

## EDUA 4310 Social Studies in the Classroom I Fall 2023 Syllabus

**Melissa Wesney, EdD**  
**Assistant Professor**  
**Office: MAB 306**  
**Cell: 910-391-7893**

**Office Hours**  
**Tue/Thur 11am-4pm**  
*Virtual Office Hours daily by Appointment*  
**Email:** [melissa.wesney@sulross.edu](mailto:melissa.wesney@sulross.edu)

### Course Description

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 Text

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

### Student Learning Outcomes

- SLO 1- Students will demonstrate effective lesson planning.
- SLO - 2 Students will demonstrate written and oral proficiency through a variety of instructional strategies.
- SLO - 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. Students have the ability to effectively use technology to communicate.

### 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 Format

This is an asynchronous class, meaning we will **not** meet for live instruction. Rather, you will receive all instruction, information, and materials through Blackboard. The course contains module readings, reflections, and other written assignments. Instruction will be delivered through videos, readings, and recorded lectures.

## Course Expectations

### **The instructor will:**

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

### **The successful student:**

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

## Course Assignments

### **Social Studies Methods Reflections (10 @ 25 points each=250 Points)**

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 assignment directions in Blackboard for more details.

### **Content Study Notebook (200 points)**

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 assignment directions in Blackboard under "Start Here." You will want to keep up with your notebook each week. It will be turned in at the end of the semester.

**Geography Assignments (4 @ 25 points each=100 Points)**

Knowledge of geography is a key part of understanding historical events. As a part of this class, you will complete four geography assignments designed to build historical and social studies geography knowledge.

**Social Studies Lesson Plans (2 @ 100 points each=200 points)**

You will create two social studies lesson plans aligned to the provided TEKS. Lesson plans will incorporate strategies and knowledge learned throughout this course.

**Participation (100 points)**

The expectation is that you log in to Blackboard at least twice a week to participate in the course. This includes watching videos, reading announcements, and completing assignments. Your participation grade will be based on your interaction with Blackboard.

**Final Exam (100 points)**

The final exam will be comprehensive. There will be questions based on readings from both textbooks in the course.

Course Assignments & Schedule

*Assignments are due by 10:00PM (CT) on the due date. Late work will not be accepted.*

<b>Module</b>	<b>Assignments</b>	<b>Due Date</b>
Module 1: Approaching Social Studies  <b>Aug. 28<sup>th</sup> – Sept. 10<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Review Syllabus</li><li>• Review TEKS &amp; Preparation Manual</li><li>• Read Kopp Textbook Intro &amp; Ch. 1</li><li>• Watch Videos</li><li>• <b>Geography Assignment #1</b></li><li>• <b>Reflection #1</b></li></ul>	<b>Sept. 6<sup>th</sup> Sept. 10<sup>th</sup></b>
Module 2: Assessing & Differentiating Knowledge  <b>Sept. 11<sup>th</sup> – Oct. 1<sup>st</sup></b>	<ul style="list-style-type: none"><li>• Read Kopp Textbook Ch. 2-4</li><li>• Read Hullar Textbook Intro &amp; Ch. 1-2</li><li>• Read two Allan Farmer Attachments</li><li>• Watch Videos</li><li>• <b>Reflection #2</b></li><li>• <b>Geography Assignment #2</b></li><li>• <b>Reflection #3</b></li><li>• <b>Lesson Plan #1</b></li><li>• <b>Reflection #4</b></li></ul>	<b>Sept. 17<sup>th</sup> Sept. 20<sup>th</sup> Sept. 24<sup>th</sup> Sept. 29<sup>th</sup> Oct. 1<sup>st</sup></b>
Module 3: Resources and Skills in Teaching Social Studies  <b>Oct. 2<sup>nd</sup> – Oct. 29<sup>th</sup></b>	<ul style="list-style-type: none"><li>• Read Kopp Textbook Ch. 5-8</li><li>• Read Hullar Textbook Ch. 3-10</li><li>• Watch Videos</li><li>• <b>Reflection #5</b></li><li>• <b>Geography Assignment #3</b></li><li>• <b>Reflection #6</b></li><li>• <b>Lesson Plan #2</b></li><li>• <b>Reflection #7</b></li><li>• <b>Reflection #8</b></li></ul>	<b>Oct. 8<sup>th</sup> Oct. 11<sup>th</sup> Oct. 15<sup>th</sup> Oct. 20<sup>th</sup> Oct. 22<sup>nd</sup> Oct. 29<sup>th</sup></b>

<b>Module</b>	<b>Assignments</b>	<b>Due Date</b>
Module 4: Building the Social Studies Lesson  <b>Oct. 30<sup>th</sup> – Dec. 12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Read Kopp Textbook Ch. 9 &amp; 10</li> <li>• Read Hullar Textbook Ch. 11-16</li> <li>• Read two Attachments</li> <li>• Watch Videos</li> <li>• <b>Geography Assignment #4</b></li> <li>• <b>Reflection #9</b></li> <li>• <b>Reflection #10</b></li> <li>• <b>Content Study Notebook</b></li> <li>• <b>Final Exam</b></li> </ul>	        <b>Nov. 1<sup>st</sup></b> <b>Nov. 5<sup>th</sup></b> <b>Nov. 12<sup>th</sup></b> <b>Dec. 8<sup>th</sup></b> <b>Dec. 11<sup>th</sup></b>

**This course syllabus is intended to be a guide and may be amended at any time.**

## Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

### Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

## University and Course Policies

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **Academic Integrity**

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.

### **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.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

## **TITLE 19 EDUCATION**

### **PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION**

#### **CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS**

##### **RULE §228.30 Educator Preparation Curriculum**

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. TEKS in the content areas;
8. state assessment of candidates;
9. curriculum development and lesson planning;
10. classroom assessment for instruction/diagnosing learning needs;
11. classroom management/developing a positive learning environment;
12. special populations;
13. parent conferences/communication skills;
14. instructional technology;
15. pedagogy/instructional strategies;
16. differentiated instruction; and
17. certification test preparation.