ELED 3330 – Section 001
Teaching Social Studies in EC-6
Fall 2023

Stephen F. Austin State University
College of Education
Department of Education Studies

<table>
<thead>
<tr>
<th>Instructor: Dr. Neal Nghia Nguyen, Ph.D.</th>
<th>Course Day/Time &amp; Location/Method of Delivery: Mondays &amp; Wednesdays/1 pm – 2:15 pm/Early Childhood Research Center Room 219/ F2F or In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: Early Childhood Research Center # 209L</td>
<td>Office Hours: Mondays 9:00am-12:00pm (ECRC/in-person); Wednesdays 9:00am-12:00pm (Virtual office hours via Zoom and/or in-person by appointment)</td>
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<tr>
<td>Office Phone: 936-468-6608</td>
<td>Credits: 3 credits hours</td>
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<td>Other Contact Information: Department of Education Studies Phone: 936-468-2904</td>
<td>Email: <a href="mailto:Nghia.Nguyen@sfasu.edu">Nghia.Nguyen@sfasu.edu</a></td>
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Prerequisite

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

Course Information

I. Course Description:

This is a face-to-face or in-person course during Fall 2023.

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 on the specified due dates (see weekly tentative schedule below).

**Course Justification:**

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., 1981). 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).

**Course Delivery Modality:** F2F or In-Person

**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.

**II. Intended Learning Outcomes, Goals, and Course 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.

Program Learning and Student Learning Outcomes

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:

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)], **Weekly Content Group and In-Class Discussions; Exams; Article Reviews**
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)], **Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews**
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; 7.18s-5)], **Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews**
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)], **Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews**
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)], Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews

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)], Weekly Content Group and In-Class Discussions; Article Reviews

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)], Weekly Content Group and In-Class Discussions; Article Reviews

8. SLO 2.8 Citizenship: The social studies teacher understands citizenship in the United States, 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)], Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews

9. SLO 2.9 Culture: The social studies teacher understands cultures and how they develop, 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)], Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Article Reviews

10. SLO 2.10 Science, Technology, and Society: The social studies teacher understands developments in science, 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)], Weekly Content Group and In-Class Discussions; Lesson Development and Presentations

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)], Weekly Content Group and In-Class Discussions; Lesson Development and Presentations; Exams
III. Course Assignments

***Teacher candidates (TCs) are expected to read the weekly chapters for meaningful weekly in-class group discussions (as indicated in the weekly tentative schedule below) and to participate in-class and D2L posted weekly content group discussions. TCs must adhere to all due dates of assignments as clearly specified in the following “Tentative Course Outline” or “Weekly Tentative Schedule” (i.e., with some levels of flexibility from the instructor due to exceptions or emergencies). Please let me know of your hardship as soon as you can and I will try my best to assist you in any way that I can. Consistent communication in-person or via email is critical in this course).

Assignments, assessments, discussions, and other pertinent information are presented in D2L. You must have a browser that supports D2L at SFA. All necessary software information is available from SFAuthonline. This course may be accessed through mySFA or directly at https://D2L.sfasu.edu/.

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by the instructor.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

1. Weekly Content Group Discussions in D2L and In-Class Content Discussions/Weekly Attendance & Participation (Total of 20 points)

First, the instructor will post weekly content group discussions for TCs to respond in D2L regarding the various social studies contents (specific contents/knowledge from the 13 chapters that TCs need to acquire for their own knowledge and for subsequent examination purposes). Each TC is to respond (critically/thoughtful/thought-provoking approach) to the instructor’s posting or prompt(s) and respond to at least one other teacher candidate’s response(s). Second, the instructor will read the posted weekly discussions and discuss/elaborate with TCs during each class meeting (in-person) to acknowledge, appreciate, dissect, and provide input(s) to teacher candidates’ understanding and knowledge acquisition of the pertinent social studies contents. Consistent weekly attendance/participation is required from each TC.

2. Midterm & Final Exams (15 points each-Total of 30 points)

Each TC is expected to complete a midterm and a final exam (essay format) that covers readings from chapters and weekly content group discussions (see specific date in weekly tentative schedule below). Exam questions/responses will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics, and fluency (see midterm exam and final exam rubrics at the end of this syllabus). A study guide will be provided and discussed with TCs (in-class discussion) at least a week in advance prior to the scheduled exam. Each exam is worth 15 points. Missed exam will
result in a score of zero.

3. **Two Social Studies Lessons and Two Presentations (15 points each/10 points for the lesson planning & 5 points for the professional power-point presentation to the entire class)-Total of 30 points**

First, TCs will choose **TWO** specific areas of social studies based on the above eleven student learning outcomes. Second, TCs will develop two thorough social studies lesson plans for two different age groups (EC-6) and prepare/present (via professional power-point slides) both social studies lessons to the entire class on specified dates (see weekly tentative schedule below). Third, the instructor and other TCs will have the opportunity to ask questions and provide input(s) during and after each presentation. Additionally, the instructor will work with each TC during the lesson plan development throughout the semester and to answer or clarify any questions that TCs might have prior to the completion of both lesson plans and the scheduled presentations.

4. **Article Reviews (10 points each-Total of 20 points)**

TCs will review **TWO peer-reviewed** articles of any social studies topic(s) for young children (with or without special needs) from birth to 8 years of age and provide written critiques summarizing its applicability to practice. The article must be a peer-reviewed article from a ranked/professional journal in education (e.g., Young Children, Journal of Social Studies Research, Teaching Exceptional Children, Young Exceptional Children, Early Child Development and Care, Intervention in School and Clinic, Early Childhood Education). As prospective educators of young children (EC-6), TCs should be familiar with the foundational literature on social studies/practical implications and the process of how to look for and synthesize research-to-practice and/or peer-reviewed articles relating to social studies topics to support their instructional planning and delivery in social studies during and after their teacher preparation program(s).

TCs also have the option to choose peer-reviewed articles from other peer-reviewed journals (other than the above recommended journals). However, these published articles **must be approved** (see weekly schedule above) by the instructor in the first few weeks of class. Peer-reviewed articles can also be found at ERIC or google scholar or other appropriate databases or websites (will be discussed by the instructor at the beginning of the course).

The written paper (1 ½ - 2 pages) should provide an outline of the article and summarizes its content in the following format as “Headings” in bold:

**Title page**

**Introduction**

**Purpose of the article**

**Methods used**
Results or Findings

Practical implications or Reflection - Your own reflection and its applicability in your current or prospective classroom

Conclusion - What you can choose to use from the article in your own current/future classrooms and why (rationale)

Reference(s)

The article summary should be written with a title page and a reference page (APA samples will be provided and discussed during the first few weeks of the course). The article summary should be written with NO grammatical and spelling errors.

Finally, the instructor will also discuss selected/volunteered written article reviews and practical implications with TCs in current/future classrooms.

Assignment Policy

Teacher candidates must complete all assignments and be prepared to participate in weekly class discussions. All teacher candidates are expected to complete assignments on the due date shown in the weekly tentative schedule. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor before, not after, problems occur.

IV. Evaluation and Assessment (Grading Criteria)

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B-</td>
<td>80-82</td>
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<td>C</td>
<td>73-76</td>
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<td>C+</td>
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<td>D</td>
<td>63-66</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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QClassroom Requirement: N/A or no critical assignment(s) is required to be submitted to QClassroom.
V. Tentative Course Outline or Calendar

Weekly Tentative Schedule (Subject to Change with Prior Notice)

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPICS/READINGS</th>
<th>ASSIGNMENT DUE DATES</th>
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</thead>
</table>
| Week 1      | Welcome to my class ELED 3330. I hope all of you have a great and restful summer break with your families. Be sure to purchase your textbook as soon as you can (cheapest format as possible/used or eText or rental). | • Please read the course syllabus carefully and email me or request a Zoom meeting or speak to me during the first week meeting for any questions/concerns.  
• Brief in-class discussions on identifying and selecting peer-reviewed articles on various social studies topics (specifically for Assignment # 4 “Article Review” of this course)  
• Post your responses to the four required bullet points of week 1 in D2L Content Group Discussions. This activity will be counted 2 points toward the total # of 20 points for attendance/participation/weekly discussions of the course contents (10 Weekly Content Group Discussions)  
• The above four required items are DUE in Content Group Discussions # 1 in D2L on September 5, 2023, by 11pm (will be discussed in class).  
• Starting week 2, I will post weekly modules/announcements/weekly lecture notes in D2L by every Friday or Saturday (the latest). |

Required Four Items for Week 1:

Briefly post in Week 1 Content Group Discussions in D2L:

- Who you are and your aspirations after this teacher preparation program at SFA?
- In your own words, please briefly define what is social studies in the field of Early Childhood/Elementary Education?
- What might be some of your perceptions/interpretations of social studies knowledge for young children?
- Why is it (social studies contents) important to you as a prospective educator of ALL young children and
Therefore, all of you will have the entire week to read and complete the required/assigned assignment(s), or weekly content group discussions.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Part I: Introduction to Social Studies Education</th>
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<tbody>
<tr>
<td><strong>September 6 &amp; September 11</strong></td>
<td><strong>Chapter 1 – Social Studies Education: Why &amp; What</strong></td>
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<tr>
<td>(No class on September 4 – Professor is out of town)</td>
<td>(See attached lecture notes of chapter 1 in Week 2 Module/Announcement in D2L)</td>
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<td></td>
<td>• Read my most recent published article “Learning Styles Are Out of Style: Shifting to Multimodal Learning Experiences”, (attached in week 2 module in D2L)</td>
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<td>• From an educator’s perspective who would be teaching various social studies contents to young children (i.e., to have the ability to identify and effectively use up-to-date evidence-based instructional strategies to teach social studies or any other topics), share your thoughts about the article and its controversial issue in K-12 or even in Higher Education that you might know about, and/or your own knowledge/plan about it to date in Week 2 Content Group Discussions in D2L.</td>
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| | • Read/Synthesize Chapter 1 |
| | • Post your responses to the attached article on Learning Styles of week 2 in D2L Content Group Discussions # 2. |
| | • The above article reading/synthesis/posting your response is DUE in Content Group Discussions # 2 in D2L on **September 15, 2023, by 11pm.** Your synthesis (voluntarily) on the article in D2L will also be discussed in class this week. |
### Week 3

**September 13 & September 18**

- Chapter 2 – *Teaching in Diverse Classrooms* (Culturally Responsive Instruction)
  
  (See attached lecture notes of Chapter 2 in Week 3 Module/Announcement in D2L)

- Bring hard copies or electronic versions of the two peer-reviewed articles (see “Article Reviews” assignment # 4 on page 6 of this syllabus) for approval before the write-up process of assignment # 4.

- Read/Synthesize Chapter 2.

- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 2 in week 3 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).

- The above Week 3 Content Group Discussions # 3 in D2L is DUE on **September 22, 2023, by 11pm**. Your synthesis (voluntarily) on Week 3 Content Group Discussion in D2L will also be discussed in class this week.

### Week 4

**September 20 & September 25**

- **Part II: The Social Studies Curriculum**
  
  - Chapter 3: *Civics and Democratic Citizenship Education*
    
    (See attached lecture notes of Chapter 3 in Week 4 Module/Announcement in D2L)

- Begin to work (gradually) on your “*Article Reviews*”. Please come to class with questions. I will discuss (individually) with each of you in class regarding your “work-in-progress” of this assignment (# 4) this week.

  *Procrastination will not work in my class. Thank you everyone for your hard work and professionalism.*
- Read/Synthesize Chapter 3.
- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 3 in week 4 Content Group Discussions in D2L. (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).
- The above Week 4 Content Group Discussions # 4 in D2L is DUE on **September 29, 2023, by 11pm**. Your synthesis (voluntarily) on Week 4 Content Group Discussion in D2L will also be discussed in class this week.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Chapter 4: <em>Civics: Current Events and Public Issues</em> (See attached lecture notes of Chapter 4 in Week 5 Module/Announcement in D2L)</th>
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<tbody>
<tr>
<td>September 27 &amp; October 2</td>
<td>Begin to work (gradually) on your “<strong>Two Social Studies Lesson Plans/Two Presentations</strong>”. I will discuss (individually) with each of you in class regarding your “work-in-progress” of this assignment (# 3) this week. <em>(Please begin to work on this assignment this week. Procrastination will not work in my class. Thank you everyone for your hard work and professionalism).</em></td>
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</table>
- Read/Synthesize Chapter 4.
- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 4 in week 5 Content Group Discussions in D2L.
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| Week 6 | | D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you). |

- The above Week 5 Content Group Discussions # 5 in D2L is DUE on **October 6, 2023, by 11pm**. Your synthesis (voluntarily) on Week 5 Content Group Discussion in D2L will also be discussed in class this week.

**Week 6**  
October 4 & October 9

- Chapter 5: *Economics, Anthropology and Sociology*  
  (See attached lecture notes of Chapter 5 in Week 6 Module/Announcement in D2L)

- I will spend some class time this week to work with each of you to be sure that you are on the right track for your: (1) **Article Reviews** and (2) **Two Social Studies Lessons/Presentations** (Work-in-Progress). Please come to class this week with specific questions to clarify on the above two assignments (# 3 & # 4).

- Read/Synthesize Chapter 5.

- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 5 in week 6 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).

- The above Week 6 Content Group Discussions # 6 in D2L
| Week 7 | October 11 & October 16 | • Chapter 6: *Geography*  
(See attached lecture notes of Chapter 6 in Week 7 Module/Announcement in D2L) | • **Article Review # 1 is DUE** in Drop Box (D2L).  
• Read/Synthesize Chapter 6.  
• Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 6 in week 7 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).  
• The above Week 7 Content Group Discussions # 7 in D2L is DUE on **October 20, 2023, by 11pm**. Your synthesis (voluntarily) on Week 7 Content Group Discussion in D2L will also be discussed in class this week. |
| Week 8 | October 18 & October 23 | • Chapter 7: *History*  
(See attached lecture notes of Chapter 7 in Week 8 Module/Announcement in D2L)  
• Study Guide for Midterm Exam (Chapters 1-6). The instructor will discuss and go over the Study Guide with TCs in class this week. | • Read/Synthesize Chapter 7.  
• Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 7 in week 8 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect... |
**Midterm Exam: Week 9**
(Midterm Exam Study Guide will be posted in D2L and discussed in class this week). Due date of the Midterm Exam will be discussed and finalized in class during week 8 with teacher candidates.

- The above Week 8 Content Group Discussions # 8 in D2L is DUE on **October 27, 2023, by 11pm**. Your synthesis (voluntarily) on Week 8 Content Group Discussion in D2L will also be discussed in class this week.

**Week 9**
October 25 & October 30

<table>
<thead>
<tr>
<th>Part III: Planning and Teaching Social Studies</th>
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<tr>
<td>- Chapter 8: <strong>Assessing Student Learning</strong></td>
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<tr>
<td>(See attached lecture notes of Chapter 8 in Week 9 Module/Announcement in D2L)</td>
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<td>- Midterm Exam</td>
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<tr>
<th>Articles Review # 2 is DUE in Drop Box (D2L).</th>
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<tr>
<td>- <strong>Bring the rough draft(s) of your Two Social Studies Lessons/Presentations.</strong> Be prepared to discuss with the instructor regarding your “work-in-progress” of the above assignment(s). Please come to class this week with specific questions.</td>
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<tr>
<td>- Read/Synthesize Chapter 8.</td>
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<td>- Respond to my prompts and to at least one other teacher candidate’s response(s) regarding Chapter 8 in week 9 Content Group Discussions in D2L (There is no required number of words for these weekly Content Group Discussions. However, I expect your weekly responses in Content Group Discussions to be thoughtful. Thank you).</td>
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<tr>
<td>- The above Week 9 Content Group Discussions # 9 in D2L is DUE on <strong>November 3, 2023, by 11pm</strong>. Your synthesis (voluntarily) on Week 9 Content</td>
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<td>Week 10</td>
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<tr>
<td>November 1 &amp; November 6</td>
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<td>Week 11</td>
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<td>November 8 &amp; November 13</td>
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<td>Week 12</td>
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| • Chapter 11: *The Literacy-Social Studies Connection*  
  (See attached lecture notes of Chapter 11 in Week 12 Module/Announcement in D2L) | • Read/Synthesize Chapter 11.  
  • Continue to work on your revised *Two Social Studies Lessons/Presentations*. I will reserve some class time this week for any additional questions/clarifications regarding the above assignment. |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>(Thanksgiving from November 18- November 26).</th>
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<tr>
<td>• Thanksgiving – No Class</td>
<td>• Thanksgiving – No Class</td>
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<tr>
<th>Week 14</th>
<th>November 29 &amp; December 4</th>
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| • Chapters 12 & 13: *Social Studies as the Integrating Core*,  
  *Finding, Evaluating, and Using Great Resources*  
  (See attached lecture notes of Chapters 12 & 13 in Week 13 Module/Announcement in D2L) | • Two Social Studies Lessons are DUE in Drop Box (D2L).  
  • Read/Synthesize Chapters 12 & 13  
  • Continue to work on the TWO presentations of your two Social Studies Lessons. Please come to class this week with questions to revise your two presentations. |

<table>
<thead>
<tr>
<th>Week 15</th>
<th>December 6 &amp; December 11</th>
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| • Study Guide for the Final Exam (Chapters 7-13). The instructor will discuss and go over the Study Guide with TCs in class this week.  
  *** There is another option in place of the final exam toward the end of the course (The instructor will discuss with TCs regarding this option during the first few weeks of the course for TCs to consider and be prepared). | • Two Social Studies Lessons Power Point Presentations are DUE in Drop Box (D2L).  
  • *Social Studies Presentations (1)* – First half of the class |
Week 16
December 13

- Final Exam
- Course Summary/Concluding discussions of the course between the instructor and TCs/Farewell class party.

Final Exam
- Social Studies Presentations (2) – Second half of the class
- Course Summary/Concluding discussions of the course between the instructor and TCs/Farewell class party.

Have a great Winter Break everyone. Thank you for your hard work and professionalism.

VI. Readings (Required textbook, recommended materials)

Required Text and Related Resources


QClassroom Statement:

This course does NOT require the use of QClassroom data management system to collect critical assignments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

Suggested Resource(s)


VII. Course Evaluations

Near the conclusion of each semester, TCs 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.

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 TCs 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.

VIII. Student Ethics and Other Policy Information

Important Course Related Policies:

All TCs are expected to be on-time and participate in weekly whole group class discussions. Repeated tardiness or absences will be addressed (professionally) in a timely manner between the instructor and the teacher candidates. Additionally, all assignments need to be submitted on the specified due dates with exceptions.

Withheld Grades Semester Grades (Policy 5.5):

Upon the request from the TC to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the TC cannot complete the course work because of unavoidable circumstances. TCs must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If TCs 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.

If a TC has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the TC is incurring an academic penalty.
Final Course Grade Appeals by Students (Policy 6.3):

https://www.sfasu.edu/docs/policies/6.3.pdf

Academic Accommodations for Students/TCs with Disabilities (Policy 6.1/6.6):

To obtain disability related accommodations, alternate formats and/or auxiliary aids, TCs 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/.

Appeal Procedure Relating to the Provision of Accommodation for Students with Disabilities (Policy 6.6):

https://www.sfasu.edu/docs/policies/6.6.pdf

Class Attendance and Excused Absences (Policy 6.7):

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the TC is registered. Based on university policy, failure of TCs 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 TC’s attendance and participation as well as note this information in required reports and in determining final grades.

TCs may be excused from attendance for reasons such as health, family emergencies, or TC’s participation in approved university-sponsored events. However, TCs are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a TC is still responsible for all course content and assignments. TCs with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

Code of Student Conduct and Academic Integrity (Policy 10.4):

https://www.sfasu.edu/docs/policies/10.4.pdf
Other SFA Policy Information:

Student Academic Dishonesty

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and TCs. 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: Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A TC who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

IX: Resources

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raquet)
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
X: Additional Information Specific to Educator Preparation:

**Codes 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 TC 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**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 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.

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

XI. Other Relevant Course Information

- See rubric for ELED 3330 Midterm & Final Exams below.
**Rubric for ELED 3330 Midterm and Final Exams (15 Points Each)**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format/Organization</th>
<th>Completeness of Information</th>
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<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>- Consistent organization&lt;br&gt;- Consistent use of APA style&lt;br&gt;- Correct spelling and grammar&lt;br&gt;- References each answer to text, notes or outside readings</td>
<td>- Answers at least 95% of total # of questions correctly&lt;br&gt;- Uses a variety of sources/References (5 or more)&lt;br&gt;- Presents comprehensive perspective&lt;br&gt;- Synthesizes information and reaches conclusions&lt;br&gt;- Answers all questions</td>
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<tr>
<td></td>
<td><strong>7 – 8 POINTS</strong></td>
<td><strong>7 – 8 POINTS</strong></td>
</tr>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>- Occasional lapses of clarity in organization&lt;br&gt;- One or two spelling or grammar errors&lt;br&gt;- Inconsistent correct use of references&lt;br&gt;- Covered the required points in each answer</td>
<td>- Answered fewer than 80% of the questions correctly&lt;br&gt;- At least 1/2 of the answers contain references&lt;br&gt;- Uses less than 3 references&lt;br&gt;- Answers are only partially responsive to questions</td>
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<tr>
<td></td>
<td><strong>5 – 6 POINTS</strong></td>
<td><strong>5 – 6 POINTS</strong></td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>- Disorganized and difficult to follow&lt;br&gt;- Minimal use of APA style&lt;br&gt;- Many spelling and grammar errors&lt;br&gt;- No references or incorrect references&lt;br&gt;- Did not answer all questions</td>
<td>- Answered fewer than 70% of questions correctly&lt;br&gt;- No reference to text or outside reading&lt;br&gt;- No synthesis of information from different sources&lt;br&gt;- Numerous incomplete answers</td>
</tr>
<tr>
<td></td>
<td><strong>&lt; 5 POINTS</strong></td>
<td><strong>&lt; 5 POINTS</strong></td>
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