



Course Syllabus: Concepts of Social Studies EC-3 CBE
College of Education
SOST 3003
Spring 2022

Contact Information

Instructor: **Dr. Timothy Hinchman**

Physical Office Location: **330 Bridwell Hall**

Virtual Office: **Available through Zoom**

Office Hours: Monday 10:30-11:00am, Tuesday 8am- 10:30am, and Thursday 8am-10:00am (others available by appointment)

University Email Address: timothy.hinchman@msutexas.edu

University Office Phone: 940-397-4435

Preferred Form of Communication: Email

Instructor Response Policy

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

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.

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, written assignments, and a key assessment.

Course Objectives/Learning Outcomes/Course Competencies

1. TEXES EC-3 Core Subjects Standard Competency:

- a. **The social studies teacher has a comprehensive knowledge of The Early Childhood: Prekindergarten–Grade 3 classroom teachers demonstrate understanding of Kindergarten–Grade 5 Social Studies TEKS, with an emphasis on Kindergarten–Grade 3, and Social Studies Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research-**

and evidence-based assessment and instructional practices to promote students' development of grade-level skills

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

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-2020-21](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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: Total points for final grade.

Grade	Points
A	90-100%
B	80-89%
F	Less than

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 project 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.

Important Dates

Last day for term schedule changes: January 13, 2022

Deadline to file for graduation: February 14, 2022

Last Day to drop with a grade of "W:" March 21, 2022

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

Refer to: [Campus Carry Rules and 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.

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.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date All Assignments are due 11:30pm on due date
Module 1 1/10 to 1/15	Module 1: Social Studies in the Elementary Classroom Writing Assignment #1 Module 1 Assignment #2- Social Studies TEKS T-Chart	1/16/2022 1/16/2022
Module 2 1/16 to 2/6	Module 2 Writing Assignment #1- 5 Column Graphic Organizer Module 2 Writing Assignment #2- U.S. History Timeline Module 2: Writing Assignment #3- Texas Timeline	1/23/2022 1/30/2022 2/6/2022
Module 3 1/30-2/6	Module 3: Texas and US Industry Graphic Organizer	2/6/2022
Module 4 1/22 to 1/28	Module 4 Writing Assignment #1- Government Graphic Organizers	2/13/2022
Module 5 1/29 - 2/4	Module 5 Assignment #1- Geography Graphic Organizer Module 5 Writing Assignment #2 - Cultural Wheel Graphic Organizer	2/20/2022 2/20/2022
Module 6 2/5-2/11	Module 6 Writing Assignment #1- Economics Visual	2/27/2022
Module 7 2/12-2/18	Module 7: SOST 3003 Content Final Exam	3/4/2022

Note: Tables cannot continue to the next page. If the table continues to the next page, you will need to make a new table using the table tools for every page. Remember to add Alt Text.

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.***
- **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.
- **Graham, S., Kiuvara, 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.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning.* Routledge.**
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context.* Routledge.**
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- 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>

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1-7 Assignments	The Early Childhood: Prekindergarten–Grade 3 classroom teachers demonstrate understanding of Kindergarten–Grade 5 Social Studies TEKS, with an emphasis on Kindergarten–Grade 3, and Social Studies Texas

Assignment/Module/ Course Activities	Standard or Competency
	<i>Prekindergarten Guidelines</i> and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

.