



ELED 438 62E

Social Studies in a Field-Based Setting

COURSE SYLLABUS: Fall 2017

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COURSE INFORMATION

Required textbook:

TEExES Core Subjects EC-6 (291) Book + Online (TEExES Teacher Certification Test Prep) 3rd Edition by Dr. Luis A. Rosado Ed.D.
ISBN 13: 978-0738611983

National Council for the Social Studies <http://www.socialstudies.org/>

Texas Administrative Code (TAC), Title 19, Part II Chapter 113. Texas Essential Knowledge and Skills for Social Studies: Subchapter A (K-5) and Subchapter B (6th). PDF versions available at the bottom of the webpage <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

Texas Administrative Code (TAC), Title 19, Part II Chapter 126. Texas Essential Knowledge and Skills for Technology Applications: Subchapter A (K-5) and Subchapter B (6th). PDF versions available at the bottom of the webpage <http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html>

English Language Proficiency Standards
(ELPS) <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Course Description:

This field-based course will focus on how EC-6 children learn and develop knowledge and skills in social studies, varied instructional and assessment strategies that require high expectations and worthwhile opportunities for all students; Texas Essential Knowledge and Skills (TEKS) in so-

cial studies and resources for teaching grades EC-6.

Course Objectives:

Domain III, Competency 19-23 (Social Studies) and Domain IV

Student Learning Outcomes:

Objectives for the course will be based upon the Texas Educator Standards so that the students may have the experiences that lead to the knowledge and skills that an entry-level educator in the field of elementary education in the area of Social Studies in Texas public school must possess.

Social Studies:

1. Understand that the eight strands of the TEKS for social studies are intended to be integrated for instructional purposes.
2. Realize that a greater depth of understanding of complex content material can be attained when social studies content is integrated with other disciplines, through project-based learning while incorporating critical-thinking skills.
3. Build a foundation in history, geography, economics, government, citizenship, culture, science, technology, and society/social study skills.
4. Understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code, 28.002(h).
5. Demonstrate effective strategies for all learners including but not limited to English Language Learners and Special Needs Learners.
6. Actively participate in seminar activities and course assignments in ways that demonstrate their development as professional educators.

Domain III Social Studies comprises approximately 19% of the TExES Generalist EC-6 (191). In this course we will work with the Social Studies Essential Knowledge and Skills for grades K-6. The TEKS will be paired with the Educator Competencies.

Social Science Instruction-Competency 019 (Standards 1, 2, 3): The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

History- Competency 020 (Standard 4): The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

Geography and Culture- Competency 021 (Standards 5, 9): The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

Economics- Competency 022 (Standard 6): The teacher understands and applies

knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

Government and Citizenship-Competency 023 (Standards 7 & 8): The teacher understands and applies knowledge of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

Science, Technology, and Society (Standard X): 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

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

- **Professionalism** - Student Learning Outcomes: 1,2,4, 7
Assessment Method: Determined by the Instructional Leadership Team, Journal, Professional self-assessment tool and lesson evaluations.
 - Prompt, on-time attendance at all university seminars, assigned campus days, school/university meetings, and staff development, as appropriate. You are required to attend all seminar days. Your grade will be lowered if you are absent or tardy. **You are required to contact both your liaison and mentor teacher if you will be missing your assigned campus day or seminar.**
 - Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, in the field, and in your digital, on-line identity.

- **The Reflective Teacher** - Student Learning Outcomes: 1-7 (PPR Standards 2.1k, 2.1s, 2.2s) (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC §38.003
Assessment Method: Instructional Leadership Team, Rubric, Portfolio
 - You will read assigned articles relating to teaching social studies in Texas. You will comment on these articles and be ready to add to the class discussion.
 - Professional portfolio. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies. Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended.

- You will conduct a field-based investigation on your assigned campus of the activities and lessons used to teach social studies. We will discuss these in class and determine how they relate to what we have covered.

- **Content Area Lesson - Student Learning Outcomes: 1-7**
 Assessment Method: Documentation of lesson plans, students discuss in seminar and DocShare their reflections, evaluation of lessons
 - Create an interactive annotated map of the area around your school and community. Locate and provide geological, ecological, cultural, historical, social and economic areas of interest. Create a list of resources in your local community.
 - Observe a lesson in each one of the content areas (Math, Science, Reading, and Social Studies) performed by mentor or another teacher. Reflect on the teaching and learning strategies, technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc.

- **Strategies Notebook - Student Learning Outcomes: 1, 2, 3, 4, 6**
 Assessment Method: rubric, class discussion
 - We will share with each other a notebook of literacy strategies. You will need to collect two strategies for five of these sections- working with ELL – working with dyslexia- gifted- SPED- 504- using technology in the classroom – classroom management – science - social studies- ELAR- math- fine arts – PE. You can collect these strategies from various places, instructional magazines, the internet, sharing with friends, or asking your mentor teachers. I will give you examples and we will look at strategy notebooks before we share in class. You will be expected to complete one of your strategies that the class will do on the night that the notebooks are due.

- **Lesson Plans and Evaluations - Student Learning Outcomes: (PPR Standards 1.1k – 1.6k, 1.25k, 2.1s, 2.2s, 3.5k-3.11k; ELA/Reading Standards 1-12) PPR Standards 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k)**
 Assessment Method: Documentation through lesson plans, evaluations, observations by Mentors and Liaison, Journals, etc.
 - Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
 - Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
 - Design effective and coherent instruction and assessment based on ap-

appropriate learning goals and objectives.

- Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
 - Establish a classroom climate that fosters learning, equity, and excellence.
 - Manage student behavior through organized strategies.
 - Communicate effectively in varied teaching and learning contexts.
 - Actively engage students in all teaching and learning contexts.
 - Use effective technology to plan, organize, deliver and evaluate instruction for all students.
 - Provide timely, high quality feedback to students through written, oral, and visual means.
 - Seven formal lesson evaluations must be completed this semester from different content areas (science, math, social studies, and reading). Two formal evaluations from the school (mentor teachers and administrators) and two from the university liaison. One of each type, Mentor, and Liaison will be conducted in each of your two placements. At each evaluation, you **MUST** have the following items prepared for the evaluator: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson. Plan and organize your time wisely.
 - **Midterm Evaluation** by all members of your Instructional Leadership Team (yourself, both Mentors, and Liaison).
 - **Final** Evaluation covering experiences in the field and seminar.
- **Integrated Thematic Unit** - Student Learning Outcomes: 1-6
Assessment Method: Presentation of lesson on a tri-fold board, lesson evaluation based on provided rubric, and sharing of weekly snapshot.
- Working together in a team of three to four students, design and present a five day integrated lesson plan based on science or social studies TEKS on a tri-fold board. You must integrate language arts, math, social studies, and science throughout the lesson plan.

- **Teacher Inquiry Project** - Student Learning Outcomes: 1-6 (SLO2. Critical Thinking/Obj. 1,2,&3)

Assessment Method: Presentation and discussion of progress based on rubric

- Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team and an assigned research professor will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at the same data samples. Students will then develop and present a plan summarizing their project. This project will continue and be completed during residency semester.

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 information has been provided to assist you in preparing to use technology successfully in this course.

- Regular access to leomail.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

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).

Your 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

This course will 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.tamuc-commerce.edu/login.aspx>. Another shortcut is <http://online.tamuc.org>. 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@tamuc-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Constant communication with your Mentors, Liaison, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your Mentors school email. Our liaisons and college professors have expressed their preferred email, as follows:

Evelyn.Lawson@tamuc.edu
Freida.golden@tamuc.edu
Sarah.guthery@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.

Contact your liaison if you will be missing your assigned campus day or seminar.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

UNIVERSITY PROCEDURES

Course Specific Procedures:

Withdrawal Policy:

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in

the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Financial Aid Support:

You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **for-givable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

Attendance Policy:

Attendance at all class meetings is **required and is essential** to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence, a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes, you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late, or leave early, points will be deducted from your professionalism grade. If you miss class, it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a friend who will be willing to collect any material and take notes for you when you are out.

MyLeo:

As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

Technology Policy:

Please respect the instructor and your peers by silencing or turning off your cell phone upon entering our classroom. If there is an emergency, you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilize technology only for the purposes of the course the student is currently attending and at the appropriate times.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the instructor. All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments: All written assignments are to be typed double-spaced in a legible 12 pt. font with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

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 aca-

demic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the 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 sites 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.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

Anti-Discrimination Statement:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

University Specific Procedures:

1. ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provide 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 162
Phone 903-886-5150
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Financial Aid Support: You will be dropped from class if you have not paid the balance due on your account(s). If you need assistance to pay your balance, please contact the Loan Office (903-886-

5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

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*).

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Campus Carry:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/ CALENDAR

The course schedule will be given in class.