ELED 3330.501 and 502
Teaching Social Studies in EC -6 Course Syllabus

Department of Education Studies
3 Credit Hours
Fall 2023

Instructor: Dr. Roseline Awoh-Enemodia
Office Hours: Monday & Wednesday (1:00 pm - 2:00 pm); by appointment in person or via Zoom
Email: Roseline.Awoh-Enemodia@sfasu.edu (Please note that I respond to emails within 24 hours)
Office Phone: (810)333-2996 (Email is the best way to reach me. Please include your first and last name and the course section number in the email subject line).

1. Course Description

Course Time: Monday & Wednesday (2:30 pm - 3:45 pm)
Course Location: ECRC219
Course Modality: Face-to-Face

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

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.

Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives (Vygotski, 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).

**Time Requirements and Credit Hours/Course Fees:**
Teaching Social Studies EC-6 is a face-to-face course that will run for a period of sixteen weeks. Students will have weekly reading assignments and are expected to participate in Quizzes, Dropbox Assignments, Discussion Boards and are required to complete a critical reading group activity and final lesson plan in collaboration with your field supervisor. This course will require reflections and multiple writing assignments addressing the course content. All course activities will require a minimum of 12 hours of work each week to prepare and engage in this course.

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 Modality:** Face-to-face

**PCOE 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/Objectives**

Each assignment in ELED 3330 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

**Vision of the College of Education**
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching, and learning in a diverse and evolving world.

**Mission Statement of the College of Education**
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

**Values of the College of Education**

- **Integrity**: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

- **Diversity and Inclusion**: We honor, respect, and affirm differences. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

- **Reflective Informed Practice**: We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

- **Equity and Social Justice**: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

- **Democratic Citizenship**: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.
Program Learning Outcomes 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.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS^1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2.a The social studies teacher nhas a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world</td>
<td>SLO 2.1 Dropbox - Content Focus^2</td>
<td>ACEI 2; InTASC 4; (SS 1.3k; 1.7s) (PPR 1.5k; 1.21k; 1.18; 1.18s; 3.11s) (ISTE T1.2k-2b; T4.6s-1b); (SS 2.3k; 2.2s) (PPR 1.5s) (ISTE T4.6s-1b; T7.3s-1b; T7.4s-1.c, 1d, 3b, 3c; T7.18s5b)</td>
<td>220</td>
</tr>
<tr>
<td>SLO 2.2 Dropbox - Evaluative Focus, Content Focus</td>
<td>SLO 2.3 Dropbox - Content Focus, Pedagogy Focus</td>
<td></td>
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<tr>
<td>SLO 2.3 Discussion Boards</td>
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</tbody>
</table>

^1 Points will not be aligned as there is overlap between the assessments. Please see the chart in the following section.

^2 Assignments are organized by alignment with NCSSS Standards. Please see the chart in the following section.
<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGNMENT DESCRIPTION</th>
<th>ASSOCIATED STANDARDS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 4.a Candidates understand assessment in the field of social studies including project-based learning assessments</td>
<td>SLO 4.1 Dropbox - Pedagogy Focus, Content Focus, Discussion Boards</td>
<td>ACEI 4; InTASC 6; 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)</td>
<td>50</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, Use of Technology

Location of Assignments

Assignments, assessments, and discussion links are presented in Brightspace by D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu.

Accessing Assignments on D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

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

Formatting Requirements of Assignments

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the D2L system. Unless noted otherwise, written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.
Assignment Deadlines

All assignments are due according to the dates listed on the course timeline.

If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

Assignments/Associate Standards/Points

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 your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

<table>
<thead>
<tr>
<th>Format</th>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropbox</td>
<td>240Tutoring Diagnostic and Reflection Dropbox 1</td>
<td>10 pts</td>
</tr>
<tr>
<td>Assignments</td>
<td>Janus Figure Assignment Dropbox 2</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Timelines Assignment Dropbox 3</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Longoria Affair Assignment Dropbox 4</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>SHEG Assignment Dropbox 5</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Civics Assignment Dropbox 6</td>
<td>10 pts</td>
</tr>
<tr>
<td>Discussion</td>
<td>Introduction &amp; Animoto Discussion Board 1</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

60 points
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<thead>
<tr>
<th>Board Assignments</th>
<th>Geography Discussion Board 2</th>
<th>10 pts</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identity Development Discussion Board 3</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Anchor Chart Discussion Board 4</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>SAGE Discussion Board 5</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Lesson Plan Support Discussion Board 6</td>
<td>10 pts</td>
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<tr>
<td>Quizzes</td>
<td>Cooperating Teacher Quiz</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Lesson Expectations Quiz</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Midterm Meeting</td>
<td>20 pts</td>
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<tr>
<td></td>
<td>Technology Quiz</td>
<td>10 pts</td>
</tr>
<tr>
<td>Book Club Assignments</td>
<td>Book Club Planning Document</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Book Club Meeting 1 Video (Chapters 1 and 2)</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Book Club Meeting 2 Video (Chapters 3 and 4)</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>Book Club Meeting 3 Video (Chapters 5 and 6)</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td>Book Club Meeting 4 Video (Chapters 7 and 8)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Final Lesson Plan</td>
<td>Final Lesson &amp; Supplemental Resources</td>
<td>50 pts</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td><strong>270 pts</strong></td>
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Technology - This is a face-to-face class that requires the use of D2L. You will navigate websites and video links. You are encouraged to use all of the Word tools for editing purposes. You should submit all assignments as a PDF.
IV. Evaluation and Assessments (Grading)

The majority of these assignments are based on the professionalism of the teacher candidates and require the communication skills, organization and thoughtful planning to be demonstrated as evidence of their growth through the EPP program. You must earn a “C” or better in the course. Anything below a “C” is an “F”. No “D” will be awarded.

A = 90 - 100%
B = 80 - 90%
C = 70 – 80%
F = Below 70%

- Dropbox Assignments – Content Focus (6 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. A general format is for students to engage in some sort of activity from the perspective of “student”. Then, using information learned from module readings, reflect on that experience from the perspective of an “educator”. Each assignment will have specific expectations that will be included in Brightspace by D2L instructions.

- Discussion Boards (6 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. 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.

- Dropbox – Book Club (4 Meetings and 1 Prep Document @ 10 pts = 50 pts)

There are two purposes for this assignment:
(1) It is imperative that we create authentic learning opportunities for social engagement. 
(2) We need to be critical consumers of content material. This text demonstrates examples of 
which educators should be skeptical.

You will need to schedule a time to meet with your peers (groups of 4-5 students) at four 
points throughout the 16-week semester. You will also have a team leader upload a link to 
your recorded sessions. Specific guidelines for what to include in reflections can be found on Brightspace by D2L.

- **Quizzes and Lesson Plans (100 points)**

In a previous semester, I was asked to support Field I placements with the social studies lesson plan. This was very complicated with so many supervisors who had such different expectations. As a result, I am streamlining this expectation for this semester. **You will develop a social studies lesson (or social studies lesson integrated with another content area) to facilitate in the classroom. This lesson must be filmed. The lesson plan, instructional materials, and recorded link will be submitted to this class. The quizzes will be used as checkpoints throughout the semester so that I know your status -- they are quizzes that are pass/fail. The only correct answer is for you to complete it. The lesson plan will be graded a bit more in-depth.**

**Professionalism**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
● completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
● completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
● submitting ALL WORK in order to complete this course;
● being prepared for quizzes and exams;
● participating intelligently in all class discussions;
● completing the end-of-course online evaluation;
● being professional in demeanor, attitude; and
● maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

Work Policy Expectations

● Late Work— Late work receives no credit unless there is prior approval from the instructor.
● Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
● “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
● Students must submit all assignments in the requested format found in the assignments.

Teacher Candidate Professionalism Expectations

Academic Honesty: Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

● Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).
**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug-free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

**Consequences of Unprofessionalism**

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professional Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**Texas Educator Code of Ethics**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. https://tea.texas.gov/index2.aspx?id=2147501244

QClassroom Requirements

This course requires that you submit designated assignments to QClassroom.

QClassroom is a data management system to collect critical assessments 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.

Failure to upload the required documents into QClassroom will result in zero credit being received for those assignments.

Attendance and Participation Requirements

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course.

Regular attendance and participation may affect your final grade in the course.

Certification/Licensing Requirements

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/.

1. 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/<http://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 want to reconsider your major while at SFASU.

2. 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 concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
V. Course Materials

Required Technology:

This course is a face-to-face 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.

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.

Required Text:


VI. 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 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.

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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.

VII. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 28</td>
<td>Module 1: Course Introduction &amp; NCSS Standards</td>
<td>Read module content, notably Syllabus and Course Calendar</td>
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<td>Read Overview of NCSS; Texas Social Studies Framework; A Vision of Powerful Teaching and Learning in Social Studies</td>
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<td></td>
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<td>• Intro Discussion Board</td>
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<td>• 240Tutoring Diagnostic</td>
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<tr>
<td>Week of September 4</td>
<td>Module 2: Teaching in Culturally, Racially, &amp; Linguistically Diverse Classrooms</td>
<td>Read module content and assigned readings including Parker &amp; Beck (Ch 2) and Bustamante article</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Module 3: Time, Continuity, and Change</td>
<td>Read module content and assigned readings</td>
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<td>- Timelines Dropbox</td>
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<td>- Book Club Meeting 1 (UYI Intro and Chapter 1)</td>
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<thead>
<tr>
<th>Week of September 18</th>
<th>Module 4: People, Places &amp; Environment</th>
<th>Read module content and assigned readings</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Geography Discussion Board</td>
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<td>- Cooperating Teacher Quiz</td>
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<tr>
<th>Week of September 25</th>
<th>Module 5: Individual Development &amp; Identity</th>
<th>Read module content and assigned readings</th>
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<tr>
<td></td>
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<td>- Identity Development Discussion Board</td>
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<tr>
<th>Week of October 2</th>
<th>Module 6: Individuals, Groups &amp; Institutions</th>
<th>Read module content and assigned readings</th>
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<tr>
<td></td>
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<td>- Longoria Affair Dropbox</td>
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<td>- Lesson Project Expectations Quiz</td>
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<tr>
<th>Week of October 9</th>
<th>Module 7: Power, Authority, &amp; Governance</th>
<th>Read module content and assigned readings</th>
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<tr>
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<td>- SHEG Dropbox</td>
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<td>- Book Club Meeting 2 (UYI Chapters 2, 3, and 4)</td>
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<tr>
<th>Week of October 16</th>
<th>Module 8: Production, Distribution, &amp; Consumption</th>
<th>Read module content and assigned readings</th>
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<tr>
<td></td>
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<td>- Anchor Chart Discussion Board</td>
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<td>- Lesson Plan Work Time</td>
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<thead>
<tr>
<th>Week of October 23</th>
<th>Module 9: Science, Technology &amp; Society</th>
<th>Read module content and assigned readings</th>
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<tr>
<td></td>
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<td>- Technology Quiz</td>
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<tr>
<td>Week of</td>
<td>Module</td>
<td>Activities &amp; Notes</td>
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<tr>
<td>October 30</td>
<td>Module 10: Global</td>
<td>Read module content and assigned readings including Boyle-Baise &amp; Zevin Ch 3 Excerpt</td>
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<td>Connections</td>
<td>Lesson revisions work time</td>
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<td>SAGE Discussion Board</td>
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<td>November 6</td>
<td>Midterm Week 1 Option</td>
<td>Lesson Plan Work Time</td>
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<td>Lesson Plan Check-in Midterm</td>
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<tr>
<td>November 13</td>
<td>Midterm Week 2 Option</td>
<td>Lesson Plan Work Time</td>
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<tr>
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<td>Lesson Plan Check-in Midterm</td>
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<tr>
<td>November 20</td>
<td>SFA Fall Break</td>
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<tr>
<td>November 27</td>
<td>Module 11: Civic</td>
<td>Read module content and assigned readings including Cowhey Ch 6</td>
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<td>Ideals &amp; Practices</td>
<td>Watch Know Learn Dropbox Activity</td>
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<td>Book Club Meeting 3 (UYI Chapters 5 &amp; 6)</td>
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<td>Lesson revisions work time</td>
</tr>
<tr>
<td>December 4</td>
<td>Module 12: Social</td>
<td>Read module content and assigned readings including Brophy &amp; Alleman article; Texas Social Studies Framework pgs 56-57</td>
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<td>Studies Assessment</td>
<td>Discussion Board 6</td>
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<td><em>Initial post by Wednesday COB</em></td>
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<tr>
<td>December 11</td>
<td>Module 13: Implementing Methods &amp; Strategies</td>
<td>Assignments are due Thursday EOD for this module. NO LATE ASSIGNMENTS WILL BE TAKEN THIS WEEK!</td>
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<td></td>
<td>Read module content and assigned readings including Parker &amp; Beck Ch 7 and Wade Ch 6</td>
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<td></td>
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<td>Book Club Meeting 4 (UYI Chapters 7 and 8)</td>
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<td>Course Evaluations</td>
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<td>Submit Final Lesson Plan</td>
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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.

Found at http://www.sfasu.edu/policies

Student Ethics and Other Policy Information

Repeating this Course Policy

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

Nondiscrimination Policy

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, 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 (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students 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.

**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 [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

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;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author 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 student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

Upon the request from the student 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 student cannot complete the course work because of unavoidable circumstances. Students 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 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.

If a student 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 student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic  
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

**Additional Information Specific to Educator Preparation**

**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.

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.

2. Provide one of the following primary ID documents: passport, driver’s license, state or province ID cards, a national ID card, or military ID card to take the TExES exams. 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 SFA.
For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**Other Relevant Course Information:**

Course calendar subject to change at the discretion of the professor.