

EDUA 4310 Social Studies in the Classroom I

Fall 2025 Syllabus

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Course Description

This is the first course in methods and strategies for teaching social studies curriculum in 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.

Course Organization

For each module in this course, you will find an overview of the assigned readings, video presentations, support materials, and assignments. Please adhere to the due dates and reach out with any questions.

This is a hybrid web course. The majority of your work will be completed in Blackboard, however, we will meet in BB Collaboration each Tuesday from 8:00-10:00 a.m. The Tuesday meetings will include discussions, hands-on activities, and a game or two to help you learn the content, prepare you to teach Social Studies, and be successful on your certification exam. I am always available for virtual meetings, phone calls, and text messaging if you need extra support.

Required Text

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

World History, Volume 2 from 1400. 2022. Copyright by Rice University. Senior Contributing Editors Ann Korda, Ryan J. Lynch, Brooke Nelson, Julie Tatlock. This is a **free textbook** on the [OpenStax](#) webpage. Click here [World History Volume 2 from 1400](#) to access the book online, download a PDF, or order a print copy. Your choice.

This is a link for more information about accessing your textbook at OpenStax - [Student book access](#)

Student Learning Outcomes

SLO 1: Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

SLO 2: Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.

SLO 3: Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

SLO 4: Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Personal Responsibility. Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Social Responsibility. Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

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.

TEExES 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 a hybrid web course. The majority of your work will be completed in Blackboard, however, we will meet in BB Collaboration each Tuesday from 8:00-10:00 a.m. The course contains module readings, reflections, and other written assignments. Most instruction will be delivered through videos, reading assignments.

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 @ 50 points each=200 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 @ 100 points each=400 points)

Each week you will compile a study notebook based on the weekly readings in *World History, Volume 2 from 1400*. 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 are required to enter information in your notebook each week, and will be asked to share portions during the weekly Wednesday meetings. The notebook will be turned in as four parts (one per module).

Geography Assignments (4 @ 15 points each=60 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 (2 @ 100 points each=200 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.

Course Assignments & Schedule

Assignments are due by 11:59 p.m. (CST) on the due date. Late work will not be accepted.

Module	Assignments	Due Date
Module 1: Approaching Social Studies	Review Syllabus Review TEKS & Preparation Manual Read Kopp Textbook Intro & Ch. 1 Read World History Chapter 1. Read the following in Chapters 2-4: Chapter Outline and Introduction, Key Terms, Section Summary, and Review Questions. Review the illustrations and text to select material for the Content Study Notebook. Watch Videos Geography Assignment #1 Reflection #1 Content Study Notebook Chapters 2-4 (Part 1)	September 4 September 15 September 22
Module 2: Assessing & Differentiating Knowledge	Read Kopp Textbook Ch. 2-4 World History: Read the following in Chapters 5-8: Chapter Outline and Introduction, Key Terms, Section Summary, and Review Questions. Review the illustrations and text to select material for the Content Study Notebook. Watch Videos Geography Assignment #2 Reflection #2 Content Study Notebook Chapters 5-8 (Part 2) Lesson Plan #1	October 6 October 13 October 20 October 21
Module 3: Resources and Skills in Teaching Social Studies	Read Kopp Textbook Ch. 5-8 World History: Read the following in Chapters 9-12: Chapter Outline and Introduction, Key Terms, Section Summary, and Review Questions. Review the illustrations and text to select material for the Content Study Notebook. Watch Videos Geography Assignment #3 Reflection #3 Lesson Plan #2 Content Study Notebook Chapters 9-12 (Part 3)	October 27 November 3 November 10 November 17
Module 4: Assessments Thanksgiving Holiday November 26-28, 2025 Last class day December 4, 2024	Read Kopp Textbook Ch. 9 & 10 World History: Read the following in Chapter 13: Chapter Outline and Introduction, Key Terms, Section Summary, and Review Questions. Review the illustrations and text to select material for the Content Study Notebook. Read World History Chapters 14 & 15. Answer the Review Questions as a study guide. You don't need to submit the answers. Watch Videos Geography Assignment #4 Reflection #4 Content Study Notebook Chapters 13-15 (Part 4)	November 22 November 24 December 4

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

Grading Policy

If you cannot get your work in by the deadline, please message, email or text me so that I am aware of your intentions to complete the work. There are two hard deadlines: Oct. 21 when all work assigned prior to this date is submitted and Dec. 4, the final course day when all remaining assignments are submitted.

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. 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.

Student Responsibility Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 (See next section). 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.

Generative AI Tools

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains what AI content- generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate."

"Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission."

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.

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 24/7/365 support by visiting [Timelycare/SRSU](https://timelycare.com/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 and Archives of the Big Bend in Alpine offer 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 by 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.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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.

