

EDUA 4310 Social Studies in the Classroom I Spring 2024 Syllabus

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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 (4 @ 25 points each=100 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 (4 @ 50 points each=200 points)

Each week you will compile a study notebook based on the weekly readings in *The United States: A Brief Narrative History*. The notebook will be 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 as four parts (one per module).

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 Plan (100 points)

You will create a social studies lesson plan aligned to the appropriate TEKS. The lesson plan will incorporate strategies and knowledge learned throughout this course.

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.

Module	Assignments	Due Date
Module 1: Approaching Social Studies Jan. 17th – Feb. 11th	<ul style="list-style-type: none">• Review Syllabus• Review TEKS & Preparation Manual• Read Kopp Textbook Intro & Ch. 1• Read Hullar Textbook Ch. 1-4• Watch Videos• Geography Assignment #1• Reflection #1• Content Study Notebook (Part 1)	Jan. 22nd Jan. 29th Feb. 11th
Module 2: Assessing & Differentiating Knowledge Feb. 12th – March 10th	<ul style="list-style-type: none">• Read Kopp Textbook Ch. 2-4• Read Hullar Textbook Ch. 5-8• Watch Videos• Geography Assignment #2• Reflection #2• Content Study Notebook (Part 2)	Feb. 19th Feb. 26th March 10th
Module 3: Resources and Skills in Teaching Social Studies March 11th-March 17th Spring Break March 17th – April 14th	<ul style="list-style-type: none">• Read Kopp Textbook Ch. 5-8• Read Hullar Textbook Ch. 9-12• Watch Videos• Geography Assignment #3• Reflection #3• Lesson Plan• Content Study Notebook (Part 3)	March 25th April 1st April 7th April 14th
Module 4: Building the Social Studies Lesson April 15th – May 7th	<ul style="list-style-type: none">• Read Kopp Textbook Ch. 9 & 10• Read Hullar Textbook Ch. 13-16• Watch Videos• Geography Assignment #4• Reflection #4• Content Study Notebook (Part 4)• Final Exam	April 17th April 24th May 5th May 7th

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 Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul 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. 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), 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 a 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. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.