



**Eled. 438.411 Integrated Learning: Social Studies in Field-Based Settings
COURSE SYLLABUS
Fall 2014**

Instructor(s): Deah McCoy

Office Location: Mesquite Metroplex Suite 600

Office Hours: Tuesdays & Thursdays 8:00-9:00 am & 3:30 – 4:30 pm – Other times by appointment

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- *Textbook(s) Required:* Nath., J.L., & Ramsey, J. (2004). **Preparing to Teach Texas Content Areas.** Allyn and Bacon
- *Field-Based Teacher Education Program Handbook* [revised July 2013]

Course Description:

This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite EIED 300; Rdg 350, 370; admission to teacher education program; placement in a CPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar during by Center Faculty and includes ELED 443, 437, and RDG 448.

Student Learning Outcomes:

The following learner outcomes are specific to the EC-6 social studies standards.

While engaged in learning and teaching the intern will show evidence that s/he:

- has a comprehensive knowledge of the social sciences and recognizes their value;
- effectively integrates the various social science disciplines;
- uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation;
- applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, present, and the future;
- applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world;
- knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions;
- knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate students understanding of how individuals and groups achieve their goals through political systems;

- understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices;
- understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world;
- understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation;
- understands the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners--- example: use of cognates with English learners; and
- uses critical thinking and problem solving to design and implement lessons with real-world solutions.

SOCIAL STUDIES EC–6 STANDARDS

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

COURSE REQUIREMENTS

Required Seminar Courses: Eled. 443, Eled. 437, Eled. 438 and Rdg. 448

1. *Attendance*—on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly *Reflection Journal* of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
4. Six formal written observations of mentors' lessons. [3 per rotation]
5. Six lessons (planned, taught, and evaluated). [3 per rotation] A minimum of one lesson per rotation should be evaluated by the liaison
6. Weekly seminar activities as assigned in seminar.
7. Weekly *Individual Teacher Education Plans* (ITEPs) of planned and completed activities.
8. Teaching Inquiry Project –final project due in residency.
9. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
10. A digital *ePortfolio* that showcases growth as a teacher
11. Extension activities following chapter readings related to the course content
12. Register for TExES Certification Exams.
13. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state standards, mini-teaches, and classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content and vocabulary development for English language learners--- example: use of cognates with English learners. Instructor will model effective lesson design.

Content Lesson Requirements:

Lesson Plan – each formal lesson that is evaluated should be developed around Lesson Design or the 5 –E model and should include:

- TEKS objectives
- accommodations and modifications, including but not limited to...ELL's, gifted, and/or special needs
- at least one visual aid
- integration of technology and children's literature is encouraged

Formal Lesson Evaluation Requirements:

- Turned into mentor:
 - lesson plan
 - self-reflection using the evaluation tool
- Turned into liaison:
 - lesson plan
 - mentor's evaluation of lesson
 - a copy of liaison's formal evaluation of lesson

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who are unable to attend class due to an emergency should check their email, and connect with class peer to obtain information missed.

Final Grading

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

The following holistic scoring will be utilized:

- A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
- B (80 – 89%) = Developing.** Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
- C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
- D (less than 70%) =** Not recommended for teacher certification

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:

*Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email*

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar as well as in the field setting. They also may be contacted through email and phone.

Instructor(s) & e-mail:

Susan Williams – susan.williams@tamuc.edu Deah McCoy - dmccoy005@aol.com

Dianne Williams – Beardianne@aol.com

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

Telephone: 903.886.5931

FAX: 903.886.5581

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Suggested web resources to students for reference regarding what constitutes plagiarism and how to avoid it. <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm>

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

