**Course Description**

This course offers teacher candidates with a focus on teaching history and social studies with a practical framework for developing and implementing curriculum that will engage secondary students in historical analysis, examination of primary and secondary resources, and effective methodology for assessing student learning outcomes in a classroom setting. Emphasis will be placed on mastery of the defined set of competencies outlined by the Texas Education Agency (TEA) as standards in terms of content and skill development for an entry-level educator in the fields of secondary history and social studies. The second half of the semester allows pre-service teachers the opportunity to develop and refine teaching competencies related specifically to the teaching of social studies in secondary schools. The course will emphasize pedagogical practices for teaching history, linking educational theory to innovative planning, implementing, and assessing engaging social studies/history learning experiences for diverse student populations.

**Course Requirements/ Expectations**

This course will have one comprehensive exam that covers educator standards for the TExES History 7-12 exam (broken into 13 quizzes). In addition, there will be 13 online/in-class activities (found on d2l each week or completed in-class), three discussions in d2l, and three reading responses. Attendance is expected to complete in-class activities and alternative assignments are available when absence is unavoidable.

**About Course Requirements**

**In & Out of Class ACTIVITIES/DISCUSSIONS**

Over the semester, you will participate in a series of in-class activities related to class discussion. As needed, specific instructions and/or readings for these activities will be available on d2l. These activities will be accepted late for any reason—most are completed during class time. Alternative assignments are available for excused absences. Additionally, out-of-classroom activities (any activity that requires meeting in locations other than the classroom) will take place throughout the semester and will meet in various places across campus. Location of these activities will be announced in class and on the d2l News Feed prior to class meetings.

**Reading Responses**

Over the semester, you will complete reading responses related to course content specifically addressing professional growth and development as a history instructor. You will find specific due dates for these responses in the calendar below as well as a dedicated tab within the assigned module in d2l providing detailed instructions for the assignment. These written responses may be accepted late; however, you will be docked TWO points per day the assignment is late without providing written documentation of a medical or legal excuse as permitted by the university. No partial credit will be given for any assignment turned in 10 days after it is due according to the semester calendar due date. If you miss a due date, you are responsible for notifying the instructor in advance (when possible) for excusable absences. It is your responsibility to contact the instructor within a week of the missed assignment to schedule a make-up.

**FINAL Exam**

Your final exam is a group of comprehensive quizzes you will complete throughout the semester in the d2l platform. You should complete one quiz each week to avoid falling behind on this course component.
Student Expectations & Attendance Policy

- Complete all assignments prior to the date they are due—listed on the syllabus and calendar.
- Attend class regularly. Many assignments are completed during class time and support skills to prepare you for the history classroom.
- Please remember the classroom and d2l platform are academic environments. Thoughtful responses are expected. Your participation in these setting constitute a portion of your grade.
- Please refrain from using cell phones and other electronic devices in class unless instructed to do so.

HIST 3376

Program & Student Learning Outcomes

Students in HIS 3376 will demonstrate the ability to:

- Focus on teaching history and social studies with a practical framework for developing and implementing curriculum that will engage secondary students in historical analysis and learning.
- Further develop knowledge of subject matter and content standards by creating authentic performance activities and assessments for the purpose of preparing future student learning experiences structured around historical research methods, understanding of historical terminology, and solving problems/making decisions in historical context with consideration to the variety of learners in the classroom and required different strategies/support.
- Appraise a mastery of the defined set of competencies outlined by the Texas Education Agency (TEA) as standards in terms of content and skill development for an entry-level educator in the fields of secondary history and social studies.

Course Methods & Activities

You will participate in the class in the following ways:
- Small or whole group discussion
- Class student-learner centered activities
- Guest speakers
- Visits to campus locations
- Videos, games and exercises
- Illustrated lecture
- Individual meetings

Weekly Agenda HIST 3376 Fall 2023

**Unit 1: Instructional Objectives & Standards**

**Sept 1–22**

**Week 1: Sept 1st**

**First Day of Class: Syllabus & Class Expectations**

**Topic:** Importance of a Comprehensive Knowledge of Historical Events, Timelines, & Trends

- Complete the Discussion: Introduction by Friday, Sept 1st 11:59pm (CST). (15 points)
- Post a picture of yourself in the class list (under Communication Tools in the tools bar) by Friday, Sept 1st 11:59pm (CST). (5 pts)
  - Overview Competencies of TEKS for History & Social Studies

**Week 2: Sept 8th**

**Topic:** Historiography—perspectives v. bias

**Week 3: Sept 15th**

**Topics:** Critical Thinking, Analysis and Productive Instructional Routines

**Week 4: Sept 22nd**

**Topic:** Effective Communication—Helping Students Learn to Think Like a Historian

**Reading Response #1 due in Dropbox on/before Friday, Sept 22nd**

**Unit 2: Establishing and Maintaining a Student-Centered Space Sept 29–Oct 27**

**Week 5: Sept 29th**

**Topic:** Fostering Empathy & Perspective; Cultural Sensitivity

**Week 6: Oct 6th**

**Topic:** Relating Historical Events to Contemporary Issues

**Week 7: Oct 13th**

**Topic:** Ethical Implications of Historical Events

**Week 8: Oct 20th**

**Topics:** Inclusivity & Diversity in the History Classroom; Cultural Sensitivity

**Reading Response #2 due in Dropbox on/before Friday, October 20th**

**Week 9: Oct 27th**

**Topic:** Accountability: Maintaining a Creative Classroom with a Standardized Test

**Unit 3: Social Studies in the Secondary Setting**

**Nov 3–Dec 15**

This unit will support disciplines within the Social Studies 7-12 certification: Geography, Sociology, Government, Behavioral Sciences, and Economics.

**Week 10: Nov 3rd**

**Topic:** Engaging Pedagogy

**Week 11: Nov 10th**

**Topic:** Teaching Research Skills and Classroom Management

**Week 12: Nov 17th**

**Topic:** Assessment Strategies for a Fair and Equitable Classroom

**Reading Response #3 due in Dropbox on/before Friday, Nov 17th**

**Week 13: Nov 24–No class Thanksgiving Break November 20-24**

**Week 14: Dec 1st**

**Topic:** Parent & Community Engagement

**Week 15: Dec 8th**

**Topic:** Legal & Ethical Consideration for the History Teacher

**Week 16: Dec 15th Last day of class**

**FINAL:** Due by/on December 15th—Comprehensive Final Exam (TExES History 7-12 preparation)

“History teaches us that men and nations behave wisely when they have exhausted all other alternatives.”

- Abba Eban
  - Israeli diplomat and politician
ACADEMIC INTEGRITY (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another person to injure another student academically or financially.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information: http://www.sfasu.edu/disabilityservices/.

Other Important Information

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
936.468.1041

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The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person—mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

Burke 24-hour crisis line: 1.800.392.8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741