



College of Education and Psychology Core Purpose of College of Education and Psychology: To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

EDUC 4312 – 80841 Fall 2025

Teaching Social Studies – Middle and High School

Instructor: Matt Stevenson, Professor

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Office Hours: BEP 234, by appointment

Class Meeting times: Asynchronous

COURSE DESCRIPTION AND OVERVIEW:

This course examines aspects of teaching social studies in grades 6-12, including curricular program, state and national standards, and methods.

PROFESSIONAL COMPETENCIES, ATTITUDES, AND DISPOSITIONS (PROCADS):

PROGRAMMATIC OUTCOMES/DEPARTMENT GOALS:

From a program standpoint, the goal of this course is to help students gain basic understanding around the roles and responsibilities of secondary school teachers and administrators.

TEXTS/RESOURCES/MATERIALS:

DO NOT PURCHASE A TEXTBOOK! ALL Required Readings/Videos will be available via Canvas

STUDENT LEARNING OUTCOMES/OBJECTIVES:

The purpose of this course is to present teacher education candidates with the opportunity to engage with Texas State Standards for Social Studies Education. These include:

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

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 multiple historical interpretations and ideas, 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.

ASSIGNMENT GUIDE

This course has 10 overall assignments, 3 individual assignments and 7 PLC-group assignments.

Professional Learning Communities (PLCs):

For this semester, teacher candidates will be organized into small groups referred to as Professional Learning Communities (PLCs). Groups will be assigned at random via CANVAS. It is the responsibility of every member of their PLC to coordinate and collaborate throughout the semester to complete assignments. Failing to coordinate with your PLC could result in missed assignments, which will penalize your grade. Any issues with PLCs that cannot be resolved through communication should be relayed to me. Let's address problems before they become crises.

Teaching is a highly collaborative profession. Regardless of where or what subject(s) you teach, you will need to work with others to prepare your courses, support your classroom throughout the year, and reflect on successes and failures in ways that help you improve your skills as an educator.

Working with fellow educators can be very rewarding, particularly for new teachers, as it allows for a shared effort in designing classroom strategies, developing assignments and assessments, accessing and utilizing the abundance of materials already available for teachers, and navigating local, state, and national content standards. It can also be a frustrating process, as schedules may conflict, personalities may clash, and (let's face it) not everyone will bring the same work ethic to the group. Despite any issues that might arise, administrators will expect quality work that is completed on time. That is the approach I take when assessing the products of your PLC. As PLC style group work is an ever-present aspect of our profession, so too will group work be the primary means by which you will complete assignments for this course.

All PLC assignments will follow the same pattern and require the same submission components.

- PLC Gathered Resources and Materials (submitted as a group on CANVAS under ASSIGNMENTS)
- PLC Video Recording (submitted as a group on CANVAS Studio)
- Individual reflection and response (submitted as individuals on CANVAS under ASSIGNMENTS using the textbox)

Individual assignments will be typed and submitted on CANVAS using the textbox (do not upload files or use links for individual assignments)

See corresponding assignments on CANVAS for full descriptions. See course calendar on CANVAS for specific due dates.

- 1. PLC - Introductions and Discussion of Social Studies: History, Geography, Psychology, Government, Economic, Sociology, Ethnic Studies — (10 pts.) – Due week 1**
- 2. PLC - Thinking Like a Historian Discussion and Reflection (10 pts) – Due week 2**
- 3. Individual (done in coordination with PLC) – Forming Historical Debate Topics (10pts.) – Due week 3**

4. **PLC** - Presentation of Assessing Historical Debates — (10 pts.) – Due week 4
5. **PLC** - Reflection on content standards – (10 pts) – Due week 5
6. **PLC** - TEKS Lesson Plan and Presentation 1 – (10 pts.) – Due week 6
7. **Individual** - Reflection and Self Evaluation on TEKS Lesson Plan and Presentation – (10 pts.) – Due week 7
8. **PLC** – LOCNFR based TEKS Lesson Plan and Presentation 2 - (10 pts) – Due week 13
9. **PLC** - FINAL EXAM: TEKS Peer Evaluation (10 pts) – Due week 14
10. **Individual** – Reflection TEKS Lesson Plan and Presentation 2 with Peer Evaluation (10 pts) – Due week 15

A	(94-100%)	C	(73-77%)
A -	(90-93%)	C -	(70-72%)
B +	(88-89%)	D +	(68-69%)
B	(83-86%)	D	(63-67%)
B -	(80-82%)	D -	(60-62%)
C+	(78-79%)	F	(59% & Below)

COURSE POLICIES & PROCEDURES:

- **Assignment Submission & Grade Dissemination:** **All assignments are to be submitted through Canvas** unless otherwise stated by the instructor. Grades and instructor comments can be viewed at any time using the Grade Book function of Canvas.
- **Attendance Policy:** Any candidate who misses 2 or more classes is subject to receive a failing grade in the course. Arriving 5 minutes late or leaving 5 minutes early constitutes an absence. This class is part of your professional preparation. Appropriate attitude, demeanor, and diligence are required. Attendance and participation in class is expected and very important. Candidates are responsible for all material covered when absent.
- **Late Work Policy:** All assignments are expected to be submitted by the due date and time. **Late work will NOT be accepted**, except for documented emergency situations and still this is at the discretion of the instructor.
- **Extra Credit Policy:** There is no extra credit for this course.

- **Formatting Policy:** All written assignments should be completed using **Times New Roman size 12 font** and **double-spaced**. Unless otherwise stated by the instructor.
- **Email:** Email will be the primary mode of out-of-class communication. Personal information will only be released using the official UTT email account. Course announcements may be disseminated by UTT email and/or through Canvas, and it is the teacher candidates' responsibility to stay up-to-date with these messages. When sending an email **please allow 24 hours for a response**. Emails sent on Friday evenings, Saturday, Sunday, and/or Holidays will be answered the following business day.
- **Students with Disabilities:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities. The Office of Disability Services assists students with disabilities in eliminating barriers so that they may have access to all academic, social, cultural, and recreational opportunities of the University. Documentation from an attending physician or the Student Health Center regarding the disability is required. The Office of Disability Services (ODS) is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations.

In post-secondary settings, it is the student's responsibility to request in advance any individual assistance. It is important to understand that not every student with a disability requires accommodations. It is equally important to understand that even though two individuals may have the same disability, they may not require the same accommodations. The University of Texas at Tyler is a caring and supportive community with high academic and personal expectations for each student. The goal of the University and ODS is to enable each student to achieve a full and productive life.

- **Professionalism Disposition Policy:** All teacher candidates at UTT are expected to demonstrate commitment to the Professional Dispositions (<https://www.uttyler.edu/academics/colleges-schools/education-psychology/departments/education/undergraduate/dispositions/>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.
- **Academic Integrity:** Academic dishonesty in any form will not be tolerated. If one is uncertain as to what constitutes academic dishonesty, please consult the Honor Statement in the University of Texas at Tyler Student Handbook for further details. It is the aim of the faculty of the UTTyler to foster a spirit of complete honesty and high standards of integrity.

The attempts of students to present as their own any work not honestly performed is regarded by the faculty administration as a most serious offense and renders the offenders liable to serious consequences.

- **Flexibility Clause:** The aforementioned requirements, assignments, policies, and evaluation procedures, etc... are subject to change at the discretion of the instructor as long as they fit within the greater university and college policies. Reasonable written and/or email notification will be provided to all teacher candidates if such occurrences should happen.

*****The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.***