



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 4348—Social Studies Methods: Middle and Secondary Levels
Department of Curriculum and Instruction

INSTRUCTOR INFORMATION

Instructor Name: Karen L. B. Burgard, Ph.D.	Email: Kburgard@tamusa.edu Phone: 210.784.2559
Office Hours: Madla: 261 (second floor) Wednesdays 12-5 PM (both virtual and in-person) and by appointment	Meeting Times: Wednesdays: 5:30 – 8:15 PM Madla: Room 209 (in-person, on-campus for all class sessions unless otherwise announced)

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a phone call, virtual session, or meeting. Generally, I try to respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically no more than 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

- Dunbar-Ortiz, R. (2019). *Indigenous people's history of the United States for young people*. Beacon Press.
- Loewen, J. (2019). *Lies my teacher told me young readers' edition*. New Press.
- Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Seven Stories Press.
- Zinn, H. (2009). *A young people's history of the United States*. Seven Stories Press
- Other readings and articles on Blackboard as assigned by instructor throughout the semester

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

COLLEGE OF EDUCATION AND PROGRAM POLICIES

COURSE DESCRIPTION

From the course catalog:

This course provides teacher candidates with a method of teaching and assessing social studies in the middle and secondary levels; including methods of selecting and organizing social studies programs, the sequence of the content of the social studies curriculum, adapting and enriching social studies programs to meet the needs of all students, and creating assessments aligned with the social studies curriculum.

From the instructor:

This course is intended to be a seminar style course that is designed in the constructivist model. I intend to create a learning environment that is relevant to the students and engages them in meaningful dialogue and discussion about teaching and learning. Students enrolled in the course will learn pedagogical and assessment strategies that will assist them in their future secondary social studies classroom and then will be able to practice those concepts. Students will learn effective instructional strategies and techniques in social studies education and will be able to discuss current trends and issues in this field. The students enrolled in this course are expected to be active and engaged participants in all activities, dialogue, and learning in the course. Every student learns a deeper, more meaningful level when every member of the class contributes, and the entire class is engaged. It is imperative that every student's voice is heard and that a community of learning is created throughout the semester. This course is designed to be a meaningful and important look at best practices in social studies education.

PROGRAM STUDENT LEARNING OBJECTIVES:

1. Texas Social Studies Content Standards: While all ten of the Texas SS Content Standards will be identified and referenced throughout the course, there are six standards that will be specifically addressed. Those standards are: 1, 3, 4, 7, 8, 9, & 10.
2. Commissioner Teacher Standards (TAC—Texas Administrative Code 19) Standards: 1 & 3
3. Students will demonstrate an in-depth knowledge and understanding of the various disciplines within the social sciences and the tools of historical inquiry.
4. Students will identify, validate, analyze, and interpret historical sources.
5. Students will examine their own philosophy of social studies and be able to articulate the importance of social studies education.
6. Students will examine current trends and topics in social studies education.
7. Students will identify and evaluate various teaching strategies and techniques for effective social studies instruction.
8. Students will design, plan, and implement effective social studies lessons that contain all necessary components to implement effective and engaging instruction.
9. Students will analyze and evaluate historical sites, museums, and historic public spaces.

TEXAS SOCIAL STUDIES CONTENT EDUATOR STANDARDS

Texas SS Content 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 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 IV** History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.
- Standard V** Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
- 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.

TEXAS COMMISSIONER TEACHER STANDARDS

Commissioner Teacher Standards (TAC – Texas Administrative Code 19):

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

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

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Each of the assessments in this course directly relate to either the Texas Social Studies content standards or the Texas Administrative Code (TAC) educator standards. Each assessment in this course will provide preservice teachers with the skills and knowledge to write effective and engaging lesson plans and units.

Assignment	Standards
Young Adult Historical Literature Annotated Bibliography	Texas SS Content Standards 1, 4, & 9
Peer Reviewed Journal Article Analysis Paper	Texas SS Content Standards 1 & 4
Multiple Resources SS Lesson Plan (2)	TAC Standards 1 & 3 Texas SS Content Standards 1, 3, 4, 7, & 9

Library of Congress Website Analysis	Texas SS Content Standards 1, 3, 4, & 10
Lesson Plan Reflection Paper	TAC Standards 1 & 3 Texas SS Content Standards 1
Mid-Term Exam	TAC Standards 1 & 3 Texas SS Content Standards 1, 3, 4, 7, 8, 9, & 10
Historical Museum/Historic Site Evaluation and Analysis Paper	Texas SS Content Standards 1, 4, 7, 8, 9, & 10
Journey Box	Texas SS Content Standards 1, 4, & 9
Daily Formative Assessments	TAC Standards 1 & 3 Texas SS Content Standards 1, 3, 4, 7, 8, 9, & 10
Final Exam	TAC Standards 1 & 3 Texas SS Content Standards 1, 3, 4, 7, 8, 9, & 10

TECHNOLOGY REQUIREMENTS

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

COMPUTER HARDWARE AND SOFTWARE:

To participate in this course, you must have access to a computer with high-speed internet, Blackboard, and either Google or Microsoft Office. See ITS for assistance. Email will be used to send information and help. It is your responsibility to check your Jaguar email daily.

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
*Visit the Blackboard Student Help Site.

COURSE POLICIES

ATTENDANCE:

This course is offered as an in-person course. We will meet **every week** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

Please understand that it is expected that students will be at all class sessions as well as prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will be worth points toward the final grade in the course but, equally as important, I use these to gauge the students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken every class period. I understand that emergencies or crisis situations that cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as

possible altering me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

STUDENT REQUIREMENTS:

1. In-class & Online participation:

- a. Students are expected to demonstrate active participation via in-class discussions, assignments, and activities.
- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.

2. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. Group projects and Activities: Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

4. Professionalism and Respect: Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings. Because I value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies.

LATE WORK POLICY:

All assignments turned in after the posted deadline will be considered late. Blackboard will continue to accept late assignments. However, getting behind is a very bad idea. If you get behind, talk with me immediately so I can help you. All assignments must be properly submitted on time, or I reserve the right not to grade them or not to count them for a grade.

ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

The use of AI

The purpose of this course, and indeed all learning in higher education, is for students to explore and examine multiple perspectives and formulate their own opinions about the world. Therefore, all work submitted by students needs to be their own original thoughts and ideas – their original work. The use of AI tools and apps such as those that check spelling and grammar and those that generate bibliography citations are permitted to assist students in their writing. However, using AI apps to create content, such as ChatGPT, Jasper, or DALL-E for written or artistic work is strictly prohibited and will not be accepted for assignment credit. Any use of these tools will be considered plagiarism and students should refrain from using these tools to create original content or to rewrite or edit existing content.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student.
Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);

- f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the exam
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
 4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include small group discussion, whole group discussion, analysis of course readings, lecture, and hands-on learning activities and experiences. The course is designed to model effective teaching strategies and provide real-world teaching experiences and examples in order to best prepare preservice teachers for their future classroom.

The assessments for this course, with their accompanying point value is as follows:

Young Adult Historical Literature Annotated Bibliography	30
Peer Reviewed Journal Article Analysis	30
Multiple Resources SS Lesson Plan Submission (2 Lessons)	40
Library of Congress Website Analysis	20
Lesson Plan Reflection Paper	20
Mid-Term Exam (1)	40
Historical Museum/Historic Site Evaluation and Analysis Paper	50
Journey Box	40
Daily Formative Assessments	40
Final Exam	40

350 Points Total

ASSIGNMENTS:

Assignments	Description
Young Adult Historical Literature Annotated Bibliography	A short APA reference list, with accompanying annotation, of five young adult books that could be used in a social studies classroom.
Peer Reviewed Journal Article Analysis	A written analysis of a peer reviewed journal article that specifically pertains to the teaching of social studies.
Multiple Resources SS Lesson Plans Submissions (2 Lessons)	The creation of two social studies lesson plans using multiple resources (print, video, audio, photographic, imagery, music, etc.).
Library of Congress Website Analysis	An investigation and analysis of using the Library of Congress website to create lesson plans.
Lesson Plan Reflection Paper	A written reflection describing the creation of the two lesson plans required for this class.

Historical Museum/Historic Site Evaluation and Analysis Paper	The completion of an evaluation tool and an analysis paper that examines an historical museum or historic site (public history or heritage site) in Texas.
Journey Box	The creation of a journey box that details the “life journey” of a historical person’s or movement’s journey. The journey box is an exploration of the self of that person in relation to the impact they had on the larger world around them.
Daily Formative Assessments	Points will be taken throughout the class sessions (in-class activities and experiences) that demonstrate the preservice students’ learning.
Mid-Term and Final Exams	Exams that are completed by the preservice students at the mid-way (half-way) mark of the semester and at the end of the semester and are a comprehensive demonstration of learning throughout the course.

GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	55 & Below	0.0

- All assignments and assessments in the course are intended to provide both the student and the instructor with a gauge of students’ level of understanding of the course content and ideas throughout the semester. Each assessment will build off the previous one to provide a multi-layered understanding of the concepts in the course.
- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

Grading Scale

✓ A 90 or above	A	350 – 315 = A
✓ B < 90% to 80%	B	314 – 280 = B
✓ C < 80% to 70%	C	279 – 245 = C
✓ D < 70% to 60%	D	244 – 210 = D
✓ F < 60%	F	209 and below = F

**** It should be noted that I do not “round up” in terms of overall points for the course. Therefore, an 89.5% is still an 89% which would actually be a “B” for the course. In order to receive an “A” for the course, a student would need to receive a 90.0% or above.**

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio academic calendar can be found at:
<https://www.tamusa.edu/academics/academic-calendar/index.html>

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

STUDENTS WITH DISABILITIES:

Disability Support Services (DSS) provides innovative services for students with disabilities that empower and inspire student learning, development, and independence by facilitating equal access through reasonable and appropriate accommodations. DSS collaborates with the diverse Texas A&M University – San Antonio campus community to offer guidance, support, and advocacy promoting equality for all. For more information please call (210) 784 – 1335 or visit our website at <http://www.tamusa.edu/Disability-Support-Services/index.html>

PREGNANCY, PREGNANCY-RELATED, & PARENTING ACCOMMODATIONS:

For pregnant and parenting students: Under Title IX, a student’s absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from any of these are excused for as long as the student’s doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary.

For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>
 Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

MANDATORY COURSE EVALUATION PERIOD

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

IMPORTANT POLICIES AND RESOURCES:

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact

Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option ‘2’). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments.

More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

STUDENT SERVICES:

Student Success Center

Student.Success@tamusa.edu
(210) 784-1307

Academic Advising

<https://www.tamusa.edu/undergraduate-academic-advising/>
(210) 784.1307

University Library

<https://www.tamusa.edu/library/index.html>
(210)784-1500

Counseling & Wellness

<https://www.tamusa.edu/studentengagement/success/studentcounseling/index.html>
(210) 784-1331

Registrar

<https://www.tamusa.edu/registrar/index.html>
(210) 784-1300

Tutoring Services

<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>
(210) 784-1332

Important Dates:

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>

**Tentative Course Schedule & Calendar of Assignments
EDCI 4348**

Week	Themes/Topics for the Week	Class	Readings for the Week	Assessment
Week 1	Introduction and Syllabus What is Social Studies? Method: Active reading Method: Essential Questions	1/17	1. Articles on Blackboard — history, geography, civics/government, and social studies	Reading Check Method Journal
Week 2	Introduction to Teaching Social Studies Historical Thinking/Historical Inquiry How Do We Determine Historical Narratives? Method: Anchor Charts	1/24	1. Takaki, Introduction 2. Takaki, Ch. 1 3. Loewen, Ch. 1	Reading Check Method Journal
Week 3	European Exploration Colonization Indigenous People’s History Method: Primary Sources	1/31	1. Takaki, Ch. 2 2. Zinn, Ch. 1 3. Loewen, pgs. 60-67	Reading Check Method Journal
Week 4	Indigenous People’s History (Cont.). Start of a New Nation Library of Congress website Method: DBQ	2/7	1. Zinn, Ch. 3, 4, <i>and</i> 5 2. Loewen, Ch. 4	Annotated Bibliography of YAL DUE Reading Check Method Journal
Week 5	Indigenous People’s History (Cont.). Indian Removal Act-Westward Expansion Method: Graphic Organizers and Website Exploration	2/14	1. Takaki, Ch. 4 2. Zinn, Ch. 7 3. Dunbar-Ortiz, Ch. 5 <i>and</i> 6 4. Articles on Blackboard	Peer Reviewed Journal Article Analysis DUE Reading Check Method Journal
Week 6	<i>No F2F Class – Required Virtual/Zoom Class</i> African American History Slavery in the U.S. Method: Maps	2/21	1. Takaki, Ch. 3 2. Zinn, Ch. 2 3. Loewen, Ch. 5	Library of Congress Website Analysis DUE Reading Check Method Journal
Week 7	African American History Slavery in the U.S. (cont.) The Civil War Simulations in the Classroom Method: TACOS – Political Cartoons	2/28	1. Takaki, Ch. 5 2. Zinn, Ch. 9 3. Loewen, Ch. 6 4. Articles on Blackboard	Lesson Plan #1 DUE Reading Check Method Journal
Week 8	African American History Post-Civil War Harlem Renaissance Method: Foldables	3/6	1. Takaki, Ch. 13 2. Articles on Blackboard	Online/Take home Mid-Term Exam DUE – Submitted in BB Reading Check Method Journal

Week 9	Spring Break – No Class	3/13	Spring Break – No Class	No Assignments due
Week 10	Latinx History TX History (cont.) Method: Photographs	3/20	1. Takaki, Ch. 7 2. Zinn, Ch. 8 3. Dunbar-Ortiz, Ch. 7	Lesson Plan #2 DUE Reading Check Method Journal
Week 11	Latinx History TX History (cont.) Method: Using art in social studies classroom	3/27	1. Takaki, Ch. 12 2. Articles on Blackboard	Reading Check Method Journal
Week 12	<i>No F2F class - Alternative assignment (work on your own)</i> Departmental master's theses defenses	4/3		Lesson Plan Reflection Paper DUE
<u>LAST DAY</u> to turn in any missing/late work for credit—4/10 (Next Week)				
Week 13	<i>No F2F class – Alternative assignment (work on your own)</i> Conference (AERA)	4/10		Work on Historic Sites/Museum Evaluation Tool and Analysis Paper
Week 14	Challenging the Current Narratives Discussing historic sites and public histories Method: Research paper	4/17	Kohl, Ch. 1 on Blackboard	Historical Museum/Historic Site Evaluation and Analysis Paper DUE Method Journal Due
Week 15	Challenging the Current Narratives (cont.) Review for Final Exam <i>****Possible class modality change depending on conference proposal decision ****</i>	4/24	Kohl, Ch. 5 on Blackboard	Journey Box DUE
Week 16	Final Exam In-Person-During Scheduled Class Time	5/1		