**ELE 3230.501 and .502**  
**Summer I, 2021**

**Instructor Information:**

Dr. Lauren Burrow  
personal pronouns: she/her/hers  
Email: please use d2L email  
(if d2L is unavailable you may contact me through the course REMIND.com)

Office: ECRC 201N*  
Phone: x-1628**  
Office hours: Tuesdays 9:00am - 2:00pm ZOOM  
scheduled meetings can be requested via d2L email or Remind.com

Credits: 2 hours  
Course Time & Location: ONLINE

*due to COVID-19, I will no longer be meeting students in my office  
**due to COVID-19, all communications with me should be completed via email or other digital communications provided to you during course enrollment

**Prerequisites:**


**I. Course Description:**

**Teaching Social Studies in EC-6:**  
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 web site links are all posted on the class web site in D2L. Assignments are required to be submitted online in D2L and some to LiveText.

**Course Rationale:**  
Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives. Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning. Social studies is 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)

**Course Goal:**  
The overall goal of ELED 3230 is to prepare candidates to assume their roles as professional educators who positively impact the social studies learning of all students and who exhibit the core values of the SFASU College of Education.  
(Note: TExES competencies whose numbers are in **bold type** are those which are the primary responsibilities of ELED 3230.)

**II. Intended Learning Outcomes/Goals/Objectives:**

This course is aligned with the College of Education 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” and the mission of the College of Education (COE), which 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. We are committed to the following core values:

- **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
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

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. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards.

### Program Learning Outcomes & Student Learning Outcomes:

**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)**

- **SLO 2.1** Candidates demonstrate a comprehensive knowledge of the social sciences and recognizes their value (EC6 Texas Social Studies ST I).
  - SLO 1.1.1 Assessment – Social Studies Competency Test
  - SLO 1.2.1 Assessment – Quizzes, Final Exam

- **SLO 2.2** Candidates apply knowledge of geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning (EC6 Texas Social Studies ST IV-X)
  - SLO 2.2.1 Assessment –Social Studies Competency Test, Quizzes, Class Activities

- **SLO 2.3** Candidates use social science knowledge and skills to plan, organize, implement instruction and assess learning (EC6 Texas Social Studies ST III)
  - SLO 2.3.1 Assessment –Final Exam

- **SLO 2.4** Candidates understand how the social science disciplines relate to one another and to the other content areas and organizes instruction to promote intra and interdisciplinary learning in the classroom (EC6Texas Social Studies ST II)
  - SLO 2.4.1 Assessment –Final Exam

- **SLO 2.5** Candidates implement recent developments and issues in social studies education geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning and relates them to instructional practice in the classroom (EC6Texas Social Studies ST IV-X)
  - SLO Assessment 2.5.1 – Class Activities, Quizzes

- **SLO 2.6** Candidates understand how to make instruction relevant to students and utilizes school and community resources in planning effective and relevant instructional activities (EC6Texas Social Studies ST III)
  - SLO Assessment 2.6.1 – Final Exam, Quizzes

- **SLO 2.7** Candidates understand a broad variety of instructional strategies, methods and assessment techniques, and utilizes them in planning and implementing effective, age/grade appropriate instruction for students (EC6 Texas Social Studies ST III)
  - SLO Assessment 2.7.1 –Final Exam

- **SLO 2.8** Candidates understand the developments in science and technology and uses this knowledge for locating resources for instruction and as a tool for implementing instruction (EC6 Texas Social Studies ST X)
  - SLO 2.8.1 Assessment –Quizzes

**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**
III. Course Assignments, Evaluations and Assessments (Grading)

ALL assignments will be explained in d2L.
Any REVISIONS to these assignments will be posted in d2L.

QUIZZES (worth 10% of course grade)
1. Check-In Quiz - completion, no grade
2. Quiz 1, 100 pts
3. Quiz 2, 100 pts
4. Quiz 3, 100 pts
5. Quiz 4, 100 pts
6. LIVE TEXT: SS Content Competency Exam, 100 pts

DISCUSSION BOARDS (30% of course grade)
1. Original post + response to Week 1, averaged: 100 pts
   a. Gingerbread Intro
   b. Jigsaw Teaching
2. Original post + response to Week 2, averaged: 100 pts
   a. Jigsaw Teaching
   b. Virtual Field Trip Brochure (replies only)
3. Original post + response to Week 3, averaged: 100 pts
   a. Geography
   b. Current Events
4. Original post + response to Week 5, averaged: 100 pts
   a. Teaching Video (replies only)

CLASS ACTIVITIES (60% of course grade)
1. Little Justice Leaders, 100 pts
2. Columbus Poster, 100 pts
3. Virtual Field Trip Brochure, 100 pts
4. Fake News Infographic, 100 pts
5. Book-Based mini-LP, 100 pts
6. Teaching Video, 100 pts
7. Call a Congressperson, 100 pts
8. Teacher Take-Away Timeline, 100 pts

A = 90 – 100%
B = 80 – 89%
C = 75 – 79%
F = below 75%
*To accommodate a flexible, responsive curriculum and schedule, total course points possible is contingent upon the content knowledge and skills that are actually completed each semester. Teacher Candidates will be notified of any changes to points, as they occur. *It is the responsibility of the Teacher Candidate to stay aware of any changes to the course point total.*

**C or better for this course is required as a prerequisite for Field Experience II.

***To earn an "A" in this course, ALL assignments must be completed.

****ALL LiveText assignments must be submitted in order to meet the requirements to pass this course.

**IV. Summary of LiveText Assignments:**

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<tr>
<th>Assignment: Social Studies Content Competency Exam</th>
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Details for LiveText upload will be given in class and posted to d2L.

**V. Tentative Course Outline/Calendar:**

**Tentative Schedule**

*To accommodate a flexible, responsive curriculum changes to the original course schedule may be necessary to better fit the needs of students and/or content of the course. Teacher Candidates will be notified of any changes, as they occur. *It is the responsibility of the Teacher Candidate to stay aware of any changes to the course schedule.*

**PLEASE NOTE:** any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted on D2L, but it is your responsibility to stay aware of the changes.

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<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS (DUE DATES)</th>
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<tr>
<td>WEEK 1</td>
<td>INTRODUCTIONS</td>
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<td>Monday, May 17 - Saturday, May 22</td>
<td>What is Social Studies?</td>
<td>Due by May 22...</td>
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<td>Why Social Studies?</td>
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<td>WHO we learn about in Social Studies:</td>
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<td>All About YOU</td>
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<td>WEEK 2</td>
<td>WHO we learn from / about in Social</td>
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**Due by June 12...**

- Check-In Quiz (must complete to continue the course)
- Discussion Board
  - Gingerbread Intros
  - Jigsaw Teaching

**Due by May 29...**

- ALL Quizzes (+ LIVE TEXT)
### Monday, May 24 - Saturday, May 29

**Studies:**
- All About OTHERS

**HOW we learn in Social Studies**
- Field Trips and Maps
- Service-Learning and Our Communities

- Dropbox
  - Little Justice Leaders
  - (also to Discussion Board!) Virtual Field Trip Brochure
- Discussion Board
  - Jigsaw Teaching
  - (also to Dropbox!) Virtual Field Trip Brochure
- Discussion Board responses to WEEK 1

### WEEK 3
(Monday, May 31) - Saturday, June 05

**WHAT / HOW we learn in Social Studies**
- History, Holidays, and Primary Sources

**WHAT / HOW we learn in Social Studies**
- Current Events

Due by **June 06** (extra day due to observed holiday)...  
- Dropbox
  - Columbus Poster
  - Fake News Infographic
- Discussion Board
  - Geography
  - Current Events
- Discussion Board responses to WEEK 2

### WEEK 4
Monday, June 07 - Saturday, June 12

**TEACHING Social Studies: mini-Lesson Plan**

Due by **June 12**...
- ALL Quizzes, started in Week 1 (+ LIVE TEXT)
- Discussion Board responses to WEEK 3
- (OPTIONAL) Dropbox - **NO 24-hr extension**
  - IF want professor feedback, "Book-Based mini-LP" COMPLETED DRAFT with ANNOTATED requests for feedback

### WEEK 5
Monday, June 14 - Saturday, June 19

**WHAT / HOW we learn in Social Studies**
- Civics Ed - Power, Authority, Governance

Due by **June 19**...
- Dropbox
  - Call a Congressperson
  - FINAL Book-Based Mini-LP + (also to Discussion Board!) Teaching Video
- Discussion Board
  - (also to Dropbox!) Teaching Video

### WEEK 6 (FINAL ½ WEEK)
Monday, June 21 – **Wednesday, June 23**

**WHAT / HOW we learn in Social Studies**
- Timelines

Due by **Wednesday, June 23** ...
- Dropbox
  - Teacher Take-Away Timeline
- Discussion Board responses to WEEK 5

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**VI. Required Text and Other Required Materials:**
THERE ARE NO TEXTS to purchase for this section of this course. Instead, the professor utilizes Open Educational Resources (OER) to provide students with access to up-to-date, free knowledge! You’re welcome! :-)

Required Readings:
- The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

Required Web Sources – no purchase necessary:
- Little Justice Leaders
- Texas Essential Knowledge and Skills (TEKS) for Social Studies, Grades K-8. Texas Education Agency, Austin. In the Course Resources module on the course website in D2L. Also available at the University Center Bookstore or download free from: <http://www.tea.state.tx.us/>
- LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

LiveText--LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00

If you are purchasing LiveText for the first time, you need to complete the My Cultural Awareness Profile (MCAP) found within the LiveText account. Students should complete the MCAP within the first month of long terms and within the first week of short terms.

Failure to submit required assignments into the LiveText system may result in non-passing of the course.

Recommended Resource Book – purchase NOT required:

Recommended Websites (additional helpful web sites may be found on the course homepage in D2L – no purchase necessary):
- The Texas Education Agency <http://www.tea.state.tx.us>
- State Board of Educator Certification (SBEC) <http://www.sbec.state.tx.us/SBECOnline/default.asp>
- TExES Study Guides <http://www.texas.ets.org/prepMaterials/>

VII. Class Attendance and Work Policy:

Attendance, Participation, and Professionalism for a Burrow Course:
**Attendance Policy:**

This course meets online. You are expected to login often to view any course updates, emails, discussion postings, etc. associated with this course. Weekly modules will typically be opened Mondays, 7:00am with previous weeks closing (I.e., weekly assignments due) on Saturdays, 11:59pm. You are expected to review all content in the weekly modules and actively participate in the discussion boards during the schedule presented.

- **Note:** Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Attendance and punctuality are a vital part of the teaching profession. Attendance, active participation, and accurate and timely completion of assignments are expected as this should benefit candidate understanding of concepts related to this course.

1. **BE PRESENT**
2. **BE PARTICIPATIVE**
3. **BE PROFESSIONAL**
4. **BE PRODUCTIVE**

The professor understands that unexpected events can occur in Teacher Candidates’ personal and/or professional lives, and encourages Teacher Candidates to communicate EARLY and OFTEN with the professor to discuss short- and long-term solutions. Communicating needs, issues, and concerns as soon as possible allows the professor the possibility of working with you to create viable solutions. PLEASE TALK TO ME – I WILL LISTEN, but please keep in mind -- last minute communications will severely limit the options/assistance I can offer to you.

In the case of extenuating circumstances beyond the Teacher Candidate’s control (e.g., long-term illness or other personal issues, participation in University-sponsored such as sports, etc.) please arrange a VIRTUAL meeting with the professor to discuss options.

- Discussions regarding **unexpected** “extenuating circumstances” should occur around the time of their occurrence (it is much more difficult to arrange alternatives the farther away from assignments’ original deadlines that we get).
- Discussions about **anticipated/planned** “extenuating circumstances” should occur prior to their occurrence (requests for retroactive consideration of work not completed when a Teacher Candidate knew of a planned absence, but did not communicate with the professor may not be approved).

**Expected Participation:**
As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to earn an “A” in this course.

**Professional Effort and On-Time Completion of Assignments:**

**Dropbox Submissions:**
Students receive an automated **Dropbox submission receipt** email in D2L every time they submit an assignment to a dropbox folder. The receipt email is generated from from **D2LConfirm@d2l.sfasu.edu**. This email verifies exactly when (date and time) that they submitted a file or files to a particular dropbox folder, and even includes the file name(s) in the message. **It is the responsibility of the student to retain thesedropbox receipts and to confirm with the receipt of the submission receipt email that an assignment was turned in, on time.**

**Late Work Policy:**
Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor and peers) are relying on your completion of timely work --- please be prompt, professional, and passionate about your work! As a professional, I respect your time; please respect mine.
I acknowledge that these are busy and complicated times, so there will be an automatic, no questions asked, no excuses needed 24-hour no grade penalty extension for most assignments (except when noted) --- after that extension time, it is at the discretion of the professor to accept late work, with a 20% grade deduction, if communication from the student occurred PRIOR to the tardy assignment.

PLEASE NOTE: Late work might not receive feedback from the professor for future improvement AND will be at the bottom of the “grading pile” (meaning, it might take a long time before your work is evaluated). So, when circumstances prevent timely completion of assignments, please notify your professor PRIOR to the assignment due date. Please note, many of the assignments of this course may not be executed / performed without prior professor approval, so if you are late turning in work you may not get your assignments back in time to continue on in the course. Finally, peer-based work (e.g., discussion board replies) might not qualify for "late work acceptance” since timeliness is essential to the assignment itself.

Graded Assignments:
If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as the next day after a graded assignment is posted, but should be requested no later than a week after the graded assignment is posted.

Do you count off for Writing?
Please submit: “Make-A-Parent/Guardian-Feel-Confident” Writing!
As future teachers, you will be representing yourself as professional educators and as a significant representative for a collective group of career professionals to your students, your students’ families, your co-workers, your employers, and our national community! Additionally, you will be responsible for the foundational instruction of young children! Therefore, correct spelling and grammar will be considered in grading requirements. It is recommended that you have your written work reviewed by an outside source (the professor will not review assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).
When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more grammar/mechanical errors in your final submission, you may be asked to review, correct, and resubmit. The professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to future assignments or to receive a final grade for the course! So take the time, the first time!

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in early childhood education and/or other course content knowledge, you may be required to schedule an outside conference with the professor before receiving credit for the course and attendance at the AARC may be required to continue on in the course. The professor will be available to discuss the expectation of assignments prior to turn in (appointments must be made at least 2 school days before the assignment is due).

Communications:
All SFASU teacher candidates are issued an e-mail on the University System. The professor will send important information to you using this system, thus you are responsible for monitoring your SFASU e-mail address for any important class information. If you have forwarded your SFASU email to a personal e-mail server, you are responsible for ensuring that it has been done correctly (you will still be held accountable for information sent to your SFASU e-mail account even if it does not forward to your personal e-mail account).

COMMUNICATION -- early and often -- is welcomed and encouraged! I usually can’t do anything if you wait until the end of the semester; talk to me when it is happening! PLEASE, REACH OUT and TALK TO ME! :-)

PLEASE reach out to me when you have questions, personal circumstances, etc. Do NOT wait until after the assignment is completed or the issue has grown too large to communicate concerns or needs with me. I understand the busy academic, professional, and personal schedules we all have, so I am available through multiple VIRTUAL platforms that will allow you to reach me from anywhere, anytime...

The best way to reach the professor is using the d2L course email and/or Remind.com.

**To ensure an expedited response, please put [Course #. Section] in your subject line.
Remind.com:
It is highly recommended that you join the section-exclusive Remind.com account (see d2l for access) to receive reminders about upcoming assignments, class meetings, etc. from Dr. Burrow

Accessibility to AARC Resources/Assistance:
- The OWL - Online Writing Lab is now inside D2L. Students can see it as one of their classes in the Select a course... pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside a course shell that works like any other dropbox. There are detailed instructions provided.
- AARC Writing provides an overview of paper structure and identifies the type of grammar errors present. AARC checks citations, but can't check for plagiarism and does not point out every error. Please allow for 48 hours min.
- AARC has Walk-In tables in the evenings and on Sunday, and now offers Weekly Appts. by paper. Students can sign up to brainstorm, revise, and review their papers over a minimum of 3 weeks at sfasu.edu/aarc.

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

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

Students in the COE electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

IX. Student Ethics and Other Policy Information:

Lecture Class Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.

Each teacher candidate is expected to:
- attend all class meeting in accordance with the policies of the university;
- arrive before class begins, late arrivals are unprofessional;
- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
- complete ALL ASSIGNMENTS on or before the due date;
- submit ALL WORK in order to complete this course;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):
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, 468-3004/468-1004 (TDD) 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 http://www.sfasu.edu/disabilityservices/.

Academic Dishonesty:
Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. 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.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals:
A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5):
At the discretion of the instructor of record and with the approval of the academic chair/director, 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 terms, 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):

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
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 www.texas.ets.org/registrationBulletin/). 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.

X. Other Relevant Course Information

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. NOTE: Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.

ZOOM Use (policy developed by SFASU CTL, May 2020). This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert method of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (policy developed by SFASU CTL, May 2020). At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
• Pre-recorded and live lectures
• Live discussions
• Discussion boards
• Simulations
• Posted course materials
• Faculty feedback forms
• Visual materials that accompany lectures/discussions, such as slides
• Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

Works Cited for this Course

JOURNALS

*History Matters!*, National Council for History Education.

*Journal of Geography*, National Council for Geographic Education.

*Social Education*, National Council for the Social Studies.

OTHER RESOURCES


ONLINE RESOURCES

- Historyteacher.net — www.historyteacher.net
- Texas State Historical Association — www.tshaonline.org

The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify teacher candidates of any changes, in writing, in d2L. It will be the responsibility of the Clinical Teachers to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each teacher candidate’s overall course performance, taking into account assignment submissions and overall professional demeanor.
As your professor, it is my intent to provide the most equitable, safe, and positive learning environment that I can for you. In my course, I want to see, hear, respect, and value your unique existence and encourage you to share with me specific suggestions for improvement in order to ensure that my practices have their intended impact in your life. As a future teacher --- taking time to care for yourself is in the best interest for you AND your future students!

To that end, please be aware of the following policies, practices, and organizations meant to assist the multiple types of students who may be experiencing unique life identities while pursuing a degree of education at SFASU. If you ever find you (or others) experiencing any of the following, please take time to communicate with me (sooner! rather than later) and/or seek assistance as outlined below.

Additionally, I WELCOME you to reach out at any time to help me better understand how your unique and valuable identity(s) -- those already included below AND those not explicitly identified below -- is impacting you in this course (for example, requesting accommodations for faith-based holidays or neurodiverse needs) ... I THANK YOU in advance for helping to educate me about YOU!

FOR STUDENTS EXPERIENCING FOOD INSECURITY...

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.
Food for Thought is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available.

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**
FOR STUDENTS WITH CAREGIVER RESPONSIBILITIES…

Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of caregiver status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, coursework, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

FOR STUDENTS WISHING TO SUBMIT A “CHOSEN FIRST NAME” TO APPEAR IN UNIVERSITY-RELATED SYSTEMS

Visit mySFA: personal information to submit a “chosen first name.” Details available here: https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines

FOR LGTBQIA+ STUDENTS SEEKING SAFE(r) SPACE OFFICES

A Safe Space is a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, and queer students, both my office (201N), 201U, and other offices throughout ECRC are designated safe(r) spaces.
FOR STUDENTS WISHING TO USE GENDER-NEUTRAL RESTROOMS

In the ECRC – there are single-use restrooms located in the 201 and 209 hallway suites of faculty offices. For a list of additional gender-neutral/single-use restrooms around campus: http://www.sfasu.edu/counselingservices/193.asp

FOR STUDENTS WITH DACA STATUS...

Letter from the late President Baker Patillo, SFASU (fall 2017)

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President

FOR STUDENTS IN NEED OF MENTAL HEALTH SERVICES...

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

“In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community.” For more information: http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.

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