

EDUC 4320-120, CRN 10319, Social Studies Instruction for Teachers

Spring 2019 rev. 01.04.2019

Texas A&M University-Central Texas

Monday 2:00-4:45, Room 315

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Stephen Anderson

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Phone: 512 508 0848

Email: stephen-c-anderson@tamuct.edu

Office Hours:

Tuesday 1:30-4:00; Wednesday 1:30-4:00; Thursday 1:30-4:00; by appointment.

Mode of instruction and course access:

This course is a face-to-face instructional practicum course.

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>].

Student-instructor interaction:

As this course is critical in the growth and development of you as a teacher, I am readily available to you. You can reach me at any time 512 508 0848. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call (254) 519-8737.

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 911Cellular 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.

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/](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 by 12 midnight. If your assignment is not turned in by hand by the end of class you may submit it by email in a work document.

Thought Paper. The student will identify those characteristics the student would most like to grow into as he/she prepares to become a teacher. It may be helpful for the student to begin this paper by thinking about his/her favorite and least favorite teachers and their teaching styles. This paper should be done with 12 Pt. font and double-spaced. **(10 pts.)**

Micro-Teach 1. Each student is required to plan, teach, and evaluate one lesson from one area of social studies. Further information is provided on the Micro-Teach Handout. Micro-teaches will be recorded by cell phone **(10 Pts.)**.

Micro-Teach 2. Each student is required to plan, teach, and evaluate one lesson from one area of social studies. Further information is provided on the Micro-Teach Handout. Micro-teaches will be recorded by cell phone **(10 Pts.)**.

Lesson Plan 1. Each student will prepare a lesson plan in an area of social studies (Geography, Economics, etc.). The lesson plan will follow all components of the lesson cycle in terms of organization. Each lesson plan will include the appropriate TEKS and lesson objectives. All specifics will be explained in class. **10 pts.**

Lesson Plan 2. Each student will prepare a second lesson plan in an area of social studies (Geography, Economics, etc.) different from the first lesson plan. The lesson plan will follow all components of the lesson cycle in terms of organization. Each lesson plan will include the appropriate TEKS and lesson objectives. All specifics will be explained in class. **10 pts.**

Portfolio. Each student collect relevant artifacts for a working portfolio. A rubric will be provided **(10 Pts.)**.

Midterm Exam (10 pts.) SLO 1, 2, 3, 4

Final Exam (10 pts.) SLO 1, 2, 3, 4

Digital Polarization Tutorials (10 Pts):

- 1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>
- 2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
- 3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
- 4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork> SLO 4.

Professional Grade. Class attendance, timely assignments, academic honesty, respectful behavior in class and on line, cooperative collaboration with peers and professionals, commitment to becoming a reflective professional educator and flexibility in professional situations. In case of emergencies, make prior arrangement with the instructor. **(10 Pts.)**

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 represents proficient overall understanding
- C = 70 – 79 represents acceptable understanding in most areas of theory and practice
- D = 60 -- 69 represents developing understanding with some critical deficiencies
- F = 59 < 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 1 week in most cases.

Course Calendar

The instructor reserves the right to change the schedule.

Date	Where	Topics	Assignments	Assessments
Jan. 14.	Warrior Hall, Room 315	Introduction to Course. Part 1: Introduction to Social Studies Education. Parker & Beck, Chapter 1.	Place Students Into Teams. Team Activity. Group Activity. Discuss <i>Social Studies Education : What & Why</i>	
Jan. 21.	WH315	Martin Luther King Day	No Class	
Jan. 28	WH315	Parker & Beck, Chapter 2. The Lesson Cycle. Danielson Lesson Plan.	Discuss <i>Teaching in Diverse Classrooms</i> . The Lesson Cycle Model. Lesson Cycle Notes. Lesson Cycle	Jensen Video Clip. Assign Thought Paper

			Definitions. Lesson Cycle Rubric. Discuss Danielson Lesson Plan	
Feb. 4.	WH315	Part II: The Social Studies Curriculum. Parker & Beck Chapter 3. Lesson Plan Objectives.	Discuss <i>Democratic Citizenship Education</i> . Lesson Plan Objectives Handout.	Thought Paper Due (10 Pts.).
Feb. 11	WH315	Parker & Beck Chapter 4.	Discuss <i>History, Geography and the Social Sciences</i> . Students Work on Lesson Plans In Class.	Assign Lesson Plan 1. (See Chapter 8 in Parker & Beck)
Feb. 18	WH315	Parker & Beck, Chapter 5.	Discuss <i>Powerful Tools: Maps, Globes, Charts, and Graphs</i> .	Lesson Plan Due (10 Pts.).
Feb. 25	WH315	Parker & Beck, Chapter 6.	Discuss <i>Current Events & Public Issues</i> Digital Polarization. Assign Midterm Exam	Digital Polarization Assignment (20 Pts.).
March. 4	WH315	Part 3: Planning & Teaching Social Studies Parker & Beck, Chapter 7	Discuss <i>Assessing Student learning</i> . Students Prepare for 1 st Micro-Teach	Midterm Exam Due (10 Pts.).
March. 11	WH315	No Class. Spring Break.		
March. 18	WH315	Parker & Beck, Chapter 8	Students Present 1 st Micro-Teach in Class Discuss Planning Units, Lessons and Activities	1st Micro- Teach Lesson Plan Due (10 Pts.).
March. 25	WH315			Assign 2nd Micro-Teach
April. 1	WH315	Parker & Beck, Chapter 9	Student Present 2 nd Micro-Teach in Class Discuss <i>Five Great Teaching Strategies</i> . Discuss Portfolio.	2nd Micro-Teach Lesson Plan Due (10 Pts.). Assign 2nd Lesson Plan
April 8.	WH315	No Class	Veterans Day	
April 15	WH315	Parker & Beck, Chapter 10.	Discuss <i>The Literacy-Social Studies-Connection</i> .	2nd Lesson Plan Due (10 Pts.).
April. 22	WH315	Parker & Beck, Chapter 11	Discuss <i>Social Studies as the Integrating</i>	Jensen Videos.

			Core. Testing Handout. Code of Ethics Handout.	
April 28	WH315	Parker & Beck, Chapter 12	Discuss <i>Finding & Using Great Resources</i> .	Portfolio Due (10 Pts.) Peer Assessed.
May. 6	WH 315		Assessment Handout. Maslow's Hierarchy.	
May 13			Students Bring their Final Exams to Class.	Final Exam (10 Pts.).

Important University Dates:

SPRING 2019

- March 19, 2018 Spring Semester Admissions Application Opens
- October 22, 2018 Advising Begins for Spring Semester
- October 22, 2018 Class Schedule Published For Spring Semester
- November 1, 2018 Deadline for Scholarship Applications for the Spring Semester
- November 5, 2018 Registration Opens for Spring Semester
- November 15, 2018 Priority Deadline for International Student Spring Admissions Applications
- December 3, 2018 Priority Deadline for Spring VA Certification Request
- January 2, 2019 Priority Deadline for Spring Admissions applications
- January 10, 2019 Convocation
- January 11, 2019 Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
- January 14, 2019 Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
- January 14, 2019 Classes Begin for Spring Semester
- January 16, 2019 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
- January 21, 2019 Martin L. King Jr. Day (*University Closed*)
- January 22, 2019 Deadline to Drop First 8-Week Classes with No Record
- January 30, 2019 Deadline to Drop 16-Week Classes with No Record
- February 22, 2019 Student End of Course Survey Opens (First 8-Week Classes)

February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (<i>University Open</i>)
March 14, 2019	Spring Break – No Class (<i>University Open</i>)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.

2019	
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to <https://tamuct.blackboard.com> to access the course.

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

Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

Technology Requirements

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Other 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.

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 Academic 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.

For more [information regarding the Student Conduct process](#),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](#),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office 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](#) web page

[<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, 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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

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].

INSTRUCTOR POLICIES.

It is a great privilege to have the opportunity to work with you during this stage of your educational career. I want to ensure your experience in preparing you for the teaching profession is as successful as possible. It is my hope that when the time comes for you to have your own classroom, you will have the skills necessary to make a lasting impact in the lives of your students. As such, I am available to you at all times during this semester. This course has been designed to offer you support in many areas of successful teaching, including the most problematic areas beginning teachers face.

I will be a resource to you any time during your educational experience.

I will be available to discuss concerns or accomplishments during your field-based observations.

I will take writing, grammar, and spelling into consideration on all assignments.

I will treat each of you with the respect afforded a professional.

I will return e-mails and phone calls as soon as possible.

I will prepare you to be the best teacher you can be!

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.

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1001 Leadership Place, Killeen, TX 76549; 254-(254-519-5795)

Your Instructor...

What You Can Expect From Me

Stephen Anderson received his Doctor of Philosophy degree from the University of Texas at Austin. He taught Social Studies, English as a Second Language and Spanish for 15 years at Georgetown ISD, Georgetown, Texas. He taught for 9 years in the College of Education at Tarleton State University-Central Texas, Killeen, Texas and for 4 years in the College of Education at Zayed University, Dubai, United Arab Emirates.

Philosophy of Education

I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible students must be built up and feed teaching that enhances self-esteem to prepare them for the classroom. Understanding, understanding should be taught so students will know what it means to understand.

My personal philosophy is contained in the following saying:

Good Manners and Soft Words Have Brought Many a Difficult Thing to Pass

-