EDUC 4399.001 Independent Study
Fall 2014
2:00-3:30
Thursday
BEP 215

Dr. Robert L. Stevens
BEP 237
Wed. 1:00 or by appointment
903-565-7315
rstevens@uttyler.edu
e-mail is best way to contact me.

Course Catalog Description:
Study of social studies curriculum, materials, and selected instructional strategies for middle and secondary students

Student Learning Outcomes & Assessments:
After completing the course, students will write a reflective essay incorporating the course content titled, A Tentative Social Studies Philosophy. (INTASC Standard 9: Reflection and Professional Development) In this essay, students will incorporate their understanding of three major areas in 6-12 social studies: (1) overview of philosophical foundations of social studies, (2) content disciplines, ie. 10 content strands, and (3) special topics and instructional strategies. Students will also write and present a series of social studies lessons which reflect “best practice”.

Evaluation and Grading:
Two tests, a unit of instruction, and several oral presentations will be administered based on readings, class discussions, group activities, and lectures. A final examination and philosophy is required.

Grading:
1. Portfolio: includes tests, unit of instruction, and oral presentations (50%)
2. Philosophy (25%)
3. Final examination (25%)
A=90-100   B=80-89   C=70-79   D=60-69   F=0-59

Teaching Strategies:
A variety of teaching strategies will be used including: small group discussion, oral presentations, oral interview with senior citizen, and reflective writing.

Related Field Experiences:
Phase III placement
Required Text: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Instructor provided:
Stevens, Robert L. *Homespun: Teaching Local History in Grades 6-12* Heineman, 2001)

Social Studies students will be required to join NCSS. Membership allows them access to all the articles published in *Social Education, Middle Level Learner, Social Studies and the Young Learner*.

Course Policies:
Attendance is required. Only one unexcused absence is permitted. A reduction of final letter grade for each unexcused absence will ensue.
Missed work will be made up the following class meeting.

Topical Outline:

**Tentative Schedule**

**August**

28 Introductions and course expectations: Lesson and unit plans and philosophy of teaching requirements.

**September**

3 Francis Bellamy. *The History of the Pledge of Allegiance*.
Activity: Write a new pledge.
11 *1491* summaries and lessons presented.
Freshman Orientation: Create a unit plan activity. (lessons and assessments)
18 Introduction: National Curriculum Standards for the Social Studies
Standard 3: Peoples, Places, and the Environment (5 geographic themes)
Assignment: Create a lesson using one or more of the 5 themes. Due October 2.
25 Whose View of the World? Geography-map and globe skills.

**October**

2 Presentation of geography lessons
9 Introduction to curriculum: Standard 1-Culture, Standard 2- Time, Continuity, and Change, and Standard 9- Global Connections
*Echoes and Reflections- Teaching the Holocaust*
Southern Center for International Studies curriculum

The Middle East in Transition: a case study

Introduction: Integrating music into a social studies curriculum: The Four Seasons by Vivaldi, compare and contrast the Baroque Age with the Age of Romanticism.

Introduction: Integrating art into the social studies curriculum. Case studies: The Hudson River School, Winslow Homer, Jacob Lawrence.

November

6  Art continued. Depression Mural Art and FSA Photographs.
13  What is the law? Standard 6, Power, Authority, and Governance
   A Conversation on the Constitution: Judicial Independence
20  Economic workshop- Guest speaker, Dr. Doty
   Standard 7- Production, Distribution, and Consumption
27  THANKSGIVING BREAK

December

4  Social Studies philosophy due
11  Final Examination

Selected University Policies:

Grade Replacement/Forgiveness:
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services:
If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 3150. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address:
http://www.uttynel.edu/disabilityservices.

Student Absence due to Religious Observance:
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:
If you intend to be absent for a university-sponsored event or activity, you (or the event
sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERP A Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct:
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials, which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**CEP Vision and Mission:**

**Vision:**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission:**
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.