ELE 302.501: Teaching Social Studies
Spring 2016 Syllabus

Department of Elementary Education
James I. Perkins College of Education
Stephen F. Austin State University

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Time: Online
   Section 501
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Office Hours in (ECRC201F):
   Mon: 5-7pm
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   Tues/Thurs: 11:00am-12pm

Graduate Assistant: TBA
Grad Assist Office Hours: TBA

Prerequisites: Enrollment in the EC-6 Internship II.

I. Course Description

Examination of social studies curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching social studies. Includes investigation of activities and materials appropriate for achieving social studies objectives.

Prerequisites: Admitted into Teacher Education; enrolled in Practicum I.

LiveText Assignment: Social Studies Mastery Exam. The instructor completes this in LiveText for you.

II. Intended Learning Outcomes/Goals/Objectives – Program Learning Outcomes (PLOs) and Student Learning Objectives (SLOs)

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic
excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI). All content and assignments are aligned to these standards.

ELE 302 is the methods course that focuses mainly on the teaching of social studies and the state curriculum for social studies, the Texas Essential Knowledge and Skills.

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2)

SLO 2.1 Candidates demonstrate a comprehensive knowledge of the social sciences and recognizes their value (EC6 Texas Social Studies ST I).
   - SLO 2.1.1 Assessment – Social Studies Competency Test
   - SLO 2.1.2 Assessment -

SLO 2.2 Candidates apply knowledge of geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning (EC6 Texas Social Studies ST IV-X)
   - SLO 2.2.1 Assessment –

SLO 2.3 The effective elementary school social studies teacher uses social science knowledge and skills to plan, organize, implement instruction and assess learning (EC6 Texas Social Studies ST III)
   - SLO 2.3.1 Assessment – Integrated Lesson Plan Assignment

SLO 2.4 The effective elementary school teacher understands how the social science disciplines relate to one another and to the other content areas and organizes instruction to promote intra and interdisciplinary learning in the classroom (EC6 Texas Social Studies ST II)
   - SLO 2.4.1 Assessment – Integrated Lesson Plan Assignment

SLO 2.5 The effective elementary school teacher is familiar with recent developments and issues in social studies education geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning and relates them to instructional practice in the classroom (EC6 Texas Social Studies ST IV-X)
   - SLO Assessment 2.5.1 - Collaborative Resource Wiki

SLO 2.6 The effective elementary school teacher understands how to make instruction relevant to students and utilizes school and community resources in planning effective and relevant instructional activities (EC6 Texas Social Studies ST III)
   - SLO Assessment 2.6.1 – Final Exam Quiz
   - SLO Assessment 2.6.1 –

SLO 2.7 The effective elementary school teacher understands a broad variety of instructional strategies, methods and assessment techniques, and utilizes them in planning and implementing effective, age/grade appropriate instruction for students (EC6 Texas Social Studies ST III)
   - SLO Assessment 2.7.1 – Integrated Lesson Plan Assignment
   - SLO Assessment 2.7.1 – Philosophy Paper Assignment

SLO 2.8 The effective elementary school teacher understands the developments
with developing a DODL that is based on selected TEKS from seven of the eight Social Studies curriculum. Students will be randomly assigned to groups of three to four members DODL. Digital one

Students will also create a Google Sites page as a repository for all of t

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  2.8.1 Assessment –

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4).

SLO 4.1 Candidates will understand assessment in the field of social studies including project-based learning assessment (EC6 Texas Social Studies ST III).

o SLO 4.1.1 Integrated Lesson Plan Assignment

III. Course Assignments, Activities, Instructional Strategies, Use of Technology

There are five components of the ELE 302 course grade:

1. Course Practica – (44 points)

The course practica are activities that allow you to apply the course content to your future teaching practice. Throughout the semester there will be regular practica that help you to connect with the course readings. Within the first couple of weeks of the semester, we will be creating a resource wiki that we will add to throughout the semester. The purpose of this wiki is to contribute and annotate social studies related resources, which includes the lessons you teach in the field.

2. Teaching Philosophy Paper - (10 points- LiveText assignment)

Each candidate will be responsible for writing her/his personal philosophy of teaching. This philosophy paper is one of the artifacts that you also submit into LiveText and it is collected by the College of Education for all teaching candidates. It may be also be used as a part of your professional portfolio. There will be time in class to work on writing this paper. Also, you will get time for a peer review of the paper. The Teaching Philosophy Paper should be formatted as a Word document and submitted in LiveText AND uploaded to a D2L dropbox by 11:59pm, Sunday, February 9.

3. Social Media Application Activities/Site Based Activities (5%) 

Students will complete on-site scavenger hunts during class. Locations will be announced by week 3 to allow for students to set up carpool if and when necessary. We will use one or all of the following platforms when completing this activity: Twitter, Facebook, and/or Instagram. These activities are to serve as practice for you and your development of your DODL.

Students will also create a Google Sites page as a repository for all of their hard work. Consider this as an example of your Teaching Portfolio. I will provide a template for you to follow when creating your own. Students will share their portfolios with the class and myself.

4. Digital One-Day Lessons (DODL) (15%)

A major component of the course will consist of the creation of one “Digital One-Day Lessons” or DODL. Digital one-day lessons are nothing more than student created digitized lessons and curriculum. Students will be randomly assigned to groups of three to four members to form vertical teams. I will discuss this concept in class. Within this group, students will be charged with developing a DODL that is based on selected TEKS from seven of the eight Social Studies Strands (See D2L for the list of the eight). The lesson will consist of a digital product and lesson plans for each grade accounted for within the vertical team. This assignment will serve as the
5. Quizzes and Final Exam (26 points)

The quizzes include reading quizzes, the social studies competency test, and the final exam at the end of the semester. The social studies competency test is a practice type test for the social studies portion of the TeXeS exam. The test is in a multiple choice format on our D2L site. There will be a module available to help you review for this social studies competency test and you will have multiple tries to retake the test in order to get a perfect score. The final exam will be an essay based exam.

**Please note: Cultural Awareness Profile** - The Perkins College of Education requires that all students complete the form, My Cultural Awareness Profile, in LiveText. This is not a graded assignment, but is a required submission for all courses offered in the Department of Elementary Education.

### IV. Evaluation and Assessments (Grading)

- A = 180 – 200 points
- B = 160 – 179 points
- C = 140 – 169 points
- F <139 points

### V. Tentative Course Calendar of Assignments:

An outline of tentative topics addressed in ELE is shown below. More detailed information about topics, readings, and assignments for each week of the semester may be found in the Calendar of Assignments on our Desire 2 Learn site. The calendar is subject to change.

<table>
<thead>
<tr>
<th>Week 1: Intro to ELE 302 and Social Studies Purposes</th>
<th>Week 9: History and Social Studies</th>
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</thead>
<tbody>
<tr>
<td>Week 2: Social Studies and Citizenship</td>
<td>Week 10: Economics and Civics</td>
</tr>
<tr>
<td>Week 3: Social Studies Planning and Big Ideas In</td>
<td>Week 11: Geography and Social Studies</td>
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<tr>
<td>Week 4: Social Studies Planning and Integration</td>
<td>Week 12: Civics and Government</td>
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<td>Week 5: Social Studies Assessment</td>
<td>Week 13: Culture and Global Competencies</td>
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<td>Week 6:</td>
<td>Week 14: Social Studies Professional Organizations</td>
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<td>Week 7: Social Studies and Technology</td>
<td>Week 15:</td>
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<tr>
<td>Week 8:</td>
<td>Week 16: Final Exam</td>
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</tbody>
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**VI. Readings: Required Text and Other**

You are not required to purchase any books or materials for this course. I link the course materials on our Desire 2 Learn website.
Livetext: This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveTExt account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;

2. Instruction evaluation purposes;

3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical to this ongoing improvement process. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Academic Integrity:

Class Attendance and Excused Absences:

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students
may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

**Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Dishonesty:**

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals:**

A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).
Withheld Grades Semester Grades (Policy 5.5):

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4):

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

Acceptable Student Behavior:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ______________________. If you have a history of criminal activity,
you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-46-1740 or snyderke1@sfasu.edu

**IX. Other Relevant Course Information**

**The State of Texas Elementary Education TExES Preparation Law**

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.