I. Course Description:

This course is designed to identify theory, skills and concepts taught in early childhood programs. Development of diverse materials that will enable students to effectively teach the Texas Essential Knowledge (TEKS) is emphasized.

II. Rationale

This course is designed to assist students in their pedagogical skills and strategies for teaching the Social Studies to children.

III. State Adopted Proficiencies for Teachers

Learner-Centered Knowledge;
Learner-Centered Instruction;
Equity in Excellence for All Learners;
Learner-Centered Communication;
Learner-Centered Professional Development

IV. TeXes Competencies

019-The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

020-The teacher understands and applies knowledge of significant historical events and developments, multiples historical interpretations and ideas and relationships between the past, the present and the future as defined by the TEKS.

021-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 TEKS.
The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

V. Student Learner Outcomes

At the conclusion of the course, the student will:

a. discuss the various Social Studies;

b. discuss teaching strategies for the Social Studies;

c. understand the importance of the Social Studies in the elementary classroom;

d. develop a deeper understanding of children’s thought processes; and expand their knowledge of appropriate elementary classroom activities in the Social Studies.

VI. Course Topics

a. meaningful Social Studies;

b. Social Studies Skills;

c. Social Studies Concepts;

d. Citizenship in Democratic and Global Societies’

e. Effective Social Studies Instructional Strategies;

f. History of the world, U.S. and Texas;

g. Economics of the world, U.S. and Texas;

h. U.S. and Texas governments.

VII. Instructional Methods

ECED 4350 utilizes a variety of traditional instructional methods and activities.

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)

C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum).

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

a. Examinations = 100 points each

b. Children’s literature project = 250 points

c. Learning game = 50 points

d. PowerPoint review = 20 points

e. No late assignments will be accepted
f. Interactive notebook = 10 points EACH review

g. Articles = 10 points each

h. Article responses = 5 points each

i. ECDC project = 10 points each

j. Points will be deducted for mechanical errors and errors in grammar

k. Grading scale: 92%-100%=A
       82%-91%=B
       72%-81%=C
       62%-71%=D

l. Any exam not taken at the time scheduled will be made up during the final exam. The format of the exam may not be the same as the original exam.

Attendance

The current Student Handbook and Code of Conduct includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., the intercollegiate athletics competition/travel, field trips, students research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, students should contact the Provost’s Office [for clarification].

Students in ECED 4350 are expected to attend all scheduled meetings on times unless they are on approved university business as described above. Unexcused absences from a scheduled class meeting will affect the student’s final grade. Three unexcused class absences will result in lowering the student’s final grade by 10 PERCENTAGE points. Multiple or unexcused absences will place the student in jeopardy of failing the entire class.

IX. Course Schedule and Policies

   A. Tentative Course Schedule (See attached)
   B. Class policies:
      1. Turn off electronic devices such as cell phones, iPads, computers, etc.
      2. DO NOT email or text during class;
      3. be respectful of all students and the professor;
      4. be prompt and attend class;
      5. demonstrate knowledge of the topic assigned for each class meeting;
      6. satisfactorily complete three exams;
7. read assignments on the designated dates;
8. develop Social Studies project based upon a children's book;
9. Review articles;
10. Respond to peer responses;
11. Develop activities for ECDC students;
12. meet with the instructor EVERY assigned meeting time;
13. keep an interactive notebook;
14. create a review learning game;
15. develop a review PowerPoint; and
16. successfully complete quizzes.

X. Course Textbook


XI. Bibliography


XII. Course Policies

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the method to be used for citations within papers and PowerPoint presentations.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus.
However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/). If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*

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If we did all the things we are capable of doing
We would literally astound ourselves. -Thomas Edison