EDUC 5355 is an Online Course:
EDUC 5316 uses Blackboard as its only teaching and learning environment. All EDUC 5316 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires EDUC 5316 students to have their normal NET ID to log into the course on Blackboard.
Since EDUC 5316 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course. There is a student tutorial available on the Islander Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.
You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.
This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.
I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course.
If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

Email:
Use the BB Messages on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class.
Please always include your first and last name, course EDUC 5355 and section .001 in your email.
It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here’s why: if you contact me through the Islander email tool in Blackboard, the message includes course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question.

Feedback:
I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class with the exception of weekends.
Normally, I will not read or respond to mail before 10:00 AM on Monday or after 5:00 PM on Friday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date. Again, I am typically out of the classroom Saturday and Sunday.
Although, not recommended, If you contact me through “regular” Islander email (which means you did not use the Islander email link in Blackboard), make sure to include the course number and section in the subject line and clearly identify yourself somewhere in the email by the name you use for the class. If I cannot identify you, I will not respond.
Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state “confidential” in the subject line in your email to me.

Devices:
I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as those devices are unreliable and content is often lost.
I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

Cell Phone: 972-978-6617

If you choose to leave a message, include the course number, your full name, your phone number, and your message in a clear, strong voice. I assure you I will call you back as soon as I get the message as long as I know who I am calling and why.

Technical Difficulties:

Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

Quick Course Explanation of Course Components:

On the blue left hand side of the menu I have included an Overall Course Calendar. This lists assignments and the week they are due. I am hopeful this will help you to plan ahead. You may submit assignments ahead of the deadlines but NOT behind the deadlines. If you need to contact me please go to the BB messages on the blue menus, scroll down to my name and send me an email.

The Course Content section of the menu lists all of the assignments for the entire course. You will be able to download directions for each assignment from this section.

The Syllabus will give you all of the specifics you will need to know about the course policies, grading scale and other important information about this course. It is imperative that you read it!

The next information on the menu is the Weekly Assignments. These are where you will find each of the descriptions and rubrics for the weekly assignments. In addition, this is where you will SUBMIT the assignments on Blackboard.

I. Course Description

EDUC 5355: Methods of Teaching Social Studies in a course emphasizing practical applications for the teaching of the social studies in Grades 1-8. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Prerequisites: EDUC 5306, Planning, Teaching, Learning Processes and 9 semester hours selected from two or more of the following areas: U.S. History, Geography, U.S. Government, State Government.

II. Rationale

This course extends topics introduced in the prerequisite course (EDUC 5355) with special emphasis given to the methods of teaching social studies in the elementary school. Knowledge and experiences gained in this course should prepare student to effectively teach elementary social studies in the capstone course which is Student Teaching of the Post Baccalaureate Internship.

III. State Adopted Proficiencies for Teachers

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge-base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.
3. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.
4. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TExES Competencies

Domain I. Designing Instruction and Assessment to Promote Student Learning

**Competency 1:** The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 2:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 3:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 4:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

**Competency 5:** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 6:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

**Competency 7:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 8:** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 9:** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 10:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

**Competency 11:** The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

**Competency 12:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 13:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

V. Student Learning Outcomes

The student will:
1. develop a social studies virtual field trip using technology to enhance the learning of elementary students;
2. demonstrate proficiency in developing teaching/learning strategies appropriate for elementary Social Studies;
3. demonstrate proficiency in planning appropriate instructional strategies for Social Studies objectives;
4. analyze social studies textbooks using critical thinking skills;
5. become acquainted with differentiated instruction;
6. become aware of individual differences of students in the elementary classroom and strategies to engage the students in discussion of these differences;
7. become aware of cultural diversity;
8. become aware of the appropriate use of technology in the elementary Social Studies;
9. discuss purposeful Social Studies teaching and learning, differing strategies for teaching the Social Studies and the use of novels in the teaching of the elementary Social Studies.

VI. Course Topics
1. K-8 Social Studies TEKS Curriculum
2. Planning for Social Studies instruction and Lesson Design
3. Teaching Strategies/Social Studies examples:
   - Murals
   - Music
   - Newspapers
   - Oral History
   - Open-ended situations
   - Panels
   - Pictures & picture postcards
   - Problem solving
   - Puppets
   - Questioning techniques
   - Research
   - Ranking
   - Reading
   - Role play/Sociodrama
   - Scrapbooks
   - Seminars
   - Simulations
   - Slides
   - Speakers
   - Surveys
   - Artifacts
   - Brainstorming
   - Buzz groups, etc.
   - Cartoons
   - Case Studies
   - Charts & graphs
   - Choral reading
   - Videos
   - Learning centers
   - Art/construction activities
   - Food

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   - Music
   - Newspapers
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   - Cartoons
   - Case Studies
   - Charts & graphs
   - Choral reading
   - Videos
   - Learning centers
   - Art/construction activities
   - Food

4. Technology and the Social Studies
5. Children’s literature in the Social Studies
6. Diversity
7. History and geography
8. Maps, globes, charts, and graphics
9. Current events
10. Assessment

VII. Instructional Methods and Activities
1. Traditional Experiences (lecture, discussion, demonstration, drill, videos, guest speaker)
2. Clinical Experiences (simulations, cooperative groups, student demonstrations or presentations, role play, value clarifications, micro-teaching)

VIII. Office Hours

TBD

IX. Textbook


Readings as assigned by the professor.

X. Bibliography
A formative evaluation of perspectives for a diverse America


Phillips Collection. Washington, DC: Author


OTHER:

TEKS Objectives for the State of Texas. (Social Studies)

XI. Evaluation and Grade Assignment

1. Textbook Review = 50 points
2. Getting to Know You = 14 points each
3. Video Response = 10 points each
4. Responses to Peers = 10 points each
5. Virtual Washington, D.C. fieldtrip = 40 points
6. Social Studies strategy = 50 points
7. Chapter Reading Response = 10 points each
8. Countdown Papers = 18 points each
9. Evaluation scale: 92%-100% = A
   82%-91% = B
   72%-81% = C
   71%-62% = D
   61%-0% = F

XII. Non-discrimination Policy
Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

XIII. Academic Honesty

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 a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

XIV. Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

XV. Disabilities

“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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

XVI. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

XVII. 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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XVIII. 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 could 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 (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.