Course Syllabus: Concepts of Social Studies EC-3 CBE
College of Education
SOST 3003 201
Spring 2026

Contact Information
Instructor: DR. **Tim Swagerty**
Physical Office Location: **224 Bridwell Hall**
Office Hours: Monday and Wednesday 8 am- 9:30 am and 1:00 pm -3:00 pm (others available by appointment)
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Preferred Form of Communication**:** Email

Instructor Response Policy
Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Textbook & Instructional Materials
This course is a CBE course and uses OER resources in each module.

How to Navigate Course:
1. Modules are arranged in correspondence with the Student Learning Outcomes.
2. Begin each module with "READ ME FIRST!". Each Module is designed in accordance with Blooms Taxonomy to ensure students build the higher order thinking skills to reach competency.
3. This CBE course requires that you earn an 80% or above on the module assignments prior to moving on to the next module.

Course Description
This course explores critical concepts and themes that have charted the course of human development. Emphasis shall be given to the major political, social, economic, religious, geographic, scientific, and cultural forces that have shaped civilizations around the globe.

Course Objectives/Learning Outcomes/Course Competencies

1. TEXES EC-3 Core Subjects Standard Competencies:
*   **Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.**

- **Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.**
- **Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.**
- **Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.**
- **Demonstrate knowledge of the Social Studies domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.**
- **Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.**
- **Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).**
- **Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.**

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Competencies

- Upon completion of this course, the student will be able to:

- **understand the purpose of the social studies curriculum.**
- **select the social studies concepts, procedures, and skills that they will use during inquiry-based instruction.**
- **determine the best model for conducting social studies instruction.**
- **Utilize concrete, representational, informational, and persuasive instructional resources to ensure student understanding.**
- **apply key concepts of history, geography, civics, economics, and culture to develop lessons using strategies and methods that increase understanding through authentic learning experiences.**

Study Hours and Tutoring Assistance

Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. This can be completing in-person and through distance learning. MSU-Texas-Tutoring

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
[Office of Student Conduct](#)

Grading/Assessment
Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Table 1: Assignments

Assignments	Points
Writing Assignments	850
Final Exam	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900-1000
B	800-899
D (Does earn credit for certification)	600-799
F	Less than 600

Homework
Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal.

The module written assignment is an assessment of your knowledge of the material required for the competency. A rubric score of 80% or higher is required to demonstrate mastery of each learning goal.

If you score less than 80 points on any written assignment, you will have an opportunity to review the material and redo the assignment. You may redo the assignment up to two times. If you have not passed the module in two attempts, you will work with a Faculty Coach to

determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a rubric score of 80% or higher is required.

Key Assessments

The performance assessment for this course is a portfolio consisting of Social Studies TEKs structure, alignment, self-assessment, and chronology of US and Texas History

All grade levels are examined within the TEKs to determine what knowledge, skills, and abilities are addressed at the different grade levels. Students are to determine how the standards are connected.

Students will identify the basic structure of the social studies TEKs in their certification area. They will read the Introduction Statement and take notes for each grade level in your certification area. They will complete a graphic organizer outlining the connections between the grade levels.

Students will then dive deeper into the social studies TEKs. They will identify the social studies concepts of which they have solid background knowledge (strengths) and to document areas in which they need more study (weaknesses).

Students will demonstrate their knowledge of U.S. History from 1492 to 1877. Students will need to summarize the most important events during this time period.

This assignment will consist of three parts:
- **a timeline**
- **paragraphs for each events**
- **paragraph explaining the most significant event in U.S. History.**

Students will demonstrate your knowledge of Texas History from 1519 to 1945. You will need to summarize the most important events during this time period. This assignment will consist of three parts:
- **a timeline**
- **paragraphs for each events**
- **paragraph explaining the most significant event in Texas History.**

The final exam is an assessment on your ability to synthesize and apply the concepts learned in the modules. A score of 80% or higher is required to demonstrate competency on each section of the final project.

Late Work

Because all assignments are available and submitted online, "make up" work should not be an issue. Late work will not be accepted unless a written medical or equally extenuating circumstance is provided. The D2L Dropbox will close at 11:59pm on the due date.

Instructor Class Policies

Plagiarism is a serious academic offense and goes against the principles of integrity and originality that are essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and the use of AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course.

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes, but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course, unless explicitly specified by the instructor. If the use of AI-generated content is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used.

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course, without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work, when in fact the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity, unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the Student Handbook-2022-23.

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Important Dates

Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

WCOE Face to Face Policy: Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third offense. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well. Attendance and class activity participation grades will be recorded in the Dispositions category.

Computer Requirements

 Taking an online or hybrid class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline.** There are many places to access your class. D2L can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Course outline with assigned course topics, assigned readings, and assignments are required for certification courses.

Use this area to tell the students what is scheduled for the duration of the class. Please note the disclaimer above and include that with your schedule. There can be no blanks in your table. You must put some kind of text in all the blanks such as: N/A or No content. (Use the same color text as background if you want to keep it uncluttered for your sighted learners). Tables must not extend to another page (cannot be wider than the page). If it is going to extend to next page, you will need to create another table with heading. You can use a dash (-) or "to" between dates, avoid using the @ sign unless in web address.

Table 3: Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date All Assignments are due 11:59 pm on due date
Introduction	1. D2L Practice Quiz	**1. 1/23/2026**
Module 1- Social Studies Scope and Sequence in Texas	1. Module 1 Assignment #1-Social Studies TEKS Graphic Organizer 2. Module 1 Assignment #2- Social Studies Knowledge Chart 3. Social Science Instruction Test	**1. 1/30/2026** **2. 1/30/2026** **3. 1/30/2026**
Module 2- Foundations of U.S. Government	1. Module 2 Assignment #1-Government Graphic Organizers 2. Module 2 Assignment #2-Citizenshiop Bubble Map 3. Government and Citizenship Test	**1. 2/6/2026** **2. 2/6/2026** **3. 2/6/2026**
Module 3- History and Culture -World, U.S. and Texas	1. Module 3 Assignment #1-World Culture Grid 2. Module 3 Assignment #2-U.S. History Timeline 3. Module 3 Assignment #3-Sectionalism Flowchart 4. Module 3 Assignment #4-Texas History Timeline 5. Module 3 Assignment #5-Texas Economy Spider Map 6. History Test	**1. 2/13/2026** **2. 2/27/2026** **3. 3/6/2026** **4. 3/13/2026** **5. 3/20/2026** **6. 3/20/2025**
Module 4- Economics	1. Module 4 Assignment #1-Economics Flowchart 2. Module 4 Assignment #2-Economics Concept Map 3. Module 4 Assignment #3Economics Bubble Map 4. Economics Test	**1. 3/27/2026** **2. 4/10/2026** **3. 4.17/2026**
Module 5- Geography	1. Module 5 Assignment #1-Geography Graphic Organizer 2. Geography Test	**1. 5/1/2026** **2. 5/1/2026**
Module 6-Final Exam Review	Final Exam Review	**1. 5/8/2026**
Module 7	SOST 3003 Final Exam	**1. 5/14/2026**

References/Scientifically-Based Research/Additional Readings:
==Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.==

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- **Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review*, *30*(3), 973-999.**
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
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- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher* , 23 (7), 5-12.
- **Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest*, *83*(1), 36.**
- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates,Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuhara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research*, *90*(2), 179-226.**
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model*. Taylor & Francis.**
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- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews*, *7*(7), 249-256.**
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- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
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