Teaching History & Social Studies in Secondary Schools
HIS 3376 .001
Spring 2024 — SFASU
12:00-2:30 — Ferguson 475

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. These may be small or whole group discussion, class student-learner centered activities, visits to campus locations, videos, games and exercises, and/or illustrated lectures. As needed, specific instructions and/or readings for these activities will be available on d2l. 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 may vary 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 on or prior to the dates they are due—listed on the syllabus calendar. Attend class regularly. Many assignments are completed during class time and support skills to prepare you for the history classroom.

Institution Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time changes is no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For Keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-records/absence-policy.

“History balances the frustration of ‘how far we have to go’ with the satisfaction of ‘how far we have come.’ It teaches us tolerance for the human shortcomings and imperfections which are not uniquely of our generation, but of all time.”

-Lewis F. Powell, Jr., Associate Justice SCOTUS
1972-1977

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 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.
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 stress that can impact both their academic experience and their personal wellbeing. 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 Human Services, Room 202
www.sfasu.edu/human-services/139.aspx 936.468.1041

The Health and Wellness Hub "The Hub"
Location: corner of E. College and Raguet St.
To support the health and wellbeing 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

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, home-work 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 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 individual or to injure another student academically or financially.

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)
- johCrisis Text Line: Text HELLO to 741-741

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances.

Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average.

For additional information, go to: https://www.sfasu.edu/policies/coursegrades-5.5.pdf.

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 accommodation. For additional information: http://www.sfasu.edu/disabilityservices/.