EDSR 4311: Social Studies in the Classroom Syllabus

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Office Hours: 9:00-11:30 am Monday-Thursday
Office: Corner office in B-Building
Course Format: Web Delivered- no live instruction
Semester: Fall 2024

Course Description:
This is the second 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:
Johnson, E. & Lamarr, E. R. (2020). *The social studies teacher's toolbox: Hundreds of practical ideas to support your students.* Jossey-Bass.

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

Domains and Competencies:
- Domain 1
  - Competency 001- A, B, C, D, E, F, G, H, K, L, N, P
  - Competency 002- A, B, C, D, E, F, G,
  - Competency 003- A, B, C, D, E, F, G, H
  - Competency 004- A, B, C, D, E, F, I, K, L, P

- Domain 2
  - Competency 005- A, B, C, D, E, G
  - Competency 006- A, B, E, H, I, J
- Domain 3
  - Competency 007- A, C, D
  - Competency 008- A, B, C, D, E, F, G
  - Competency 009- A, B, C, D, E, F, G, H
  - Competency 010- B, C, D
- Domain 4
  - Competency 011- A
  - Competency 012- A, B, F, G, H, I
  - Competency 013- A, C, E, G

Course Format:
This is an online course that will be done through Blackboard. You will find all course information and assignments on Blackboard. The course contains module readings, videos, discussions, and written assignments.

Course Assignments:
- Discussion Questions (20 points)- Participation in online discussions is mandatory. In order to actively participate in these discussions, you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up to date on the discussions and allow you to make more thoughtful postings. Discussions begin on Monday each week and end on Friday at 11:59 pm Central. You are expected to answer all the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Monday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.
- Reflection Paper (5 points)- Student will write a 1-2 page reflective paper on why they want to teach social studies. Students should explain their purpose for teaching their desired grade level.
- Classroom Management Plan (10 points)- Students will create a classroom management plan that includes strategies and guidelines for maintaining discipline, engaging students, and ensuring that classroom activities run smoothly.
- Guide on ten potential strategies (10 points)- In this assignment students will create a power point presentation on ten potential strategies they will use in the classroom. In addition, they will write a 1-2 page paper describing their top five strategies and explaining why they prefer them.
- Midterm Exam (10 points)- In this graded midterm within blackboard, students will complete ten questions designed to help students delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind developmental and learning.

- Drafting a Lesson Plan (10 points)- Students will draft a lesson plan that reflects the grade they desire to teach. Students will utilize the readings, and materials encountered up to this point to draft a lesson plan with grade objective, standards, materials needed, activities, assessment, differentiation, closure, homework, and reflection.
- Evaluation and Assessment Quiz (10 points)- In this graded quiz within blackboard, students will complete 15 questions designed to help students delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind developmental and learning.
- Revised Lesson Plan (20 points)- Utilizing the feedback provided from their instructor, students will revise and add to their draft they created in the previous module and refine and improve their knowledge of lesson planning. This assignment will help students conceptualize a step-by-step plan for evaluating their students.
- Course Reflection Paper (5 points)- Students will complete a metacognitive reflective 1-2 page paper in which they will describe the concepts, ideas or practices that have been the most helpful to their growth and development as a student

Course Assignments and Schedule:

Weeks	Modules	Assignments	Due Date	Points
August 26- September 8th	Module 1: Vocabulary, Reading Strategies, and Data Sets	• Review Syllabus • Discussion on Chapter 1-4 • Reflection Paper	August 26 September 6 September 8th	 4 5
September 9- September 22	Module 2: Writing, Mnemonics, Timelines, and Case Studies	• Discussion on Chapters 5-8 • Classroom Management Plan	September 20 September 22	4 10
September 23- October 13	Module 3: Concept Attainment and Analysis	• Discussion on Chapter 9-12 • Guide on 10 Potential Strategies • Midterm (Text Ch. 1-12)	October 4 October 6 October 10	4 10 10
October 14- October 27	Module 4: Primary Sources, Charts, Speaking and Listening	• Discussion on Chapter 13-16 • Drafting of Lesson Plan	October 25 October 27	4 10
October 28- November 17	Module 5: Discussions, Project-Based Learning, Emotional Learning, and Assessment	• Discussion of Chapter 16-21 • Evaluation and Assessment Quiz (Ch. 1-21)	November 8 November 14	4 10
November 18- December 6th	Module 6: Lesson Plan	• Revised Lesson Plan • Course Reflection Paper	November 21 December 4	20 5

*Thanksgiving Break November 25-30				

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

Course Policies:

This online course invites students into a community of engaged learning. The course consists of six modules, with a new module beginning every two weeks in the Blackboard Learning Management System. We expect students to log in every Wednesday at six pm, participate in the discussions, and to engage the professor and fellow students through the Blackboard medium.

Paper Specifics:

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition.* Papers should be written in Times New Roman, 12-point font, double spaced, and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar. If your paper contains grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments:

Assignments are due by 11:59 pm Central Standard time on the due date. The penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days.

Grading Policy:

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all the standards identified for each project or assignment. No late work accepted without prior approval from the instructor. If there is no communication about late work, the grade will be a 0.

- Grading Scale:
  - A. 90-100 points
  - B. 80-89 points
  - C. 70-79 points
  - D. 60-69 points
  - F. 59 points or lower

Points Per Assignment:

Class Discussions and Participation- 20 points
Reflection Paper- 5 points
Classroom Management Plan- 10 points
Guide on Ten Potential Strategies- 10 points
Midterm-10 points
Drafting a Lesson Plan- 10 points

Evaluation and Assessment Quiz- 10 points
Revised Lesson Plan- 20 points
Course Reflection Paper- 5 points

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.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3:
a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in

Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness;
3. phonological and phonemic awareness;
4. phonics;
5. fluency;
6. vocabulary development;
7. comprehension of literary text;
8. comprehension of informational text; and
9. beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

1. implementing both formal and informal methods of measuring student progress in early reading development.
2. designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
3. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K
Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu or 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.

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.

Counseling:
Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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 LobolD 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).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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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.