

EDUC 4320-120, CRN 80491, Social Studies Instruction for Teachers

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jennifer Bruton Davis

Office: none

Phone: 254-760-2832

Email: jennifer.davis@tamuct.edu

Office Hours:

By appointment only

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-instructor interaction:

I am readily available to you, but I am only on campus on Monday afternoons. If you would like to meet with me outside of class time, you may email, call or text me to set up a time. You are welcome to email, call, or text me with questions any time and any day. I check my cell phone often and will reply quickly (unless I am teaching another class), usually within a few hours and definitely within 24 hours.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: This methods course is concerned with providing experience for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching Social Studies to diverse learners. The students design responsive instruction appropriate for all learners which reflects an understanding of relevant content, promotes active engagement, and is based on continuous and appropriate assessment. Emphasis is on integration of content.

Course Objective: Upon successful completion of this course the pre-service teacher will understand and apply knowledge social studies to create interesting, relevant, and rigorous integrated lessons.

Student Learning Outcomes:

(The preservice teacher will) demonstrate knowledge and application of the State Educator Standards in Social Studies as demonstrated by:

1. Developing a comprehensive understanding of the social sciences and recognizing the value of social science.
2. Integrating the multiple strands of content knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), with each other and with other selected disciplines in planning and implementing effective curriculum, instruction, assessment, and evaluation.
3. Designing responsive instruction appropriate for all learners which reflects an understanding of relevant content, promotes active engagement, and is based on continuous and appropriate assessment.
4. Delivering, and evaluating developmentally appropriate educational strategies and instructional techniques in teaching Social Studies to diverse learners.

Competency Goals Statements (certification or standards):

TExES Teacher Standards

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

EC-6 and 4-8 Social Studies Standards

STANDARD I

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

STANDARD II

The social studies teacher effectively integrates the various social studies 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 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.

Required Reading and Textbook(s):

Parker, W.C. (2012). *Social studies in elementary education*. Boston, MA: Pearson.

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer

Texas Educator Standards

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Social Studies Texas Essential Knowledge and Skills (TEKS)

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

TExES Core Subjects test information <http://cms.texas-ets.org/texas/core-subjectsgeneralist-tests/>

You are required to bring your textbook to class. Additionally, you must have access to or print out copies of the SS TEKS, ELA TEKS, and FA TEKS for use in class.

COURSE REQUIREMENTS

Unless noted otherwise, all assignments are to be word-processed in **Times New Roman 12 pt** font and hard copies submitted on the due date as well as electronically through Canvas.

Social Studies Read Aloud with Literacy Strategy (20 points) SLO 1, 2, 3, 4—You will present a Read Aloud to a student(s) at Oak Creek school using a grade-level appropriate non-fiction/expository book that supports Social Studies standards and TEKS. Additionally, you will use the book to teach an appropriate grade level literacy skill/strategy. The assignment and presentation will be evaluated according to a rubric. Details will be provided in class.

Social Studies Lesson with Fine Arts Integration (20 points) SLO 1, 2, 3, 4 – You will create and teach a mini-lesson that supports the Social Studies standards and TEKS and seamlessly integrates fine arts into the instruction. Your lesson will be presented to a student(s) at Oak Creek School and will be evaluated according to a rubric. Details will be provided in class.

Lesson Plan Set and Presentation (30 points) SLO 1, 2, 3, 4 – You will develop a cohesive series of integrated lesson plans and deliver one complete lesson that will be videotaped and submitted as part of your grade. The lesson plan set and the presentation will be evaluated according to a rubric. Details will be provided in class.

Midterm Exam (10 points) SLO 1, 2, 3, 4

Final and Reflection (10 points) SLO 1, 2, 3, 4

Reading Reflections (10 points) SLO 1, 2, 3, 4 - You will complete and submit written reflections for each reading assignment that address specific prompts. These will be due prior to the beginning of class and combined for a cumulative grade.

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

Grades will be assigned at the end of the semester on the following basis:

A = 90 –100 represents exceptional demonstration of deep, coherent, unified understandings

B = 80 – 89.9 represents proficient overall understanding

C = 70 – 79.9 represents acceptable understanding in most areas of theory and practice

D = 60 – 69.9 represents developing understanding with some critical deficiencies

F = 59.9 < represents unsatisfactory understanding with significant deficiencies remaining

Posting of Grades

- Grades will be posted on Canvas Gradebook.
- You can expect graded assignments to be posted with written feedback within 2 weeks ***in most cases.***

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

THE SYLLABUS IS SUBJECT TO CHANGE. The instructor reserves the right to modify the syllabus and assignments for this course.

Date	Time	Location	Topic / Certification Standard	Assignment
Week One 08/28	11:00-1:45	WH 311	Introduction Pre-test Syllabus Integration discussion TEKS overview Twitter X	
Week Two 09/04				LABOR DAY- CAMPUS CLOSED
Week Three 09/11	11:00-1:45	WH 311	What & Why I, III Social Studies Skills I, II, III Writing Center Presentation, 12:30	Reading due today: Ch 1 (all) Reflection questions week 2 due at beginning of class today (hardcopy). In class: Position paper
Week Four 09/18	11:00-1:45	WH 311	The Literacy-Social Studies Connection I, II, III Read Aloud Workshop	Reading due today: Ch 10 (all) Reflection questions week 3 due at beginning of class today (hardcopy). **Bring one or two non-fiction / expository read aloud selections tied to specific grade level SS TEKS to class.
Week Five 09/25	11:00-1:45	WH 311	History and Geography: an overview	Reading due today: Ch 4 pp. 116-145, Ch 5 all Reflection questions week 4 due at beginning of class today (hard copy)
Week Six 10/02	11:00-1:45	WH 311	Government VII (I, II, III) Citizenship VIII (I, II, III)	Reading due today: Ch 3 all Ch 4 pp. 145-147 Reflection questions week 6 due prior to the beginning of class today.
Week Seven 10/09	11:00-1:45	WH 311	Midterm	

			Government and Citizenship continued Read Aloud Workshop	
Week Eight 10/16	11:00-1:45	WH 311	Economics VI (I, II, III) Read Aloud Workshop	Reading due today: Ch 4 pp. 147-151 View the standards here on pp. iii-iv: http://councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf (You are welcome, but not required, to read for more depth if you would like!! Reflection questions week 8 due at beginning of class today (hardcopy).
Week Nine 10/23	11:00-1:45	Oak Creek Academy 1020 Trimmier WH 311	Read Aloud I, II, III Read Aloud debriefing and reflection	Read Aloud presentation Hard copy due in class. Canvas submission with reflection due 10/25 by 11:59 p.m.
Week Ten 10/30	11:00-1:45	WH 311	Culture IX (I, II, III) Using Fine Arts in SS (II)	Reading due today: Ch 4 pp. 151-161 Check out the Kennedy Center website: https://artsedge.kennedy-center.org/educators.aspx Reflection questions week 10 due at beginning of class today (hardcopy). Bring to class: a copy of (or easy access to) a piece of artwork you could use in an elementary classroom and you are able to tie into one of the Social Studies TEKS
Week Eleven 11/06	11:00-1:45	WH 311	Science, Technology, and Society X (I, II, III)	Reading due today: Ch 4 pp. 147-151

			Using Primary Sources SS FA lesson workshop	Reflection questions week 10 due at beginning of class today (hardcopy).
Week Twelve 11/13	11:00-1:45	Oak Creek Academy 1020 Trimmier WH 311	SS FA lesson presentation SS FA lesson debriefing and reflection Lesson Plan set workshop	Fine Arts Mini-lesson and Activity presentation Canvas submission with reflection due 11/15 by 11:59 p.m.
Week Thirteen 11/20	11:00-1:45	WH 311	Teaching Current Events Putting it all together Lesson Plan set workshop	Reading due today: Ch 6 (all) *Ch 8 (all) Reflection questions week 13 due at beginning of class today (hardcopy). *at instructor's discretion
Week Fourteen 11/27	11:00-1:45	Oak Creek Academy 1020 Trimmier WH 311	Lesson presentation	Presentations
Week Fifteen 12/04	11:00-1:45	Oak Creek Academy 1020 Trimmier WH 311	Lesson presentation Reflective conferences	Presentations
Week Sixteen 12/11	11:00-1:45	WH 311	Final and Reflection paper Reflective conferences	Final and Reflection paper

Import University Dates:

Date	Event
8/28	Add/Drop/Late Registration begins
8/30	Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
9/01	Priority Deadline to Submit Graduation Application
9/4	Labor Day, CAMPUS CLOSED
9/5	Last day to drop 1st 8-week classes with no record
9/13	Last day to drop 16-week classes with no record
9/22	Last day to drop a 1st 8-week class with a Q or withdraw with a W
10/6	Deadline to submit graduation
10/20	Last day to withdraw from the University (1st 8-week classes WF)
10/23	Add/Drop/Late Registration begins, 2nd 8-week classes
10/26	Add/Drop/Late Registration ends, 2nd 8-week classes
10/30	Last day to drop 2nd 8-week classes with no record
11/10	Veteran's Day Last day to drop with a Q or withdraw with a W (16-week classes)
11/17	Last day to drop a 2nd 8-week class with a Q or withdraw with a W
11/23-24	Thanksgiving, CAMPUS CLOSED
12/15	Last day to withdraw from the University (16-week and 2nd 8-week classes) Last day to file for Degree Conferral (Registrar's Office) Commencement

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage <https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in

becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

TAMUCT Department of Curriculum & Instruction Professional Expectations

Texas A&M University-Central Texas students working toward being teachers are guests in the schools in which they are placed. You will be visiting at the Oak Creek Community Academy. When you are on that campus you will remove facial and or multiple ear piercings. You will dress modestly. You will be clean and follow the rules of good hygiene. If you are not professional, you will be removed.

Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit if their goal of becoming a professional educator:

Quality	Behavior
Communication	communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms
Collaboration	work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education
Commitment	demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development
Professional Development	Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth
Ethical Conduct	Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community

INSTRUCTOR POLICIES.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s).
Reproduction of course material is prohibited without consent by the author and/or course instructor.
Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2017) by Jennifer Bruton Davis at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-5464; Fax 254-519-5786; jennifer.davis@tamuct.edu

Attendance:

Attendance and punctuality are required. If you are going to be absent, you **MUST** notify me via text or email. More than four absences may result in losing credit for the course. **Missing ½ class or more = 1 absence.** It is NOT possible to make up the work missed during the class period nor is it possible to make up the field experience days. You are responsible for asking a classmate to take notes and gather handouts, if any, for missed classes. **It is your responsibility to find out what you missed.**

Course Assignment Expectations and Late Work:

- The standard of our discipline is **APA 6th edition**. Unless otherwise specified, all written assignments should be typed and double-spaced, and submitted through Canvas in the **.doc or .docx** format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. Written assignments with more than 5 grammatical errors will be returned ungraded. Please utilize the university's tutoring center for assistance with written assignments.
- Please consult the course calendar for all due dates and check for updates regularly through email and Canvas as I reserve the right to change or adapt assignments at my discretion for the benefit of my students.
- **Late work** will **NOT** be accepted except under extreme circumstances as approved by the instructor. If approved, late work will be subject to a reduction of 10% of the available points per day before grading. You **MUST** contact me with any issues with turning in your assignments.

Additional course expectations:

Cell phones and laptop/notebook/iPads/Tablets, etc. - The use of technology is encouraged and expected to enhance learning and the educational experiences; however, its use must be limited to the learning tasks at hand. Off-task technology usage may result in deduction in professionalism points.

Your professor. I received both my B.S.Ed. and my M.Ed. from Abilene Christian University. I have seventeen years of teaching experience in the public schools, teaching grades 6-8 in social studies and reading. During those years, I was awarded Teacher of the Year at Travis Middle School (now Travis Science Academy) in 2001, 2002, and 2003. I also received the Temple Education Foundation Distinguished Educator Award in 2006, 2009, 2010, 2011, 2012, and 2017. Additionally, I served as a member of the Temple Independent School District Board of Trustees from 2010-2017. In 2014, the TISD school board was named the HEB School Board of the Year. I joined TAMUCT as an adjunct in January of 2016.

What you can expect from me:

- A commitment to help you grow as a professional educator.
- Written feedback in the form of graded assignments within 1 week in most cases.
- Respect and professionalism.

Additionally:

- I check emails and texts regularly and will respond in a timely manner.
- I will be prepared for class. I expect the same from you.
- I will provide grading rubrics for the major assignments due for this course.