

**SUL ROSS STATE UNIVERSITY
FALL 2022**

Caroline S. Fox
EDUA 4310 Sec W01
EDSR 4310 Sec W01
Web Delivered

Office Hours: By Arrangement
Office Phone: (432) 294-0768
E-mail: cfox@sulross.edu

Matthew G. Marsh (Teaching Assistant)
MAB 305-D

Office Hours: M-F 9:00-5:00pm
Office Phone: (432) 837-8199
E-mail: mmarsh@sulross.edu

Social Studies in the Classroom I

Course Description: *Social Studies in the Classroom I (3-0)*. This is the first course in methods and strategies in teaching social studies curriculum in the public schools. Topics include, but are not limited to, citizenship, historical knowledge, political systems, socioeconomic systems, historical inquiry, curricula, instructional materials, and assessment and evaluation.

Required Texts: *Teaching Social Studies Today*. 2nd Ed. Kathleen Kopp. Huntington Beach, CA: Shell Education, Inc., 2017. ISBN 978-1-4258-1210-2

The United States: A Brief Narrative History. 3rd Ed. Link Hullar & Scott Nelson. Maldon, MA: John Wiley & Sons Inc., 2011. (Originally Published by Harlan Davidson, Inc. prior to 2012) ISBN: 978-0-88295-278-9

Assignments:

Reading Synthesizing & Planning Assignments (12)	Social Studies Methods Reflections (10)	Geography Assignments (10)
Content Study Notebooks (1)	Attendance & Participation	

Student Learning Outcomes:

The graduating student with a B. S. in Education will:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning

Marketable Skills:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate

SLO's are assessed as follows:

- Reading, Synthesizing & Planning Assignments assess SLO's 1-3
- Social Studies Methods Reflections assess SLO's 1-3
- Geography Assignments assess SLO 2
- Content Study Notebook assesses SLO 2 & 3

TEXES Standards:

Students seeking teacher certification in the Core Subjects EC-6 and History and Social Studies 7- 12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: [Social Studies Standards IV, V, VII & IX](#)

Course Requirements:

Academic Honesty - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part for another course and/or professor;
- Turning in another person's work as one's own;
- Copying from professional works or internet sites without citation;
- Collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed., LPC
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-171; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Attendance in an online class comes from logging into Blackboard, reading, and completion of assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: EDUA 4310-Subject of E-mail.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of "F".

Make Up Exam Policy: Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Please note that make up exam will not be the same as the ones given in class.

On Writing Well: The members of the Education faculty believe that it is important that students

be encouraged to write well in classes other than English. To that end, major assignments containing writing intensive components such as readings syntheses, planning activities, content historical notebooks will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

Writing Tutoring: Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

Student Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.
You are responsible for getting notes from a missed class from a classmate.
You are responsible for turning in assignments on time.
You are responsible for taking exams that are assigned.
You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructors' Responsibilities:

Mrs. Fox and Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.
Mrs. Fox and Mr. Marsh will field any question on the course content
Mrs. Fox and Mr. Marsh will return assignments in a reasonable amount of time.
Mrs. Fox and Mr. Marsh will hold office hours and answer student e-mails on the course.

Lesson Structure:

Lectures: With each class period of the week there will be a lecture, introducing the main themes and topics of that lesson. Please note the bullet points contained on the lecture slides are an outline for you to use when taking notes. They are not a transcription of lecture itself.

Readings: Each lesson will consist of a required reading from the primary textbook, a supplementary chapter or article, or both depending on the lesson. While you are required to purchase the primary textbook, supplemental readings will be posted to Blackboard.

In addition to the Sul Ross Bookstore, both textbooks are available from Amazon.com and other fine merchants. All supplemental readings will be provided via Blackboard.

Assignments: With each lesson will be an assignment or assignments that you are asked to complete. See below for a full listing of the different assignments we will be completing in this course.

Course Assignments:

Social Studies Content Reading Synthesizing & Planning Assignments: Social Studies is a discipline based on documents and reading. Because of this, not only reading but comprehending the text is a critical part of understanding the material and successfully completing the course. Additionally, transferring what you know to your students in an accessible lesson takes practice. With each lesson you will write a one page synthesis based on the textbook, and/or supplementary readings for that lesson; then you will plan an activity based around a Social Studies TEK standard, using the assigned reading for content knowledge. (*See Appendix I for Complete Details*)

Social Studies Methods Reflections: Each week you will be reading an assigned chapter or excerpt from Kathleen Kopp's *Teaching Social Studies Today*. With each assigned chapter you will be answering selected reflection questions based off your knowledge and understanding of the

social studies methods read about in Kopp’s text. *(See Appendix II for Complete Details)*

Geography Assignments: Knowledge of geography is a key part of understanding historical events. As a part of this class you will complete ten geography assignments designed to build historical and social studies geography knowledge. *(See Appendix III for Complete Details)*

Concise Historical Content Notebooks: Each week you will compile a study notebook based on the weekly readings comprised of the following: key dates, key vocabulary terms, key historical figures, key geographic features, key historical events. *(See Appendix IV for Complete Details)*

Attendance & Participation: You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Social Studies Content Reading Synthesizing & Planning Assignments	12	37.5pts	450 pts
Social Studies Methods Reflections	10	25pts	250pts
Geography Assignments	10	10pts	100 pts
Content Study Notebooks	1	150pts	150pts
Attendance & Participation	1	50pts	50pts
			1000 Total Points Possible

Grading Breakdown

Grade of “A”	=	900+ points
Grade of “B”	=	800-899 points
Grade of “C”	=	700-799 points
Grade of “D”	=	600-699 points
Failing Grade “F”	=	000-599 points

Schedule of Lectures & Readings

UNIT I: Approaching Social Studies

Week 1: Scope of Soc. St. I class; What are Social Studies?

Texas Social Studies Standards – What you are expected to know.

Readings: Kopp – *Teaching Social Studies* pg. 7-12, *Preparation Manual-Core Subjects EC-6* pg. 5 & 21-27. Additional Readings attached in Lesson folder.

Week 2: Components of Social Studies; TEKS Social Studies Standards – What you are expected to teach;

Readings: Kopp – *Teaching Social Studies* pg. 13-28; [TEKS for Social Studies - Kindergarten](#).

UNIT II: Assessing & Differentiating Knowledge/Early America

Week 3: Building Student Knowledge; Early America Social Studies Topics

Readings: Kopp – *Teaching Social Studies* pg. 29-44, Link/Nelson *United States* pg. 1-23,

Week 4: Reading in Social Studies; Colonial America Social Studies Topics

Textbook: Kopp – *Teaching Social Studies* pg. 45-74; Farmer – *American Revolution* pg. 1-23,(Available on Blackboard).

Week 5: Writing in Social Studies; Colonial America to the United States.

Textbook: Kopp – *Teaching Social Studies* pg. 75-86; Link/Nelson – *United States* pg. 25-34, Farmer – *American Revolution* pg. 109-126 (Available on Blackboard)

UNIT III: Resources and Skills in Teaching Social Studies/18th and 19th Century America and Texas

Week 6: Resources in the Classroom; Early United States.

Textbook: Kopp – *Teaching Social Studies* pg. 87-113; Link/Nelson – *United States* pg. 35-56,

Week 7: Research in the Social Studies Classroom; Jacksonian America and Early Texas

Textbook: Kopp – *Teaching Social Studies* pg. 113-132; Link/Nelson – *United States* pg. 57-67;

Week 8: Bringing Social Studies to Life; United States to 1850's, Texas – Republic to State

Textbook: Kopp – *Teaching Social Studies* pg. 133-152; Link/Nelson – *United States* pg. 68-81; Additional Readings attached in Lesson folder.

Week 9: Social Studies Connections; Civil War, Reconstruction, and late 19th Century America & Texas

Textbook: Kopp – *Teaching Social Studies* pg. 153-166; Link/Nelson – *United States* pg. 82-109;

UNIT IV: Building the Social Studies Lesson/ 20th Century America & Texas

Week 10: Assessing the Social Studies Curriculum; Textbook: Kopp – *Teaching Social Studies* pg. 167-182; Link/Nelson – *United States* pg. 111-135; .

Week 11: Pulling the Social Studies Lesson Together/Mid 20th Century America & Texas

Textbook: Kopp – *Teaching Social Studies* pg. 183-193. Link/Nelson – *United States* pg. 137-152;

Week 12: Lesson Planning – Differentiation pt. I/Modern America & Texas

Textbook: Tomlinson – *Managing a Differentiated Classroom* pg. 8-24. (Available in Blackboard) Link/Nelson – *United States* pg. 154-167;.

Week 13: Lesson Planning – Differentiation pt. II & Assessment

Textbook: Tomlinson – *Managing a Differentiated Classroom* pg. 25-48. (Available in Blackboard) Link/Nelson – *United States* pg. 169-179

Week 14: Lesson Planning – Using Primary Sources (and not sucking at it)

Textbook: Link/Nelson – *United States* pg. 181-195; Additional Readings TBA, available on Blackboard

Note: Thanksgiving Holiday – University Closed Wednesday thru Friday 23-25 November 2022.

Week 15: All Together Now – Content Notebooks and Assignments

Textbook: No Readings. Assignment Work Week.

Final Exam: Submission of Content Notebook by 5 December 2022

Note: Lectures, Readings, and Assignments are tentative and may be changed at the discretion of the Instructor.

Appendix I: Reading, Synthesizing, and Planning Assignments

I: Learning Objective

The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week a chapter or portions of multiple chapters will be assigned for students to read. After reading the assigned pages write a one-two page synthesis of the topics and information found in the textbook readings. Syntheses are not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

In the same document, after finishing your synthesis, you will use the content from the reading to complete the following:

- Based on the reading, choose a standard from the assigned Social Studies TEK grade-level and write what standard you will be teaching for that week.
 - Assignment 1 & 2 Soc.St.-Kindergarten TEKS
 - Assignment 3 & 4 Soc.St.-Grade 1 TEKS
 - Assignment 5 & 6 Soc.St.-Grade 2 TEKS
 - Assignment 7 & 8 Soc.St.-Grade 3 TEKS
 - Assignment 9 & 10 Soc.St.-Grade 4 TEKS
 - Assignment 10 & 11 Soc.St.-Grade 5 TEKS
- Using the chosen Social Studies TEK breakdown the standard. What are you expected to know (Nouns)? What are you expected to teach (Verbs)?
- Plan one activity based around the TEK and the reading.
 - In the activity answer how you will address multiple intelligences
 - In the activity answer how will you differentiate your instruction for all students learning needs.
 - In the activity how will you assess the TEK standard.
 - **Use only terms and activities from Kopp Teaching Social Studies Today Chapter 1 when planning your activity.**

III. Format

Complete your assignments in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the synthesis on next line, centred
- Body of the synthesis
 - NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS
- After synthesis, one hard return to leave a space between the synthesis and the activity
 - Social Studies TEK Standard
 - Social Studies TEK Activity
 - Addressing Multiple Intelligences
 - Addressing Differentiation
 - Assessment of Activity

IV. Reading Syntheses Due Dates

- I – 11 September
- II – 18 September
- III – 25 September
- IV – 2 October
- V – 9 October
- VI – 16 October
- VII – 23 October
- VIII – 30 October
- IX – 6 November
- X – 13 November
- XI – 20 November
- XII – 27 November

V. Reading Syntheses Grade Sheet

Name:	Date:
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Assignment Week:	Grade:
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1) Preliminary Matter

A) Loss of 2 points for excessive spelling and grammar errors (10+) _____

B) Loss of 1 point for:

1) Assignments without a name

2) Assignments in a font other than Times New Roman or Cambria.

3) Assignments without required title information

2) Substance of the Assignment (Total Possible Points = 37.5 points) _____

A) Shows evidence of reading the chapter _____ (2 pts)

B) Recognises and discusses primary themes of reading assignment _____ (4pts)

C) Recognises and discusses impact of major historical figures covered in reading assignment. _____ (3pts)

D) Evidence of synthesis and interpretation _____ (3.5pts)

E) Social Studies TEK Standard & Breakdown _____ (5pts)

F) Social Studies TEK Activity _____ (10pts)

G) Addresses MI and Differentiation _____ (5pts)

H) Activity Assessment _____ (5pts)

3) Formatting Deductions

A) Uses quotes from textbook or reading -2 points. _____

B) Uses non-Social Studies TEKS -5pts

Appendix II: Social Studies Methods Reflections

I: Learning Objective

The method reflections are designed to build knowledge and skills related to the teaching of social studies in the elementary setting including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week a chapter from the primary textbook *Teaching Social Studies Today* will be assigned for students to read. After reading the assigned pages you will answer the assigned reflection questions based on the topics and information found in the reading. Reflections are not designed to be exhaustive, but to allow you to think, process, and reflection on what you have read. Answer each reflection question in 300-400 words. One or two word answers will result in a grade of “0pts” for that week.

III. Format

Assignments must be completed in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Reflection Week ___ on next line, centred
- Each Required Question Answered
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SUMMARY

Assignments must be saved in either .docx or .pdf format and submitted via Blackboard. Submissions in any other format will result in a grade of “0pts” for that week.

IV. Methods Reflections Due Dates

- I – 6 September
- II – 11 September
- III – 18 September
- IV – 25 September
- V – 2 October
- VI – 9 October
- VII – 16 October
- VIII – 23 October
- IX – 30 October
- X – 6 November

V. Methods Reflections Grade Sheet

Name:	Date:
Assignment Week:	Grade:

1) Preliminary Matter

- A) Loss of 2 points for excessive spelling and grammar errors (10+) _____
- B) Loss of 1 point for:
 - 1) Assignments without a name
 - 2) Assignments in a font other than Times New Roman or Cambria.
 - 3) Assignments without required title information

2) Substance of the Assignment (Total Possible Points = 25 points) _____

- A) Shows evidence of reading the chapter _____ (5 pts)
- B) Recognises and discusses primary components of the reflection question. _____ (10 pts)
- C) Answers all components of the reflection question. _____ (10pts)

3) Formatting Deductions

- D) Uses quotes from textbook or reading -2 points. _____

Appendix III: Geography Assignments

I: Learning Objective

The geography assignments are designed to build knowledge and skills related to the study of history including but not limited to: United States physical & political geography, research skills, critical thinking, time management and writing in standard English.

II. Directions

Each week you will be assigned four physical or political geography questions which you will be asked research and answer. The topics and questions for each week will be posted to Blackboard under assignments or to announcements. After completing the assignment you will need to save it as a Microsoft Word document and turn in via Blackboard.

III. Format

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Answer each question separately in complete sentences. For full credit on the assignment you will need to complete the following:
 - A. Find a map of the assigned geographic feature.
 - B. Answer Question II
 - C. Answer Question III
 - D. Answer Question IV

IV. Geography Assignments Grade Sheet

Name:	Date:
Assignment Week:	Grade:

1) Preliminary Matter

- A) Loss of 2 points for excessive spelling and grammar errors (10+) _____
- B) Loss of 2 points for:
 - 1) Assignments without a name
 - 2) Assignments in a font other than Times New Roman or Cambria.
 - 3) Assignments without required title information

2) Substance of the Assignment (Total Possible Points = 10 points) _____

- A) Map of Geographic Feature 4 points _____
- B) Question II 2 Points _____
- C) Question III 2 Points _____
- D) Question IV 2 Points _____

Appendix IV: Content Study Notebooks

I. Learning Objective

Social Studies content notebooks are designed to build knowledge and skills related to the study of social studies including, but not limited to: building historical knowledge, research skills, critical thinking, test preparation, time management and writing in standard English. Students on the Core EC-6 teacher certification track will use these notebooks as test preparation for the Social Studies portion of the TExES content exam.

II. Directions

You will build one content study notebook over the fifteen weeks of this class based on your readings in both *Teaching Social Studies Today* and *The United States: A Brief Narrative History*.

- For each chapter read you will choose:
 - 5 Key Dates,
 - 5 Key Terms,
 - 5 Historical Figures,
 - 5 Main Events,
 - 5 Geographical Features.
- After identifying these you will need to define the terms, or identify the dates, events, figures, or features IN YOUR OWN WORDS.
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or feature, and how they are important in that historical period.
- Finally, for each historical date, term, figure, event, and/or geographical feature, find a picture.

The Content Study Notebook will only be submitted at the end of the semester. You are expected to work on the notebook each week after finishing your reading. Grading will be based on quality, accuracy, content, and completion

III. Format

Notebooks need to be completed in Microsoft Word.

- Setting up the Document
 - Go to the **LAYOUT** tab and set your orientation to *Landscape*
 - Got to the **INSERT** tab and click on *Insert Header* → *Blank*
 - Type in Your Name, EDUA or EDSR 4310, Content Study Notebook
 - Double-click in the main section of the document to close the Header
 - Got to the **INSERT** tab and click on *Add a Table*.
 - Select 2x8 cells for your table and click to create the table.
 - You will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under **TABLE TOOLS – Design and Layout**.
 - Click on *Layout* → *Insert Below* to add rows to the table as needed.
- Building the Notebook
 - In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, and Geographic Features.
 - Hit **enter** and underneath write your identification or definition of the date, event, figure, or feature. Remember this **MUST** be in your own words.
 - In the right-hand column will go your defence and explanation of why you chose that particular date, event, figure, or feature.
 - Again, hit **enter** and underneath explain why they are important in that particular historical period.
 - If an event, historical figure, or geographic feature you will need to find a picture or map and insert it below

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_EDUA/EDSR 4310_Content Study Notebook]
- During Week 15, in Blackboard, you will go to the Content Study Notebook assignment in the unit and submit your notebook for grading.
- Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Due Dates

VI. Concise Historical Content Notebook Grade Sheet

Name:	Historical Unit:
	Grade:

- 1) Preliminary Matter
 - A) Notebooks turned in late will receive 10pts off each day late _____
 - B) Loss of 10 points for excessive spelling and grammar errors (10+) _____
 - C) Loss of 5 points for:
 - 1) Assignments without a name
 - 2) Assignments in a font other than Times New Roman or Cambria.
 - 3) Assignments without required title information

- 2) Substance of the Historical Notebook
 - A) Completion (Total of 25 points) _____
 1. Total of 5 Key Dates, 5 Historical Figures, 5 Main Events, 5 Geographic Features (20 pts)
 2. Total of 10 Key Terms (5pts)
 - B) Identification (Total of 50 Points) _____
 1. Accuracy – Definition or Identification is correct (25 pts)
 2. Originality – Definition or Identification is in own words (25pts)
 - C) Defence and Explanation (Total of 50pts)
 1. Defence of choice shows comprehension of importance (25 pts)
 2. Writer show sound rationale for selection (5 pts)
 3. Demonstration of importance to historical period (20pts)
 - D) Illustration (Total of 25 Points) _____
 4. All Historical Figures, Main Events, and Geographic Features have a visual depiction (5 pts)
 5. Visual Selection correctly matches figure, event, or feature (20pts)