EDUC 4320-120, 80503, Integrated Social Studies Methods

Fall 2020
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. The course meets synchronously through WebEx on Mondays and Wednesdays from 9:30 am – 10:45 pm. Each class day you will login to Canvas to access the WebEx link.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon
Office: Warrior Hall 322E
Phone: 205-447-0653
Email: Chelsea.Herndon@tamuct.edu - Please contact me by email instead of Canvas messages

Office Hours
I will be holding virtual office hours on Tuesdays and Thursdays from 10:00-12:00. Because they are virtual, we can meet through WebEx or talk on the phone. You may email me anytime to make an appointment outside of office hours.

Student-instructor interaction
I am usually very quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays. Many times, it is easier for me to clarify questions over the phone. If you prefer to contact me via phone, you may call or text my cell phone between 8:00am-5:00pm Monday-Friday. When leaving a message, please leave your name and question.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the
following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

**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 through the integration of English Language Arts and Fine Arts. It correlates social studies content with the National Council of Social Studies Strands and disciplines and the Texas Essential Knowledge and Skills.
Course Objective
Upon successful completion of this course, the preservice teacher will understand and apply knowledge of social studies to create interesting, relevant, and rigorous integrated lessons.

Student Learning Outcomes
1. Develop a comprehensive understanding of the social sciences and recognize the value of social science in a holistic fashion.
2. Integrate the multiple strands of content knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), in a cross-disciplinary fashion that incorporates ELAR and Fine Arts standards 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. Deliver, and evaluate, 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. 4-8 Social Studies

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 science 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

***EC-6 Fine Arts and ELAR standards

Required Reading and Textbook(s)

COURSE REQUIREMENTS

Read Aloud
Children’s literature is a great way to incorporate interdisciplinary content as well as modeling reading and writing strategies. The purpose of this assignment is for you to create an interactive read aloud lesson using a social studies trade book for the K-5 classroom. Additional components must include use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) *(SLO 1, 2, 3, 4)*

Game
Learning centers/games are appropriate for all age students. In the social studies classroom, games can be categorized for review/reinforcement, enrichment, and exploratory. No matter the objective of the game, they must be engaging and designed with students’ needs and interested in mind (Maxim, 2018).

The purpose of this assignment is for you to create a social studies game that can be used in your future classroom. Additional components must include the use of appropriate assessment,
critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) (SLO 1, 2, 3, 4)

This Day in History Inquiry Lesson
The C3 Framework advocates the inquiry arc as a way to engage students in meaningful and purposeful interdisciplinary experiences that help develop students’ critical thinking, problem-solving, and participatory skills. (Maxim, 2018). An inquiry bell ringer lasts 10-15 minutes and can integrate multiple strands of content knowledge and social studies skills as well as math, science, ELA, and art.

The purpose of this assignment is for you to create and present an inquiry bell ringer using the C3 Framework. You must choose a topic from the provided “this day in the history” calendar. Each student will select two topics (one for lower grades and one for upper grades). All listed historical days are significant to Texas, US, or world history. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. You must submit your plan to me at least one class period before your assigned day to teach. (20 points) (SLO 1, 2, 3, 4)

Cross-Curricular Lesson
Cross-curricular lessons allow students to see connections among the content areas and the topics they are studying. Oftentimes these subjects can feel completely separate to them and unrelated to everyday life. Elementary and middle school teachers can integrate social studies, science, and language arts in their mathematics lessons to bridge the content areas, promote collaboration, and real life problem solving (Van de Walle, Karp, & Bay-Williams, 2017).

The purpose of this assignment is for you to create a cross-curricular lesson that can be used in the social studies classroom. The classroom level is your choice. Additional components must include use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) (SLO 1, 2, 3, 4)

Literature Circle
A literature circle is an approach to reading instruction that consists of discussions that are guided by a list of assigned student roles associated with a thinking task (Daniels, 2003). The purpose of this assignment is for you to develop a literature circle that can be used in an upper level classroom (4-8) and incorporate multiple Social Studies and ELA standards. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) (SLO 1, 2, 3, 4)

Journey Box
A Journey Box is designed to simulate a journey (Labbo & Field, 1999). Through the collection of primary and secondary sources, students experience the first-hand experience of a historical figure or important event in history. The purpose of this assignment is for you to create a journey box that can be used in your future classroom. Use the rubric, checklists, and resources provided on Canvas to develop your Journey Box and guide your thinking.

Because this course is virtual, the content of your box will be displayed on a website (see lesson design website). As a fine arts component, you must integrate a form of art activity that enhances the understanding of content. You may choose any topic or historical figure within Texas state history, but the focus should be on a counter narrative or historically marginalized group. This is a cumulative project that we will work on through the duration of the course. To guide your thinking and search for artifacts, we will create one as class as a model. (50 points) (SLO 1, 2, 3)

Lesson Design Website
We will publish a class website consisting of your Journey Box, and a lesson that you created of your choice. Your lessons will be published on your own public web page (Google Sites is easy to use). The design index page on our class website will link to each of your lessons. For privacy concerns, the index page will only be made available to students enrolled in the course through Canvas during the semester. After the project is graded, you may delete your lessons from your web page. If you do not wish for your design to be published, I will remove your lesson links from the index after the class presentation is completed. Use the rubric and resources provided on Canvas to develop your lesson. You will present your published lessons to your peers in class for a portion of the grade. (50 points) (SLO 1, 2, 4)

Quizzes
Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking. You may use the completed guide while taking the quizzes, but not for the final exam. A
A completed guide will count for 5 points on a floor scale grading system. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. (90 points) \textbf{(SLO 1, 4)}

<table>
<thead>
<tr>
<th>Floor Scale</th>
<th>Amount Missed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam**

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions (multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. (100 points) \textbf{(SLO 1, 4)}

**Extra Credit**

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. To obtain 5 extra credit points, you may watch either of the listed documentaries. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned, how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the final exam.

- **Books** (10 points) \textbf{(SLO 4)}

- **Documentaries** (5 points) \textbf{(SLO 4)}
  - American Teacher (2011) co-directed by Vanessa Roth and Brian McGinn
  - Waiting for "Superman" (2010) directed by Davis Guggenheim

**Grading Criteria Rubric and Conversion**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Assignments</th>
<th>Points</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>50</td>
<td>1,2,3,4</td>
<td></td>
</tr>
<tr>
<td>Game</td>
<td>50</td>
<td>1,2,3,4</td>
<td></td>
</tr>
</tbody>
</table>
This day in history lesson (10 points each) | 20 | 1, 2, 3, 4
Cross-Curricular Lesson | 50 | 1, 2, 3, 4
Lesson Design Website | 50 | 1, 2, 4
Literature Circle | 50 | 1, 2, 3, 4
Journey Box | 100 | 1, 2, 3, 4
Quizzes (10 points each) | 90 | 1, 4
Final Exam | 100 | 1, 4
**Total Points** | 560

<table>
<thead>
<tr>
<th>Final Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

**Posting of Grades**

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, do make a comment on the grade on the Canvas assignment but please also email me.
Social Studies
Fall Semester 2020 Calendar.
Readings are to be completed before the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. Assignments and due dates are subject to change.

### August 2020

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Chapter 1: Social Studies: The Subject You Will Teach</td>
<td>Chapter 2: Effective Instructional Planning</td>
<td>Chapter 3: Social Constructivism: Constructing Meaning via Collaborative Encounters</td>
<td>Qualtrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELEMENTARY SOCIAL STUDIES WITH ANNE-LISE HALVORSEN</td>
<td>C3 Framework</td>
<td>What are Thinking Maps? Thinking Maps as Demonstrated by a Great Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### September 2020

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Chapter 3: Social Constructivism: Constructing Meaning via Collaborative Encounters</td>
<td>Chapter 4: Five-Year-Olds Pilot Their Own Project-Based Learning</td>
<td>Chapter 5: Beyond the Ordinary: Teaching and Learning with Concrete Instructional Resources</td>
<td>Chapter 1-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are Thinking Maps? Thinking Maps as Demonstrated by a Great Teacher</td>
<td>The Literacy Continuum PDF Interactive Read Aloud Webinar - Video #1</td>
<td>Social Studies Simulations with Cory Wright-Maley</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### October 2020

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Chapter 10: Geography: Exploring the People-Place Connection</td>
<td>Chapter 11: Civics: Young Citizens in Action</td>
<td>Chapter 9: Young Historians: Learning to Unlock the Past</td>
<td>Chapter 8-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indigenous (Mis)representations In U.S. History with Sarah Shear</td>
<td>Indigenous Counterstories on an Elementary Field Trip with Harper Keenan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Civics in the Middle</td>
<td>Chapter 12: Economics: Thinking and Choosing Responsibly</td>
<td>Chapter 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Rob Massimi on the benefits of incorporating personal finance into economics</td>
<td>Chapter 5: Preparing and Orienting Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 13: Nonfiction Literature Circles: Moving Across the Curriculum</td>
<td>Chapter 12: Assessment</td>
<td>Cross-Curricular lesson due</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### November 2020

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Search for Journey Box Artifacts</td>
<td>Search for Journey Box Artifacts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Search for Journey Box Artifacts</td>
<td></td>
<td>Literature circles due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Search for Journey Box Artifacts</td>
<td>Search for Journey Box Artifacts</td>
<td>Journey Box due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Work on Lesson Design Website</td>
<td>Work on Lesson Design Website</td>
<td></td>
<td>Lesson Design Website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share Lesson Design Website in Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### December 2020

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exam Game</td>
<td></td>
<td>Bonus Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Important University Dates
https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas and WebEx to meet each scheduled class time and complete in class activities. You will also need access to Canvas to complete quizzes, the final exam, and submit assignments.

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/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal. Username: Your MyCT email 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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]
  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 the Drop Request Dynamic Form through Warrior Web.
Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html].
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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
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 Student Affairs [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, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free
service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.
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/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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. (2020) by (Chelsea Herndon) at Texas A&M University-Central Texas, (College of Education); 1001 Leadership Place, Killeen, TX 76549; Phone: (254-519-5464); Fax (254- 519-5786); (Chelsea.Herndon@tamuct.edu)