

EDUC 4320 Social Studies Instruction for Teachers
3 Credit Hours.
Spring, 2020

Texas A&M University-Central Texas
Jan 13, 2020 - May 08, 2020

Catalogue Course Description: EDUC 4320 Social Studies Instruction for Teachers
3 Credit Hours.

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 DATES, MODALITY, AND LOCATION:

Thursdays: 6:00 pm - 9:00 pm
Warrior Hall 316

***This course has been designated as a Service Learning Course. You will be required to work with the professor at BGC this semester for a minimum of 15 hours.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: J. Elizabeth Casey, Ph.D.

Office: WH 322N

Phone: 254.519.5491

Cell: 864.247.6542

Email: *j.casey@tamuct.edu*

Office Hours

Monday: 10:00-1:00

Tuesday: 4:45-5:45

Thursday: 10:00-1:00 & 5:00-6:00

Student-instructor interaction

You can meet with me during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class.

I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond the same day. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking.

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) [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.

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 (SLOs):

1. Develop a comprehensive understanding of the social sciences and recognize the value of social science in a holistic fashion (service learning, geography game, cultural presentation, and literature circle).
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 (micro-teach, lessons, altered book, content centered games)
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 (lesson-plan, quizzes, final).
4. Deliver, and evaluate, developmentally appropriate educational strategies and instructional techniques in teaching Social Studies to diverse learners (LP, micro-teach, service-learning, quizzes, and final).

Competency Goals Statements (certification or standards):

TE_xES 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.

***EC-6 Fine Arts and ELAR standards

Required Reading and Textbook(s):

Maxim, G. W. (2018). *Dynamic Social Studies (11th ed)*. New York, New York: 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>

National Council for the Social Studies (NCSS)

<https://www.socialstudies.org/standards/strands>

TEExES Core Subjects test information

<http://cms.texas-ets.org/texas/core-subjectsgeneralisttests/>

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. Required Reading and Textbook(s)

COURSE REQUIREMENTS

Participation and attendance in this course is required. There will be a sign in sheet each week. If you are late, and or leave early, it will be recorded and may affect your grade.

Course Requirements: (include point values for each- not just a percentage)

1. **Discussion** board via Canvas (2@10 pts each) student will post a response in canvas based on module/weekly readings. Student will respond to two peers.
2. **Presentation: Micro-teach** (50 pts)-each student will be assigned a TEKS in a SS area

and prepare a lesson that incorporates SS content learning, *reading and writing*, and an arts embedded strategy for use in an interdisciplinary social studies classroom. Students are not required to develop a PowerPoint presentation, but they can create one to enhance learning. Presentation will be approximately 30 minutes and will contain: (a) correct content information (15 minutes) beginning with activating prior knowledge (5 minutes); (b) a research-based instructional method (throughout); (c) a reading/writing component (embedded into content instruction); (d) assessment plan (described in LP); (e) materials for peers; and, (f) an arts' activity that enhances content knowledge (10 minutes). *Of importance, peers will be reading and writing during the lesson, so plan accordingly.* **(SLO 2 and 4)**

3. **Lesson Plan** (25 pts) students will develop a lesson that aligns with their micro-teach presentation. Students will identify TEKS for SS, ELA, and FA. Students will describe the pre, during, and after instructional methods, identify a research-based strategy, develop an arts' embedded activity, and identify informal and formal assessment to determine student learning. **(SLO 3 and 4)**
4. **Quizzes** (5@10 pts each) (50 pts)- online and consisting of T/F, M/C, Matching, and/or Short Answer. Students will have thirty minutes to complete. On quiz 1 ONLY, students will have two opportunities and the higher grade will be used for grading. **(SLO 3 and 4)**
5. **Final Exam** (50 pts)-online and consisting of T/F, M/C, Matching, and/or Short Answer. Students will have three hours to complete exam during a 48 hour window. **(SLO 1)**
6. **Paper: Service Learning Reflection** (50 pts)-students will complete a reflection of their service learning at BGC. Students will describe how service in the community ties into the social sciences and how this service learning opportunity benefitted all stakeholders. Students will use APA guidelines and edit all writing. Your volunteer log will be attached to this paper with appropriate signatures. **(SLO 1)**
7. **Professional Project: Completed Literature Circle** (150 pts)– in groups of two, each student will select and develop a literature circle that can be used in upper elementary classrooms (grades 4-8):
 - Select, read, and summarize an award winning book that ties to a specific SS Standard and content (10 pts);
 - develop four NEW and ORIGINAL activities that EC-6/4-8 students can use during their literature circle meeting (minimum of four activities); these activities should facilitate student learning/understanding/comprehension of novel at appropriate grade level for elementary/middle school students to use as they read/meet (80 pts);
 - design, and have available as a model, one activity that embeds art into the learning (provide completed example) (10 pts); and,
 - design/create/develop a poster that promotes the literature circle and captures students' interest in reading the novel (30 pts).
 - Present literature circle to peers-summarize plot, describe activities, present poster, and show model of art activity (20 pts). **(SLO 4).**
8. **Game (50 pts)** Each student will create a game with a social studies focus that is grade level appropriate. Students will bring their finished product to class and peers will play the game and provide feedback. Game should be complete, and be able to be played by peers without a need for additional guidance from the game developer. Students can design/create their own game or reuse an existing game that is altered to fit their game.

(SLO 1)

9. **Historic Presentation (60 pts)** Each student will select one historic event from <http://www.freedomshrine.com/historic-documents/mayflower-compact.php>, information from one of the quotes; <http://www.freedomshrine.com/historical-brainteasers.php>, and information on one historic figure between 1600-1699 from https://en.wikipedia.org/wiki/Timeline_of_pre%E2%80%93United_States_history and present information to peers during class. See rubric for more information. **(SLO 1)**
10. **Altered Book (80 pts)** Each student will select a book and create a SS and/or service learning collage that ties to content, pedagogy, or the “Lemonade Day” Activity. (See examples) **(SLO 2)**
- Service Learning Reflection paper will be APA style-use the 6th ed of APA. Scholarly writing will be free from major grammatical errors. Rubrics for paper will be in Canvas.
 - Student learning outcomes (SLOs) are listed above.
 - Rubrics for all assignments will be available in Canvas.
 - Grades for paper, project, and/or written assignments will be assigned based on student’s work and grade will align with rubric guidelines. Grades for presentations will also align with rubric guidelines. Grades for quizzes and finals will be assigned based on correct/incorrect student response. Partial credit may be given on short answer and essay questions.

Grading Criteria Rubric and Conversion

These items should always match the course requirements.

Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade Calculation
Micro-teach	50	A = 524-585 pts
Lesson Plan	25	B = 466-523 pts
Quizzes (5@10 pts each)	50	C = 407-465 pts
Final Exam	50	D = 349-406 pts
Discussions via Canvas (2@10 pts each)	20	F = 348 pts or less
Paper: Service Learning Reflection	50	
Professional Project: Completed Literature Circle	150	
Historic presentation	60	
Altered Book	80	
Game	50	
Total Points	585	

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

*****The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.**

Date	In Class Topics and Corresponding Chapters (Please read prior to class)	Assignments/ Reading assignments (Unless otherwise specified, all assignments are due at the beginning of class.)
Week 1 1-16	Introductions Syllabus, Course overview Maxim:	WIN Speaker Students will compile a list of three historic figures for their presentation to turn in next week. There will not be any duplicates, so students' lists might change.
Week 2 1-23	Maxim: Chapter 1 Assigned TEKS for the micro teach; assigned a partner Discussion	Students will be assigned a TEKS for their micro-teach. ***Students will turn in their historic presentation list. ***Students will turn in their signed copy of syllabus contract.
Week 3 1-30	Maxim: Chapter 2 Effective Instructional Planning Identify TEKS for the micro teach Review LP examples Discussion	Discussion 1 Due on 2/2 @ 11:59 in Canvas. Quiz 1 Due on 2/2 @ 11:59 in Canvas.
Week 4 2-6	Class online in Module. Dr. Casey will be at CEC conference.	Students will receive confirmation of their historic presentation list. ***Meet with literature circles on campus of at another location. Quiz 2 Due on 2/9 @ 11:59 in Canvas.
Week 5 2-13	Discussion, review LPs, Introduce Altered Book. Maxim: Chapter 3. Social Constructivism: Constructing Meaning via Collaborative Encounters	Instructor will Model a micro-teach mini-lesson and unpack the lesson to prepare students for their micro-teaching presentation.
Week 6 2-20	Maxim: Chapter 4. Cognitive Constructivism: A Spotlight on Project- Based Learning	Historic presentations. (12 minutes) (Students should have presentations available via flash drive and should NOT need to log in to canvas to retrieve their presentations.
Week 7 2-27	Complete Online Modules Out of class: Read Maxim: Chapter 5. Beyond the Ordinary: Teaching and Learning with Concrete Instructional Resources	Discussion 2 Due on 3/1 @ 11:59 in Canvas. Quiz 3 Due on 3/1 @ 11:59 in Canvas.
Week 8 3-5	Maxim: Chapter 6. Beyond the Ordinary: Teaching and Learning with Representational Instructional Resources	Literature Circle Discussion-midway check-point to discuss issues/questions
3-12	SPRING BREAK_NO CLASSES	

Week 9 3-19	Maxim: Chapter 7. Beyond the Ordinary: Teaching and Learning with Informational and Persuasive Text	Micro-teach (6 students)
Week 10 3-26	Maxim: Chapter 8. Beyond the Ordinary: Teaching and Learning with Narrative Text	Micro-teach (6 students)
Week 11 4-2	Maxim: Chapter 9. Young Historians: Learning to Unlock the Past	Quiz 4 Due on 4/5 @ 11:59 in Canvas.
Week 12 4-9	Maxim: Chapter 10. Geography: Exploring the People—Place Connection	Literature Circle Presentations Service Learning Reflection Due 4/12 @ 11:59 pm in Canvas.
Week 13 4-16	Maxim: Chapter 11. Civics: Young Citizens in Action	Quiz 5 Due on 4/19 @ 11:59 in Canvas. Literature Circle Presentations continued if necessary.
Week 14 4-23	Maxim: Chapter 12. Economics: Thinking and Choosing Responsibly	Presentation of games-bring all materials so that we can play your game.
Week 15 4-30	13. Sociology and Anthropology: Social Structures and Culture Review and complete all outstanding items.	Presentation of Altered Book. Prepare for Final-Jeopardy Style...
Week 16 Final Exam Week 5-7	Final Exam-Exam will be open from 5-5 through 5-7. You will have three hours to complete the exam.	Final Exam (online) due on 05/07 @ 11:59 pm.

Posting of Grades

- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date except for larger assignments such as the projects.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Important Dates	Description
January 13, 2020	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes
January 13, 2020	Classes Begin for Spring Semester
January 20, 2020	Martin Luther King, Jr Day (University Closed)
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
March 1, 2020	Deadline for Teacher Education and Professional Certification Applications
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters

May 8, 2020 Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020 Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.

May 8, 2020 Deadline to Withdraw from the University for 16- and Second 8-Week Classes

May 8, 2020 Spring Semester Ends

May 9, 2020 Spring Commencement Ceremony

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed, access Canvas to complete quizzes and final exam.

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.

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://www.tamuct.edu/student-affairs/student-conduct.html), [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), [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.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, 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. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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 online tutoring support at no additional cost. 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.

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!

Students may arrange a one-to-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 [WCOonline](https://tamuct.mywconline.com/) [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) [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].

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, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. 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.

INSTRUCTOR POLICIES

If you have any instructor policies list them here – for example, your policy regarding late work.

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

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. (*YEAR*) by (*FACULTY NAME*) at Texas A&M University-Central Texas, (*FACULTY COLLEGE*); 1001 Leadership Place, Killeen, TX 76549; 254-(*FACULTY COLLEGE PHONE*); Fax 254-(*FACULTY COLLEGE FAX*); (*FACULTY EMAIL*)

Syllabus Signature Page
Texas A&M Central Texas

Instructor: Dr. Casey
Course: EDUC 4320
Semester: Spring 2020

I, _____, received a copy of the course syllabus for the class mentioned above and agree to the following course policies:

COURSE ABSENCE POLICY

Regular attendance is an important part of this course. Successful performance in this class requires that you attend class and be punctual. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content. After one absence, 4 points will be deducted from the student's final points, two absences will result in 8 points deducted, etc. Excessive absences (>4) will result in student's final grade being lowered by one letter grade. This class meets once a week and has online components, both which are required. An absence on a presentation due-date will result in a 0% for that assignment unless there are extenuating circumstances.

ASSIGNMENT POLICY

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction in grade per day or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

CLASS PARTICIPATION

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required readings. All participants are expected to welcome open expression of opinions, attitudes and beliefs.

EXPECTED QUALITY OF WORK

1. Papers: please use TNR 12 pt font and follow APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)
2. Proofread paper for grammatical, mechanical, and spelling errors

3. Both content and quality of the student's work for all assignments will be considered. Quality of writing includes clarity of expression, appropriate use of references, and correct grammar, spelling, and punctuation.

CELL PHONES & LAPTOPS

Please refrain from laptop and cell phone use during class unless the instructor has requested that they be used. In the case of an emergency, please step into hall to conduct personal business.

RESPONSIBILITY

As a teacher candidate, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don't understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

E-MAIL

If you have questions or need to send a document for review, please send through my TAMUCT account j.casey@tamuct.edu.

Print Full Name: _____

Signature: _____

Date: _____