



Course Syllabus: SOST 3003 201: Concepts of Social Studies
(all levels)
Spring 2025
Tuesday and Thursday
11:00-12:20
Dillard Building Room 338

INSTRUCTOR INFORMATION

Instructor: Tim Swagerty
Physical Office Location: Bridwell Hall 224
Office Extension: 940-397-4137
Office Hours: MW 8:00-9:30 and 1:00-3:00. Others times by appointment.
University Email Address: tim.swagerty@msutexas.edu
Preferred Form of Communication: Email
Communication Response Time: Within 24 hours Monday- Friday, within 48 hours on weekends.

Textbook & Instructional Materials

While no textbook is required for this **Concepts of Social Studies class**, it is highly recommended that you select and acquire a test preparation manual **for your specific certification test if you are pursuing certification** and use it as a study aid for this class and the certification test of your specific level after. The MSU bookstore has a test preparation manual for this class for EC-6, 4-8, and 7-12 grade levels.

TExES Core Subjects EC-6 (291) ISBN: 9781607874881

TExES Social Studies 4-8 (116) ISBN: 9781581976618

TExES Social Studies 7-12 (232) ISBN: 9781607873662

For those of you who are not education majors or pursuing teacher certification, you may select one of these as an ancillary study guide to the course content but are not required to do so.

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

Competency List

This course will build mastery of the following competencies:

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.

Student Competencies

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

Understand and apply knowledge of significant historical events and developments, multiple interpretations and ideas, and relationships between the past, present and future as defined by the TEKS.

Understand and apply knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world as defined by the TEKS.

Understand and apply knowledge of cultural development, adaptation, diversity, and interaction among science, technology, and society as defined by the TEKS.

Understand and apply knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services as defined by the TEKS.

Understand and apply knowledge of concepts of government, democracy, and citizenship, including ways individuals and groups achieve their goals through political system as defined by the TEKS.

Required Alignment to standards/competencies for certification courses.

This course is aligned to the Texas Essential Knowledge and Skills (TEKS) Social Science standards and competencies. A full list for all grade levels is included at the end of this course syllabus.

Study Hours and Tutoring Assistance

Instructor is available to meet during office hours or by appointment. Please email Mr.Swagerty with any questions you have. Responses/answers will be provided promptly via email or a time can be set up for a phone call or appointment.

Student Handbook

Refer to: [Student Handbook](#)

Disability Support

As the West College of Education faculty, we are dedicated to helping meet the needs of our students with disabilities. We are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please inform your instructor to expect a letter from that office describing the accommodations to

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves submitting work that is wholly the student's work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Confidentiality

In our teacher preparation courses, we all learn from open discussions about school issues, problems, and possible solutions. As we talk in class about school incidents, it is vitally important to **avoid** identifying specific people or schools.

Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." Written reports, too, do not include the real names of schools or school people; they create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

Plagiarism is a serious academic offense and goes against the principles of integrity and originality essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and using 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 it 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 per the Academic Integrity Policy outlined in the [Student Handbook](#).

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.

Assessments

Assignments

Each submodule in this course has a required assignment to be completed for credit. Each are required and intended to convert a set body of social science content in a delivery intended to convey best practice in sharing content with students in a classroom setting. Each assignment has an accompanying grading rubric for review to explain the grading scales and subsequent assignment score.

Table 1: Assignment list/grading

Assignment	Points	Number of each
Module 1 Assignments	200	2
Module 2 Assignments	200	2
Module 3 Assignments	600	6
Module 4 Assignments	200	2
Module 5 Assignments	300	3

Testing

All of the Module Assessments and the Final Exam have a **TIME LIMIT** based on the number of questions in the assessment.

Table 2: Testing

Test	# of each	Points each	% of grade	Time Limit
D2L Test	1	100	10	10 minutes
Module Assessments	4	100	50	30 minutes
Final Exam	1	100	40	50 minutes

This requirement is to ensure no outside help is utilized and that the skill of timed examinations is practiced prior to taking the teacher certification test for your grade level

Table 3: Total points for final grade.

Grade	Points
A	1400
B	1200
C	1000
D	600
F	Less than 600

Class Participation

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, additional readings may be assigned by the course instructor.

In addition to having thought through the answers to such questions before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned excerpt or text. Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L, and such is a very important part of this course.

Because classroom participation is vital to your learning, 5 points will be deducted from your participation grade for each missed class after the first absence.

Dispositions

- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will “sell” the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Submitted Work - Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mr. Swagerty. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10-point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade assessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Extra Credit

No extra credit assignments will be given or accepted.

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 Policy

Absence Policy - Professional teachers 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.

It is the candidate's responsibility to make up any missed work. Being repeatedly late for class will also result in a grade reduction regardless of other marks.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class information or assignments. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted.**

Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your**

warning as required by the policy. 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.

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

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.

Campus Carry

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."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

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 Calendar

Please make note of these dates and times and put them on a calendar of your choosing. D2L will post reminders in the upper right corner of your dashboard.

Tues Jan 21-Course Introduction
Course Overview/
D2L tutorial/D2L Quiz

Thurs Jan 23-Module 1-Social Science-*Social Studies TEKS* Assignment 1
Module 1-Social Science-*Social Studies Knowledge* Assignment 2

Tues Jan 28-Module 1-Social Science *Social Studies TEKS* Assignment 1
Module 1-Social Science *Social Studies Knowledge* Assignment 2

Thurs Jan 30-Module 1-Social Science-*Social Studies TEKS* Assignment 1 due at 11:30 AM
Module 1-Social Science-*Social Studies Knowledge* Assignment 2 due at 11:30 AM
Module 1-Social Science Instruction Test due at 11:30 AM

Tues Feb 4-Module 2-Government-*Graphic Organizers* Assignment 1
-Citizenship-*Citizenship Bubble Map* Assignment 2

Thurs Feb 6-Module 2-Government *Graphic Organizers* Assignment 1 due at 11:30 AM
-*Citizenship Bubble Map* Assignment 1 due at 11:30 AM
-Government/Citizenship Test due at 11:30 AM

Tues Feb 11-Module 3-History-*World Culture Grid* Assignment 1

Thurs Feb 13-Module 3-History *World Culture* Grid Assignment 1 due at 11:30 AM

Tues Feb 18-Module 3-History *U.S. Timeline* Assignment 2

Thurs Feb 20-Module 3-History *U.S. Timeline* Assignment 2

Tues Feb 25- Module 3-History *U.S. Timeline* Assignment 2

Thurs Feb 27-Module 3-History *U.S. Timeline* Assignment 2 due at 11:30 AM

Tues Mar 4-Module 3-History-*Sectionalism Flow Chart* Assignment 3

Thurs Mar 6-Module 3-History-*Sectionalism Flow Chart* Assignment 3
Assignment 2 due at 11:30 AM

Tues Mar 11- SPRING BREAK

Thurs Mar 13- SPRING BREAK

Tues Mar 18-Module 3-History-*Texas Culture Grid* Assignment 4

Thurs Mar 20-Module 3-History-*Texas Culture Grid* Assignment 4 due at 11:30 AM

Tues Mar 25- Module 3-History-*Texas History Timeline* Assignment 5

Thurs Mar 27-Module 3-History-*Texas History Timeline* Assignment 5

Tues Apr 1- Module 3-History-*Texas History Timeline* Assignment 5 due at 11:30 AM

Thurs Apr 3- Module 3-History-*Texas Economy* Flowchart Assignment 6

Tues Apr 8-Module 3-History-*Texas Economy* Flowchart Assignment 6

Thurs Apr 10- History-*Texas Economy* Flowchart Assignment 6
History Test Due at 11:30 AM

Tues Apr 15-Pre-HOLIDAY BREAK

Thurs Apr 17- HOLIDAY BREAK

Tues Apr 22 – Module 4-Economics-*Concepts Flowchart* Assignments 1

Thurs Apr 24-Module 4-Economics-*Concepts Flowchart* Assignments 1 due at
11:30 AM

Tues Apr 29-Module 4-Economics-*Concepts Flowchart* Assignment 2

Thurs May 1- Module 4-Economics- *Concepts Flowchart* Assignment 2 due at
11:30 AM

Tues May 6- Module 4-Economics-*Concepts Flowchart* Assignment 3

Thurs May 8-Module 4-Economics-*Concepts Flowchart* Assignment 3 due at
11:30 AM
-Economics Test due at 11:30 AM

Mon May 5-FINAL EXAM REVIEW OPENS

Wed May 14- FINAL EXAM REVIEW CLOSES

Thurs May 15-FINAL EXAM WINDOW OPENS 6:00 AM

Thurs May 15-FINAL EXAM WINDOW CLOSES 5:00 PM

References/Scientifically-Based Research/Additional Readings:

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- **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.
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology*, 413-418.
- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist*, 31(3/4), 163-174.
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- 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., Kiuahara, 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.**
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- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.

- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>