  
  • Book Club – Chapter 4  
  • Assignments  
  o Assignment 1: Dropbox 4 - Identity Development Resource  
  o Assignment 2: Book Club Reflection from Meeting #1 |
| Week of September 28 | Module 6: Individuals, Groups, & Institutions | • Read module content and assigned readings.  
  o TBD  
  • Book Club – Chapter 5  
  • Assignments  
  o Assignment 1: Dropbox 5 – The Longoria Affair  
  o Assignment 2: Book Club Reflection from Meeting #2 |
| Week of October 5   | Module 7: Power, Authority, & Governance | • Read module content and assigned readings.  
  o Civic Educator ONLINE  
  o Clabough – Chapter 9  
  • Book Club – Chapter 8  
  • Assignments  
  o Assignment 1: Dropbox 6 - Governance  
  o Assignment 2: Book Club Reflection from Meeting #2 |
| Week of October 12  | Module 8: Midterm Week                 | • Read module content  
  • Review expectations for Lesson Plan Final Assignment  
  • Review expectations for Midterm Observation/Reflection Assignment  
  o Submit Midterm Quiz |

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<th>Week of</th>
<th>Module</th>
<th>Assignments</th>
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<tr>
<td>October 19</td>
<td>Production, Distribution, &amp; Consumption</td>
<td>- Read module content and assigned readings.</td>
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<td>o Boyle-Baise &amp; Zevin – Chapter 6</td>
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<td>o Book Club – Chapter 7</td>
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<td>o Assignment 1: Dropbox 7 - Economics</td>
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<td>o Assignment 2: Discussion Board 4 – Economics</td>
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<td>October 26</td>
<td>Science, Technology, &amp; Society</td>
<td>- Read module content and assigned readings.</td>
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<td>o Clabough – Chapter 6</td>
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<td>o Innovations PDF</td>
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<td>o Book Club – Chapter 10</td>
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<td>o Assignments</td>
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<td>o Assignment 1: Technology Quiz</td>
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<td>o Assignment 2: Work time for final lesson plan assignment</td>
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<td>November 2</td>
<td>Global Connections</td>
<td>- Read module content and assigned readings.</td>
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<td>o SAGE Article</td>
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<td>o Additional Article TBD</td>
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<td>o Book Club – Chapter 9</td>
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<td>o Assignments</td>
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<td>o Assignment 1: Discussion Board 5 – Global Connections</td>
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<td>o Assignment 2: Work time for final lesson plan assignment</td>
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<td>November 9</td>
<td>Civic Ideals &amp; Practices</td>
<td>- Read module content and assigned readings.</td>
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<td>o Cowhey – Chapter 6</td>
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<td>o Book Club – Chapter 6</td>
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<td>o Assignments</td>
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<td>o Assignment 1: Book Club Meeting #3</td>
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<td>o Assignment 2: Discussion Board 6 – Civic Ideals &amp; Practices</td>
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<td>November 16</td>
<td>Social Studies Assessment</td>
<td>- Read module content and assigned readings.</td>
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<td>o Brophy &amp; Alleman Article</td>
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<td>o Texas Social Studies Framework – pgs 56-57</td>
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<td>o Book Club – Chapters 11 &amp; 12</td>
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<td>Week of November 23</td>
<td>Fall Break</td>
<td>Assignments</td>
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|                     |            | • Submit *Book Club Reflections to Dropbox*  
|                     |            | • Assignment 2: *Discussion Board 7 – Lesson Plan Support*  |

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<thead>
<tr>
<th>Week of November 30</th>
<th>Module 14: Implementing Methods &amp; Strategies</th>
<th>Assignments</th>
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|                     |                                             | • Read module content and assigned readings.  
|                     |                                             |   o Parker & Beck – Chapter 9  
|                     |                                             |   o Wade – Chapters 4 & 6 excerpts  |
|                     |                                             | • Assignments  
|                     |                                             |   o Assignment 1: Lesson Plan and Lesson Resources Work Time  
|                     |                                             |   o Assignment 2: Submit Social Studies Content Exam Results to *Dropbox and LiveText*  |

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<tr>
<th>Week of December 7</th>
<th>Module 15: Finals Week</th>
<th>Assignments</th>
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|                     |                        | • Read module content  
|                     |                        | • Assignments  
|                     |                        |   o Assignment 1: Submit Lesson Plan and Resources to *Dropbox and LiveText*  
|                     |                        |   o Assignment 2: Complete course evaluations  
|                     |                        | • Thank you for a wonderful semester 😊  |
Course Materials

LiveText

There are three LiveText assignments — the Social Studies Content Exam, individual Lesson Plan, and Lesson Plan resources. It is your responsibility to complete this before the end of the semester. You will be given an Incomplete for the course if you fail to submit the assignment before the date that grades are due.

Required Technology:

This course is an online course that will be delivered through the university’s Learning Management System (LMS), Brightspace by D2L. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

Required Text:

There are no required textbooks for this class. Readings are posted in the course modules on Brightspace by D2L.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Course Evaluations:

This course is newly redesigned to provide a space for critical social studies pedagogy. Your feedback is invaluable and will be collected at various points in the semester as well as in the course evaluations. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades.

Students may take 2 absences without penalty over the course of the semester. After the second absence, the students will begin to accrue a 5 point deduction for each additional absence. Students are responsible for notifying their instructors in advance, when possible, for absences. Make-up work must be completed as soon as possible after returning from an absence.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one’s own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325 (936.468.3004) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to SFASU Disability Services.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

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Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Syllabus and course calendar subject to change.