

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

INSTRUCTOR INFORMATION

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| Instructor Name: Michael L. Boucher, Jr, Ph.D. | Email: MBoucher@TAMUSA.edu Phone: 210.784.2586 |
| Office Hours: Madla: 251 Mondays 4:15-5:15 PM Wednesdays 4:15-5:15 PM Thursdays 1-2 PM 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 Presentation | Texas SS Content Standards 1, 4, & 9 |
| Oral History / Testimonio-Based Inquiry | 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 |

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|---|--|
| Historical Museum/Historic Site Evaluation | Texas SS Content Standards 1, 4, 7, 8, 9, & 10 |
| Journey Box | Texas SS Content Standards 1, 4, & 9 |
| Document Memorization/Analysis | Texas SS Content Standards 1& 4 |
| Daily Formative Assessments | 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 in person. We will meet **every week** for an on-campus/in-person class to enable students to personally experience a range of learning activities and to learn pedagogical strategies and techniques to use in their own future classroom.

Please understand that students are expected to attend **all class sessions** and be prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will count toward the final grade in the course, but, equally as important, I use them to gauge 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 occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible to inform me of 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. 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 online assignments.

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

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

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

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both oral and written, with classmates and instructors 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 terrible idea. Talk with me immediately if you get behind, so I can help you. All assignments must be submitted on time, or I reserve the right not to grade them or to count them toward 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 grading criteria included in this syllabus, on Blackboard, and on the expectations explained in class. **Some assignments must be submitted through Blackboard. Others will be submitted in person.** See the instructor and assignment sheets for submission criteria.

COMMUNICATION:

All students must have adequate English writing skills to communicate content professionally and concisely. Students must be proficient in their written presentations, including strategies for developing ideas, citing scholarly references, 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.

Email and Announcements:

For all electronic communication with me, please use my email address, Mboucher@TAMUSA.edu, rather than Blackboard messaging. I check my email regularly, but I can only access Blackboard messages when I open the app, which may delay my response. Additionally, I will use announcements to share essential updates, opportunities, changes, or news related to the class. To stay informed, please check your school email **daily**.

Recording of Classroom Lectures or Discussions

Students are prohibited from photographing and recording during classes and from transmitting classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class, as well as guest speakers, have been informed that photographing or audio/video recording may occur.

Permission to allow the audio/visual recording is **not** a transfer of any copyrights to the material recorded. Photographs, videos and audio recordings may **not be** reproduced or uploaded to publicly accessible web or social media environments. An exception to this will be any student determined by the Office of Disability Services (ODS) to be entitled to education accommodations to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study.

Public distribution of lecture recordings may constitute copyright infringement in violation of federal or state law, or University policy (See Rules and Procedures 17.01.01-Ownership of Intellectual Property and Tangible Research Property). Violation of this policy may subject a student to disciplinary action via the [University Honor Code](#).

In addition to subjecting you to criminal prosecution, violating the wiretapping law can expose you to a civil lawsuit for damages by all injured parties. [Texas Civ. Prac. & Rem. Code § 123.002](#).

No recordings will be allowed unless under the direction of the Office of Disability Services.

Texas Senate Bill 17

[Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not affect content, instruction, or discussion in any course at those institutions. Expectations regarding academic freedom for teaching and class discussion have **not been altered** post-SB 17, and students should not feel the need to censor their speech on race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. I **encourage** you to critically analyze and deconstruct the historical and contemporary purposes, agendas, and effects of this law and similar legislation.

SCHOLASTIC INTEGRITY:

As a member of 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 t
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 discussions, whole group discussions, analysis of course readings, lectures, and hands-on learning activities and experiences. The course is designed to model effective teaching strategies and provide real-world teaching experiences and examples to prepare preservice teachers for their future classrooms.

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

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|---|-----------|
| 1. Young Adult Historical Literature Presentation – | 30 points |
| 2. Historical Museum/Historic Site Evaluation– | 20 points |
| 3. Memorization of a passage- | 20 points |
| 4. Journey Box – | 20 points |
| 5. Teacher Testimonio- | 30 points |
| 6. Daily Formative Assessments/readings check – | 30 points |

Total Points Possible: 150

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>

Tentative Course Schedule & Calendar of Assignments
EDCI 4348

| Week | Themes/Topics for the Week | Class Date | Readings for the Week | Assessment |
|----------------|--|-------------------|--|--|
| Week 1 | Introduction and Syllabus What is Social Studies? Method: Active Reading Method: Essential Questions | Wed, Jan 21 | 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 | Wed, Jan 28 | Takaki, Introduction Takaki, Ch. 1 Loewen, Ch. 1 | Reading Check Method Journal |
| Week 3 | European Exploration Colonization Indigenous People's History Method: Original Sources | Wed, Feb 4 | Takaki, Ch. 2 Zinn, Ch. 1 Loewen, 60-67 | Reading Check Method Journal |
| Week 4 | Start of a New Nation Library of Congress Website Method: Website Exploration | Wed, Feb 11 | Zinn, Ch. 3, 4, and 5. Loewen, Ch. 4 | Passage Memorization Check Reading Check Method Journal |
| Week 5 | Indian Removal Act Westward Expansion Method: Maps | Wed, Feb 18 | Takaki, Ch. 4 Zinn, Ch. 7 Dunbar-Ortiz, Ch. 5 and Ch. 6 | Reading Check Method Journal |
| Week 6 | Slavery in the U.S. Method: Graphic Organizers | Wed, Feb 25 | Takaki, Ch. 3 Zinn, Ch. 2 Loewen, Ch. 5 | Reading Check Method Journal |
| Week 7 | The Civil War Method: Simulations | Wed, Mar 4 | Takaki, Ch. 5 Zinn, Ch. 9 Loewen, Ch. 6 | Passage Memorization Due Reading Check Method Journal |
| Week 8 | | Wed, Mar 11 | Spring Break | |
| Week 9 | African American History Post-Civil War Harlem Renaissance Method: Foldables | Wed, Mar 18 | | YAL Presentation Reading Check Method Journal |
| Week 10 | Latinx History Texas History Method: Photographs | Wed, Mar 25 | Takaki, Ch. 7 Zinn, Ch. 8 Dunbar-Ortiz, Ch. 7 | Method Journal |
| Week 11 | Latinx History Texas History (Cont.) Method: Art in Education | Wed, Apr 1 | Takaki, Ch. 12 | |
| Week 12 | Latinx History Texas History (Cont.) Method: DBQ | Wed, Apr 9 | | Reading Check Method Journal |

| Week | Themes/Topics for the Week | Class Date | Readings for the Week | Assessment |
|----------------|--|-------------------|------------------------------|--|
| Week 13 | Discussing Historic Sites and Public Histories Method: Paideia seminar | Wed, Apr 8 | Kohl, Ch. 1 on Blackboard | Historical Museum/Historic Site Evaluation DUE Journey Box Presentations Method Journal Turnin |
| Week 14 | Where do we go from here? Texas and social studies Oral History / Testimonio-Based Inquiry Method: Research Paper | Wed, Apr 15 | Kohl, Ch. 5 on Blackboard | |
| Week 15 | | Wed, Apr 30 | No Face to Face class | Teacher Testimonio Due |

Assignments Overview:

1. Young Adult Historical Literature Presentation – 30 points
2. Historical Museum/Historic Site Evaluation– 20 points
3. Memorization of a passage- 20 points
4. Journey Box – 20 points
5. Teacher Testimonio- 30 points
6. Daily Formative Assessments/readings check – 30 points

Total Points Possible: 150