

**SEED 567 001:
Teaching Social Studies in Secondary Schools**

3 Credits
Fall 2021

Mondays, 4:30 – 7:10 p.m.
Class Location: Thompson Hall 1018
Fairfax Campus

Instructor: Dr. Lynda Herrera

Office Hours: By appointment in person or via Zoom <https://gmu.zoom.us/j/2601356921>

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Course Description

Provides teacher candidates an introduction to methods, frameworks, and practices of teaching Social Studies in secondary schools. Notes: Requires 15 hours of school-based clinical experience. Offered by School of Education. May not be repeated for credit. Equivalent to EDCI 567. **Prerequisites:** None **Recommended Corequisites:** SEED 540

Course Overview

This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful Social Studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary Social Studies classroom.

Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this fall on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. **This course has a face-to-face delivery method.**

Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations, educational excursions, and clinical experience in a face-to-face format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Learner Outcomes/Objectives

This course is designed to enable students to do the following:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Evaluate past and contemporary Social Studies instructional practice including constructivist and behaviorist frameworks, historical thinking tenets and practice to encourage historical inquiry and civic- and international-mindedness: COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, NCSS Themes I, II, IX, X, INTASC Standard I	-Active Participation -Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion -Professional Development of a Social Studies Educator -Social Studies Literature Circles -Educational Excursion -Social Studies Lesson Plan with Microteaching & Reflection

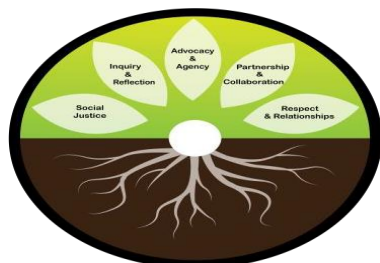
	<ul style="list-style-type: none"> -Clinical Experience with hours and classroom roundtable discussion with reflection paper -Dispositions Assessment -Class Discussions -Textbook Reading -Article Readings
Use evidence-based principles including, elements of Understanding by Design and the C3 Framework to develop a lesson plan that includes a broad range of instructional strategies focused on INTASC Standards and NCSS Themes: RESEARCH-BASED PRACTICE, INNOVATION, SOCIAL JUSTICE; NCSS Theme VII, INTASC Standards I, II, IV, VII	<ul style="list-style-type: none"> -Active Participation -Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion -Professional Development of a Social Studies Educator -Social Studies Lesson Plan with Microteaching & Reflection -Clinical Experience with hours and classroom roundtable discussion with reflection paper -Class Discussions -Textbook Reading -Article Readings
Develop assessments and rubrics linked to national, state and teacher-developed standards: RESEARCH-BASED PRACTICE; NCSS Theme VII, INTASC Standards I, II, VIII	<ul style="list-style-type: none"> -Active Participation -Social Studies Literature Circles -Social Studies Lesson Plan with Microteaching & Reflection -Class Discussions -Textbook Reading -Article Readings
Apply planning and instructional strategies designed to meet the needs of a diverse student population including gender equity, cultural diversity, English language learners, gifted/talented students, and students with learning, physical, social, and emotional challenges: RESEARCH-BASED PRACTICE; SOCIAL JUSTICE; ETHICAL LEADERSHIP; NCSS Theme I, INTASC Standards II, III	<ul style="list-style-type: none"> -Active Participation/ Protocol Adherence -Technology Sources Paper and Presentation -Social Studies Literature Circles -Educational Excursion -Social Studies Lesson Plan with Microteaching & Reflection -Class Discussions -Textbook Reading -Article Readings
Help students access and analyze information from a variety of sources and apply effective instructional models to foster meaningful learning in Social Studies from that information; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE; NCSS Theme II, VI, VIII, IX; INTASC Standards I, IV, VI	<ul style="list-style-type: none"> -Active Participation/ Protocol Adherence -Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion -Professional Development of a Social Studies Educator -Technology Sources Paper and Presentation -Social Studies Literature Circles -Educational Excursion -Social Studies Lesson Plan with Microteaching & Reflection -Class Discussions -Textbook Reading -Article Readings
Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; COLLABORATION, SOCIAL JUSTICE, RESEARCH-BASED PRACTICE, ETHICAL LEADERSHIP; INTASC Standard V	<ul style="list-style-type: none"> -Active Participation/ Protocol Adherence -Clinical Experience with hours and classroom roundtable discussion with reflection paper -Dispositions Assessment -Class Discussions -Textbook Reading -Article Readings

Professional Standards

Upon completion of this course, students will have met the following professional standards:

1. Demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA): National Council for the Social Studies: <http://www.ncss.org>
2. Identify and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

SEED Program “Seeds”



SEED
Secondary Education

This course embeds the following five SEED “seeds” that are shared commitments across the SEED Program:

1. Social Justice
2. Inquiry & Reflection
3. Advocacy & Agency
4. Partnership & Collaboration
5. Respect & Relationships

Required Texts and Fees

- Novel for literature circles. To be determined in literacy groups. Cost is approximately \$8-\$20 or library loan; audiobook/e-book are acceptable.
- National Council for the Social Studies (NCSS). (2018). College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Retrieved from National Council for Social Studies: <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf> (free)
- Join National Council for the Social Studies; student membership, www.socialstudies.org, \$46
- Admission to Sully Historic Site: \$8
- Articles and course materials will be posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time using Blackboard, and, when indicated VIA or other online submission system. Late work will not be accepted without a prior request.

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework WebQuest and Discussion	50	August 30
Professional Development of a Social Studies Educator	50	September 13
Technology Sources Paper and Presentation	125	October 4
Social studies Literature Circles and paper	125	1 st meeting: September 13 2 nd meeting: September 20 Paper: September 27
Educational Excursion	175	Meet up: October 23 Guide: November 1
Social studies Lesson Plan with Microteaching & Reflection	250	Outline: September 20 Draft: October 25 Lesson Plan: November 15 and uploaded to VIA Microteaching: November 15, 22, 29 Microteaching reflection: day after microteaching
Clinical Experience with hours and classroom roundtable discussion with reflection paper	125	November 29
Dispositions Assessment	C/IN	November 15 on BB and VIA
TOTAL	1000	

VIA Performance-Based Assessment Submission Requirement: Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessments (s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). For SEED 567 this assessment is the: **social studies lesson plan**. A student's grade cannot be posted unless the lesson plan has been completed and submitted.

Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	<i>B- is not a passing course grade for licensure.</i>
C	Does Not Meet Standard	70 – 79	<i>C is not a passing course grade for licensure.</i>
F	Does Not Meet Standard	69 – 0	<i>F is not a passing course grade for licensure.</i>

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

Assignment 1: Active Participation/ Protocol Adherence

DUE: Ongoing

POINTS: 100

PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool.

PROCEDURE: Attendance is a prerequisite for class participation, **absences will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc....) This applies to in person AND online classes.

Rubric for Participation

	Acceptable	Unacceptable
ACTIVE PARTICIPATION /75	<ul style="list-style-type: none"> -participates actively in class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings -online classes: Students maintain video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog 	<ul style="list-style-type: none"> -does not participate actively in class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings -online classes: Students maintain video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog
PROTOCOL POLICY /25	<ul style="list-style-type: none"> -attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -mobile telephones are on silent. -emergency telephone calls are taken outside of the classroom. -uses professional and ethical judgment when posting messages on social media networks. (NOTE: DO NOT post pictures of children or classmates on any social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog 	<ul style="list-style-type: none"> -attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog - does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

Assignment 2:
Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework
WebQuest and Discussion

DUE: August 30

POINTS: 50

PURPOSE:

Content curriculum is dictated by states and school districts. You will receive a Virginia state teaching license with successful completion of this program, if this is the program track you are enrolled. Therefore, it is imperative that you can access, follow, and assess NCSS C3 Framework, VDOE Standards of Learning (SOL), Curriculum Framework, and important information related to Social Studies, as well as recognize the influence on curriculum.

PROCEDURE:

1. Read article: "State Academic Standards: What You Need to Know" (located on Blackboard)
2. WebQuest: You will be provided a Social Studies WebQuest (located on Blackboard) for the C3 Framework and Virginia Department of Education Standards of Learning and Curriculum Framework. You will individually complete this WebQuest.
3. Discussion: You will meet with your peers and discuss the C3, Virginia Standards of Learning and curriculum framework WebQuest and reflection questions to guide your discussion. These discussions will occur during class time.

Rubric Virginia Department of Education Standards of Learning (SOL) and NCSS C3 Framework
WebQuest and Discussion

	Excellent	Emerging	Unacceptable
WebQuest /40	<ul style="list-style-type: none"> -Completed in full with accurate answers -Submits by due date - Format and writing are of professional quality -Student read article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers -Addresses ALL reflection questions with detail and thought -Format and writing are of professional quality 	<ul style="list-style-type: none"> -Minimally completed WebQuest -WebQuest has some incorrect/inaccurate answers --Format and writing are mostly professional quality with minor errors. -Written reflection is not within the page limits -Addresses most reflection questions mostly with detail and thought -Format and writing are mostly professional quality with minor errors. 	<ul style="list-style-type: none"> -Did not complete WebQuest -WebQuest has many incorrect/inaccurate answers - Format and writing do not demonstrate professional quality due to multiple errors -Student did not read article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers -Fails to address reflection questions with detail and thought -Format and writing do not demonstrate professional quality due to multiple error
Discussion /10	<ul style="list-style-type: none"> -Meets with peers -Participates and discusses reflection in a thoughtful, reflective manner 	<ul style="list-style-type: none"> -Meets with content area peers - Participates and discusses reflection in a somewhat thoughtful, reflective manner 	<ul style="list-style-type: none"> -Does not meet with peers -Does not participate in reflection discussion or does not reflect on reflection but merely summarizes their written work.

**Assignment 3:
Professional Development of a Social Studies Educator**

DUE: September 13

POINTS: 50

PURPOSE:

Teaching excellence is promoted by content area professional organizations. Membership in the National Council of Social Studies (NCSS) professional organization will expose you to resources specific to Social Studies such as current research, lesson plans, unit plans, professional events, and primary sources. It is important for students to explore professional experiences outside of the university classroom. These experiences are to encourage you to become lifelong learners of Social Studies and for you to continue to be engaged in Social Studies beyond your time at GMU. In addition, attendance at local professional events extends your learning experiences beyond the GMU community and exposes you to other voices. **You will use this membership when writing your lesson plan for this course.**

PROCEDURE: Join NCSS (www.socialstudies.org) as a STUDENT MEMBER. Subscribe to the journal that most aligns with your interests: Social Education, Middle Level Learning, Social Studies and the Young Learner, Theory and Research in Social Education. *A confirmation email or membership card must be presented by the due date to receive credit for this assignment.*

Rubric for Professional Development

	Excellent	Adequate	Unacceptable
National Council for The Social Studies Membership /50	<ul style="list-style-type: none"> -becomes a student member of National Council for the Social Studies by the due date. -chooses journal of interest -produces a confirmation email or membership card by the due date. 	<ul style="list-style-type: none"> -becomes a student member of National Council for the Social Studies with prior approved extension due date. -produces a confirmation email or membership card by prior approved extension due date. 	<ul style="list-style-type: none"> -does not become a student member of National Council for the Social Studies. -membership is not completed by the due date. -does not choose a journal. -does not produce a confirmation email or membership card by the due date.

Assignment 4
Technology Sources Paper and Presentation

DUE: October 4 (Paper and presentation)

POINTS: 125

PURPOSE: Technology can be a powerful tool in the classroom to connect students with content if used correctly and with purpose. It is important that you use technology purposefully in the classroom in ways that enhance social studies content while engaging students. However, teachers sometimes struggle to find sources beyond a PowerPoint. This assignment is meant to have you find a technology source that you can implement and engage students in your classroom in an effective manner. **HINT:** Find a source you can use in your lesson plan as well!

PROCEDURE:

1. You will find a technology that STUDENTS can use in the classroom SPECIFIC to social studies. Helpful suggestion: Choose something that can be used in your lesson plan!
2. Reflection Paper: You will individually write a 250-word paper answering the following questions:
 - VERY brief description of the website (1-2 sentences)
 - How would you **specifically** implement the website into your classroom?
 - How does this technology add to the student's learning experience? (avoid the term "FUN")
 - What did you learn? Be specific
3. Present your technology source to your peers. Be prepared to display your technology to your classmates, describe the technology, and how you would implement it in a classroom setting in a 5-minute presentation.

Rubric for Classroom Technology

	Excellent	Emerging	Unacceptable
Reflection /60	- technology chosen is specific to social studies -addresses ALL reflection questions with detail and thought -format and writing are of professional quality -submits by due date	-technology chosen is somewhat specific to social studies -written reflection is not within the page limits -addresses most reflection questions mostly with detail and thought -format and writing are mostly professional quality with minor errors. -submits by due date	- technology chosen is not specific to social studies -written reflection is not within the page limits -fails to address reflection questions with detail and thought -format and writing do not demonstrate professional quality due to multiple errors -does not submit reflection when due -does not submit reflection
Presentation /65	-displayed technology to class -was prepared for presentation -described the technology clearly with detail -explained how to implement the technology in a classroom setting clearly and with detail -presented in time limit	-displayed technology to class -was mostly prepared for presentation -described the technology mostly clearly and with some detail -explained how to implement the technology in a classroom setting mostly clearly and with some detail	- did not display technology to class -was not prepared for presentation -had difficulty describing the technology -did not provide enough detail -did not explain how to implement the technology in a classroom setting -presented outside the time limit

Assignment 5
Social Studies Literature Circles

DUE:

1 st meeting: September 13	Reflection Paper: September 27
2 nd meeting: September 20	

POINTS:125

PURPOSE:

Social studies curricula should not occur in a vacuum. It is important to use an interdisciplinary approach when examining social studies themes and topics. What better way to bring two content areas together than by reading, investigating, discussing, and analyzing a historical non-fiction or fictional text!

PROCEDURE:

1. You will be placed in a literature circle and, together, chose an historical text from this list:
 - *Blood on the River, Jamestown 1607* by Elisa Carbone
 - *Chasing Lincoln's Killer OR Bloody Times: the Funeral of Abraham Lincoln and the manhunt for Jefferson Davis* by James Swanson
 - *Bringing Down a President: The Watergate Scandal* by Elizabeth Levy
 - *Anthem (Sixties trilogy #3)* by Deborah Wiles
 - *Secret Soldiers* by Keely Hutton
2. Independently, you will read the chosen novel.
3. After you have read the **first ½ of the text**, your group will meet in class for a 15-minute discussion. Your group discussion should focus on the following:
 - Briefly describe the content covered in this novel (NO MORE THEN 3 SENTENCES).
 - What grade is this novel appropriate?
 - Identify the grade level SOL/curriculum framework suitable for this novel. Why did you decide this standard/curriculum framework would be the most suitable?
 - In what ways do you predict students will relate to this novel?
 - How is the novel appropriate to teach social studies content?
 - What would you change about the novel if you could?
 - What are your personal feelings toward the novel and historical topic?
 - What is the role historical novels play in a secondary classroom?
4. You will then read the remainder of the text and meet with your discussion group, in class, for a final discussion.

REFLECT: Write a maximum of 750-word (3 pages) reflection paper addressing each bullet above. Be sure to provide specific, thoughtful responses.

Rubric for Literature Circles

	Excellent	Adequate	Unacceptable
Preparation /15	-read the entire text and was prepared for group meeting discussion	-read most of the text and was mostly prepared for the group meeting discussion	-did not read the text and was not prepared for the group meeting discussion
Facilitation /20	-fully participated in the group discussion and focused on the given questions.	-partly participated in the group discussion and focused on the given questions.	-did not participate in group discussion. -candidate was not focused on the given questions
Reflection /40	-writes a reflection that answers each discussion question with detail and thought with respect to the social studies content.	- writes a reflection that answers each discussion question addressing social studies content.	- writes a reflection that does not address each question, provides little detail, or does not reference to the social studies content.
Quality /25	-format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	-format and writing flow well and are easy to read with only minor typos and mistakes.	-format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

Assignment 5 Educational Excursion

DUE: November 1
POINTS: 175

PURPOSE:

Educational Excursions (aka Field Trips) often occur in schools without any connection to the classroom, student lives, or to content. Educational excursions should not be viewed as a day off, but as an opportunity for students to better connect with curriculum and the world around them. It is important for you to see educational excursions as a way for students to have a hands-on experience that allows them to delve deeper into the social studies curriculum and better connect with the community and world around them.

PROCEDURE:

You will be taking an educational excursion to Sully Historic Site (<https://www.fairfaxcounty.gov/parks/sully-historic-site>) Adult admission is \$8. I highly recommend bringing a camera or be prepared to use your smart phone to take photographs. You have a choice to attend this excursion on your own or meet with the class on October 23rd. You may bring a friend and/or family with you. *You must present your paid receipt to me if you choose to attend on your own.* You will create an educational excursion guide after your visit. A sample guide is located on Blackboard. **Your greatest challenge in creating the guide is to ensure the pre-trip activity, the guide itself, and the post-trip activity focus on the same theme.** The guide must include the following sections:

Sections of Educational Excursion	
SECTION 1 Details	List the grade List the SOL associated with your focus Briefly describe the Social Studies focus of the educational excursion (i.e. focus on economics, general life, comparing/contrasting life today with life then, comparing and contrasting life of two different groups of people, etc...)
SECTION 2 Pre-trip activity	Write a paragraph that describes specifically what you will do in your classroom with your students prior to the trip to prepare students for the educational excursion (i.e. book to be read [name of book with questions], or hands on activity or ...). It is not enough to merely suggest that students will discuss what they will do at the museum or ask what they THINK they will see. You need to explain an activity that will ACTIVELY engage the students to prepare them for their excursion. The activity must be aligned with the Social Studies focus in section 1.
SECTION 3 Guide	Create an actual, detailed guide to assist students during their excursion. Yes...you are creating a document your students would have with them when they go on the excursion. There should be a place for student name, numbered items, pictures if necessary, etc... Think of the logistics of this assignment – will students be in pairs or groups of 4? Will they answer the questions as they progress through the excursion or afterwards? This should be in the directions on the document for the students. This does not need to be overly elaborate to be effective. The goal of this section is for students to be focused on the important aspects of the museum or museum exhibit– instead of just wandering around. The guide is aligned with the Social Studies focus in section 1.
SECTION 4 Post-trip activity	Write a paragraph that describes specifically what you will do in your classroom with your students after the trip to bring the excursion to a conclusion and evaluate that the students had a meaningful experience (i.e. an activity or specific discussion questions, etc...). The activity is aligned with the Social Studies focus in section 1.

Rubric for Educational Excursion

	Excellent	Adequate	Unacceptable
Details /15	<ul style="list-style-type: none"> -lists the grade and the appropriate SOL -described the social studies focus of the educational excursion -receipt provided if student did not attend class meet up 	<ul style="list-style-type: none"> -does not describe the focus of the educational excursion in a clear manner. 	<ul style="list-style-type: none"> -does not list the grade and the the appropriate SOL -does not describe the social studies focus of the educational excursion -receipt is not provided if student did not attend class meet up
Pre-Trip Activity /40	<ul style="list-style-type: none"> -specifically describes what students will do prior to the trip to prepare students for the educational excursion. -Books read or hands on activities are clearly stated -using detail, explains an activity that will ACTIVELY engage the students to prepare them for their excursion. -The activity is aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -describes what students will do prior to the trip to prepare students for the educational excursion. -books read or hands on activities are somewhat provided in clear detail -briefly or somewhat explains an activity that will ACTIVELY engage the students to prepare them for their excursion. -the activity is vaguely aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -does not specifically describe what students will do prior to the trip to prepare students for the educational excursion. -books read or hands on activities or specific discussion questions are not provided -teacher assumes students know what they will experience during the excursion -does not explains an activity that will ACTIVELY engage the students to prepare them for their excursion. -The activity is not aligned with the social studies focus in section 1
Guide /55	<ul style="list-style-type: none"> -creates a detailed, actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc...are provided on the guide. -guide is detailed and focused on the important aspects of the museum/exhibit and is aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -creates an actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc...are vague in the guide. -guide is somewhat detailed and focused on the important aspects of the museum/exhibit and is somewhat aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -does not create an actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc...are not provided on the guide. -guide is not detailed and does not focus on the important aspects of the museum/exhibit and is not aligned with the Social Studies focus in section 1
Post Trip Activity /40	<ul style="list-style-type: none"> -wrote a paragraph that specifically describes what students would do after the excursion to evaluate that the students had a meaningful experience. -provides detailed activity or discussion questions. -activity/discussion is aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -wrote a paragraph that vaguely describes what students would do after the excursion to evaluate that the students had a meaningful experience. -provides a somewhat detailed activity or discussion questions. -activity/discussion is somewhat aligned with the social studies focus in section 1 	<ul style="list-style-type: none"> -does not write a paragraph that specifically describes what students would do after the excursion to evaluate that the students had a meaningful experience. -does not provide detailed activity or discussion questions. -activity/discussion is not aligned with the social studies focus in section 1
Quality /25	<ul style="list-style-type: none"> -format and writing are of professional quality 	<ul style="list-style-type: none"> -format and writing flow well and are easy to read -format and writing are mostly professional quality with minor errors 	<ul style="list-style-type: none"> -format and writing do not demonstrate professional quality due to multiple errors -format and writing are incomplete, disorganized, unedited, and/or difficult to follow, not professional quality

Assignment 7
Social Studies Lesson Plan with Microteaching & Reflection

DUE:

Outline	September 20
Draft Lesson 1	October 25
Final Lesson 1	November 15 (uploaded to VIA and BB)
Microteaching	November 15, 22, 29
Reflection	Day after microteaching

POINTS: 250

PURPOSE: The lesson plan allows you to synthesize the knowledge you have gained over the course's engagement. I challenge you to work hard and thoughtfully to achieve a cohesive lesson plan that is useful and highlight your learning for the semester. **THIS MUST BE NEW LESSON PLAN, INDEPENDENTLY DESIGNED BY YOU AND HAS NOT USED IN ANOTHER CLASS OR REPURPOSED FROM A MENTOR TEACHER.**

PROCEDURE: You will individually **CREATE** one interdisciplinary, culturally responsive, lesson plan in social studies that incorporates a topic of your liking that is aligned with the newest, most current Virginia Standards of Learning (SOL). The lesson plans can be focused on either a high school or middle school SOL. Follow the guidelines below in preparing your lesson plan. You will also **TEACH** an **interactive** segment of your lesson plan to our class.

Lesson OUTLINE	<p>You will complete the following chart for this section (this chart is also located on Blackboard) This assignment is a credit/no credit grade:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name</td> <td colspan="2"></td> </tr> <tr> <td>Why is this lesson important to students' lives</td> <td colspan="2"></td> </tr> <tr> <td>Lesson</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Topic</td> <td></td> </tr> <tr> <td></td> <td>SOL</td> <td></td> </tr> <tr> <td></td> <td>Lesson objectives</td> <td></td> </tr> <tr> <td></td> <td></td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>2</td> </tr> <tr> <td></td> <td></td> <td>3</td> </tr> <tr> <td></td> <td>Essential Question</td> <td>Only ONE question</td> </tr> <tr> <td></td> <td>How will the lesson develop</td> <td>No more than 5 sentences</td> </tr> <tr> <td></td> <td>How will you evaluate your lesson...what will students DO so that you know they met the lesson objectives</td> <td>No more than 2 sentences</td> </tr> </table>	Name			Why is this lesson important to students' lives			Lesson				Topic			SOL			Lesson objectives				1			2			3		Essential Question	Only ONE question		How will the lesson develop	No more than 5 sentences		How will you evaluate your lesson...what will students DO so that you know they met the lesson objectives	No more than 2 sentences
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1 lesson plan	<p>You will create one interdisciplinary, culturally responsive, social studies lesson plan that focus' on a topic of your liking that is aligned with the newest, most current Virginia Standards of Learning (SOL).</p> <p>The lesson plan can be focused on either a high school or middle school SOL.</p> <p>You must use the specified lesson plan format given (found on Blackboard).</p> <p>You should assume your class time is 60-90 minutes in length.</p> <p>You will create objectives that are measurable and met through the various lesson plan components. The objectives must follow Bloom's Taxonomy.</p> <p>The lesson MUST incorporate the following:</p>																																				

	<ul style="list-style-type: none"> ▪ 1 technology sources that a student uses (i.e., a web quest, smart board activity, QR find, video, etc....) ▪ 1 literacy strategy ▪ 1 cooperative learning activity ▪ At least 1 PRIMARY SOURCE <p>The lesson must have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc....) This means NO LECTURING!</p> <p>The lesson must address ways to incorporate MLL/Special Education students in the learning process. (you may indicate in the lesson plan's accommodation section the student you are accommodating. Ex/ Student 'J' has dyslexia and student 'M' is a MLL. For J, I will.... For M, I will...)</p> <p>Teacher directed questions are evidently stated throughout.</p> <p>Lesson design may include opportunities for students to seek out resources and conduct independent investigations. These research strategies must be explained, and students must be provided with and directed to specific sources not just instructed to "research" and/or "google it"; graphic organizers and student direction handouts will aid in this process.</p> <p>Lesson evaluations are evidently connected to lesson objectives.</p> <p>The LESSON PLANS, PRIMARY SOURCES, SUPPLEMENTAL MATERIAL, AND STUDENT HANDOUTS MUST BE INCLUDED IN THE FINAL PRODUCT.</p> <p>It is OK to borrow from other sources, if you cite the source.</p> <p>All supplemental materials are attached and corresponds to the lesson and properly CITED SOURCES. You must provide a reference in APA format for any photograph, video, book, etc....</p> <p>Think about the 5 SEEDs of the SEED program – implement at least 2 of the SEEDS into the lesson plan. These should be highlighted in the lesson plan.</p> <p>Your lesson plan must have enough detail that someone can replicate it in a classroom setting.</p> <p>You will submit a draft of your lesson plan for feedback to improve your final lesson plan. Providing a detailed draft lesson plan will allow for more extensive feedback.</p> <p>Do not wait until the last minute to complete this assignment – it will show in your final product!!!!</p> <p>The lesson should focus on the question: Why is this important?</p>
Microteaching	You will present a segment of your lesson to the class. Presentations will be no longer than ___ minutes in length. Your main objective will be to have the class participate in ONE lesson activity.
Reflection	Write a 250-word reflection on your microteaching that is well thought out and of professional quality within 24 hours after your microteaching. Questions to help you focus your reflection are: What went well? Why did this part of the lesson go well? What did YOU do in preparation to ensure the lesson was successful? What could you do differently? What do you wish you had done better?

Rubric for Lesson Plan

	Excellent	Adequate	Unacceptable
Lesson Plan Content/ Objectives/ Activities /125	<ul style="list-style-type: none"> -High School or Middle School level SOL content -specified lesson plan format was followed with objectives that are measurable and met through the various lesson plan components. -objectives follow Bloom's Taxonomy incorporating levels from 1 to 4 objectives. -lesson has 1 technology sources that a student uses (i.e., a web quest, smart board activity, QR find, video, etc...), 1 literacy strategies, 1 cooperative learning activity, at least 1 primary source -only appropriate video clips are shown. -lessons have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and is student centered. -lessons are age/grade level appropriate with no extensive lecturing. -lesson includes opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting appropriate independent investigations. -teacher directed questions are clearly stated. -addresses ways to incorporate MLL/Special Education students in the learning process. -lessons are historically accurate. -lesson evaluations are evidently connected to lesson objectives -all supplemental materials are attached and corresponds appropriately -implemented 2 of the 5 SEEDS in the lesson plan -created new lesson plans, not used in other coursework 	<ul style="list-style-type: none"> -specified lesson plan format was mostly followed with objectives that are somewhat measurable. -objectives somewhat follow Bloom's Taxonomy incorporating levels from 1 to 4 objectives. - lesson is missing one technology sources that a student uses (i.e. a web quest, smart board activity, QR find, video, etc...), literacy strategies, cooperative learning activity, primary source s have at least one -lesson mostly has instructional strategies that utilizes different types of interdisciplinary learning experiences and is mostly student centered. -lesson is mostly age/grade level appropriate with some lecturing. -lesson design includes some opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations. -teacher directed questions are somewhat stated. - addresses ways to incorporate MLL/Special Education students in the learning process in limited ways -lessons are mostly historically accurate -lesson evaluation strategies are included within the lesson plans but fail to address the lesson objectives -all supplemental materials are attached and corresponds to the appropriate lesson -implemented 1 of the 5 SEEDS in the lesson plan 	<ul style="list-style-type: none"> -not High School or Middle School level SOL content -not Grade level appropriate -lesson is not clearly connected to the topic. -no interdisciplinary learning experiences -teacher directed questions are not stated in the lesson -no student-centered activities. -lessons are not historically accurate -no clear plan -objectives are not measurable -objectives are not achieved through the various lesson plan components. -does not follow Bloom's Taxonomy -lesson design provides no opportunities for student active inquiry. -videos dominate the lesson -teacher centered lesson -specific questions are not asked during/after reading of literature or showing of video clip - does not address ways to incorporate MLL/Special Education students in the learning process -resources are not primary -supplemental materials are not attached and do not corresponds to the appropriate lesson -no lesson evaluation strategies included within the lessons plans -did not implement any of the 5 SEEDS in the lesson plan -used lesson plan that was created in other coursework
Quality /35	<ul style="list-style-type: none"> -format and writing are of professional, portfolio quality (double spaced, error free, well composed and articulated, overall quality work). -lesson is organized -lesson plan format is followed -draft lessons were uploaded to Blackboard by due date 	<ul style="list-style-type: none"> -format and writing flow well and are easy to read with only minor typos and mistakes. -somewhat professional -some unorganized areas -lesson plan format is missing _____ component on _____ lessons 	<ul style="list-style-type: none"> -format and writing are incomplete, disorganized, unedited, and/or difficult to follow. -not professional looking -not organized -sloppy -lesson plan format is not followed

	-final lessons were uploaded to Blackboard by due date		-final lesson submitted past the due date
Microteaching /50	-presentation is no more than 20 minutes in length. -presents an interactive, accurate activity -engages classmates in activity -prepared for presentation -student is professional in appearance	-fails to BRIEFLY explain unit -presents an activity that is utilized during a lesson, but the activity is not interactive. - inaccurate information presented -fails to engage classmates in activity. -is not prepared for presentation - student is NOT professional in appearance	Does not present. <u>(this is an automatic 50-point deduction)</u>
Reflection /40	-reflection is 250 words - writes a reflection that answers each discussion question with detail and thought format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work). Reflection is submitted within 24 hours of microteaching	- writes a reflection that answers each or most of the discussion questions -format and writing flow well and are easy to read with only minor typos and mistakes. -reflection is much longer or much shorter than 250 words	writes a reflection that does not address each question, provides little detail, or does not reference to the social studies content. format and writing are incomplete, disorganized, unedited, and/or difficult to follow. Reflection is submitted after 24 hours of microteaching or does not submit

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Assignment 8

Clinical Experience with hours and classroom roundtable discussion with reflection paper

DUE: November 29

POINTS: 125

PURPOSE: You are **required** to *observe* a secondary social studies classroom. The objectives of these observations are to: observe the role of the teacher, to assess one's potential to assume the responsibilities of a teacher; evaluate the implementation of a secondary school's curriculum; and research the array and availability of resources/materials/technology used in the secondary school classroom. This course requires a total of **15 hours in a clinical experience setting**. While you will be matched with a mentor, you must also register for this clinical experience at <https://cehd.gmu.edu/endorse/ferf>. The Teacher Track staffs monitors all clinical experience site information for accreditation and reporting purposes. The clinical experience website <https://education.gmu.edu/teacher-track-office/student-field-experience/> includes a **Clinical Experience Documentation Form**, which you must print and submit to your instructors to verify your hours. For specific questions about clinical experience placements, contact Stacy Wilson, 703.993.9777; field Experience questions: fieldexp@gmu.edu

PROCEDURE:

1. Maintain a record of your 15 required hours of clinical experience using the appropriate forms on Blackboard.
2. Write a reflection paper. Your observations should be reflective and not just descriptive. Here are prompts to help you focus your reflection paper:
 - Describe the school as a whole and/or the classroom as a learning environment
 - Describe and assess two lessons.
 - How do these lessons “fit” with our knowledge of the standards? ... “fit” within the framework of a unit?
 - In what ways did the lessons comport with your notion of social studies?
 - What would you have done differently? The same?
 - Was it a good lesson? Explain.
 - What is your assessment of the student/ teacher, student/ student, and teacher/ teacher interactions?
 - Describe your own experiences with students and staff?
 - Assess the effectiveness of the teacher's questioning techniques.
 - Assess the teacher's classroom management.
 - Is the teacher addressing the “Why do we need to know this, the so what and who cares” questions?
 - Would you like to emulate this teacher? Why/Why not?
3. Be prepared to discuss your clinical experience in class.
4. **You will be asked to complete a self-assessment of your professional dispositions twice during this course: once in the middle of the semester and again at the conclusion of the semester. For more information please see: <https://cehd.gmu.edu/epo/candidate-dispositions>**

Rubric for Clinical Experiences

	Excellent	Emerging X	Unacceptable
Record of hours and signed forms mandatory to pass class 0/0	Maintain a record of your 15 required hours of clinical experience using the appropriate form. Be sure to hand in your <u>signed</u> record of the required 15 hours with teacher signature when completed.	X	Does NOT maintain a record of your ten required hours of clinical experience using the appropriate form. <u>Signed</u> record of the required 15 hours with signature NOT completed. Automatic failure of course
Participation in class discussion /75	-fully participated in the group discussion of the clinical experience -was focused on the given questions.	-partially participated in the group discussion of the clinical experience -was focused on the given questions.	-did not participated in the group discussion of the clinical experience -was not focused on the given questions.
Reflection Paper /50	-reflection is 250 words - writes a reflection that answers each discussion question with detail and thought format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	- writes a reflection that answers each or most of the discussion questions -format and writing flow well and are easy to read with only minor typos and mistakes. -reflection is much longer or much shorter than 250 words	writes a reflection that does not address each question, provides little detail, or does not reference to the social studies content. format and writing are incomplete, disorganized, unedited, and/or difficult to follow.
Completion of professional disposition 0/0	Complete professional dispositions at midterm and end of semester.		Fails to complete professional dispositions at midterm and end of semester. Automatic failure of course

Class Schedule

Class Date	Class Topic and Activities	Reading/Assignment Due
Week 1: August 23	Introduction to course Word Search Who are you (students)? Who am I (instructor)? What is this class? What are our goals? What does Social Studies mean to you? To students? Review of the Syllabus/The 5 SEEDS and our time our time together Literacy groups meet to determine novel selection	
Week 2: August 30	Planning for Instruction SEED 2: Inquiry & Reflection C3 Framework Reviewed SOL WebQuest Reviewed Teach it to us: The Dust Bowl Lesson Planning Bloom's taxonomy – who is he and why do we need to know him?	Due: WebQuest of C3 and VA SOL Readings Due: ○ Article Reading: State Academic Standards: What You Need to Know ○ Essentials of Middle and Secondary Social Studies Text reading: Chapter 3 Also: Bring in written directions to a Peanut Butter and Jelly sandwich that YOU wrote.
NOTE: Monday, September 6th is Labor Day; GMU closed.		
Week 3: September 13	Primary Sources SEED 3: Partnership & Collaboration Primary Source Hawaiian Culture Stations: designing scaffolded questions & DBQs Universal Design for Learning (UDL) Historical Novel Discussion Group- 1st meeting	Due: ○ Professional Development of a Social Studies Educator (NCSS) ○ First ½ of novel due Reading Due: https://www.socialstudies.org/middle-level-learning/38 page 2- 5 (use Chrome and NCSS membership to access)
Week 4: September 20	American History Examined SEED 2: Inquiry & Reflection Artifact Bags: Jamestown Examining Historical Perspective: American Revolution Differentiated Texts: The Stamp Act Historical Novel Discussion Group- 2nd meeting	Due: ○ Lesson Plan Outline ○ Second ½ of novel due Reading Due: https://www.socialstudies.org/middle-level-learning/38 pages 6-10 (use Chrome and NCSS membership to access)
Week 5: September 27	Notetaking in Social Studies: Why and How SEED 3: Advocacy & Agency Cornell Notes Explored GRASP: Guided Reading And Summarizing Procedure Graphic Organizers: The key to success	Due: Historical Novel Paper Reading Due: Essentials of Middle and Secondary Social Studies Text reading: Chapter 5 Also: Sign up for individual conferences via sign-up genius – link on blackboard Sign up for microteaching via sign- up genius – link on blackboard
Week 6: October 4	Integrating Technology into the classroom SEED 2: Inquiry & Reflection Teach it to us: Social Studies tech What strategies to NOT use in the social studies classroom: KWL and other dangers	Due: Technology Sources Paper and Presentation Reading Due: Essentials of Middle and Secondary Social Studies Text reading: Chapter 11

<p>Week 7: October 12</p> <p>THIS IS A TUESDAY</p>	<p>World History Examined</p> <p>SEED 2: Inquiry & Reflection Cultures: The key components War through VTS (Visual Teaching Strategies) Political Cartoons</p> <p>Historical Novel Discussion Group – 1st Meeting</p>	<p>Readings Due:</p> <ul style="list-style-type: none"> ○ Essentials of Middle and Secondary Social Studies Text reading: Chapter 7 ○ When the “Picture” Is Not a Picture: Opening a Discussion - Visual Thinking Strategies (vtshome.org) article ○ https://www.socialstudies.org/social-education/83/3/exploring-families-through-contemporary-visual-art (use Chrome and NCSS membership to access) 	
<p>Week 8: October 18</p>	<p>Educational excursion replaces this class – no class today</p>		
<p>Saturday October 23</p>	<p>Optional meet up at Sully Historical Site at 10am</p>		
<p>Week 9: October 25</p>	<p>Assessments of Student Learning</p> <p>SEED 3: Advocacy & Agency Defining assessments Designing assessments Discussing the importance of assessments Creativity in Social Studies Discussion of Clinical Experiences</p> <p>SEED 5: Partnerships and Collaboration Discussion of Clinical experience</p>	<p>Due: Lesson Plan Draft</p> <p>Reading Due: Teaching Stories by Judy Logan located on Blackboard</p>	
<p>Week 10: November 1</p>	<p>Social Justice</p> <p>SEED 1: Social Justice Active Listening in Social Studies</p> <p><i>Asynchronous online class *</i></p> <p>*There will be various readings, videos, and activities that will be required to fulfill your attendance requirement during this session</p>	<p>Due: Educational Excursion Guide</p>	
<p>Week 11: November 8</p>	<p>Individual Conferences</p>		
<p>Week 12: November 15</p>	<p>Lesson plan Microteaching</p>		<p>Microteaching Reflection Due day after Microteaching</p>
<p>Week 13: November 22</p>	<p>Lesson plan Microteaching</p>		<p>Microteaching Reflection Due day after Microteaching</p>
<p>Week 14: November 29</p>	<p>Lesson plan Microteaching Final Class: Reflecting on The Semester and Planning for the Next Steps How do your clinical experiences help define you as a teacher?</p>	<p>Due: Clinical Experiences hours and paper Due</p>	<p>Microteaching Reflection Due day after Microteaching</p>
	<p>Dec 6th – reading days Dec 13th – finals week</p>		

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

<p>Commitment to the Profession</p> <ul style="list-style-type: none"> Promoting exemplary practice Excellence in teaching and learning Advancing the profession 	<p>Commitment to Being a Member of a Learning Community</p> <ul style="list-style-type: none"> Professional dialogue Self-improvement Collective improvement
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Engagement in partnerships	Reflective practice Responsibility Flexibility Collaboration Continuous, lifelong learning
Commitment to Honoring Professional Ethical Standards Fairness Honesty Integrity Trustworthiness Confidentiality Respect for colleagues and students	Commitment to Democratic Values and Social Justice Understanding systemic issues that prevent full participation Awareness of practices that sustain unequal treatment or unequal voice Respects the opinion and dignity of others Appreciates and integrates multiple perspectives
Commitment to Key Elements of Professional Practice Belief that all individuals have the potential for growth and learning Persistence in helping individuals succeed High standards Safe and supportive learning environments Systematic planning Intrinsic motivation Reciprocal, active learning Continuous, integrated assessment Critical thinking Thoughtful, responsive listening Active, supportive interactions Technology-supported learning Research-based practices Respect for diverse talents, abilities, and perspectives Authentic and relevant learning	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/VIA>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person and online instruction.

Evaluation: Grades will be based on the completion and quality of course assignments. Attendance and participation are compulsory; tardiness and absences will have a negative effect on your final grade. Copyright law is to be respected in all assignments. All assignments are due at the beginning of classes.

Class Participation/Attendance: Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Attendance is a prerequisite for class participation; thus, absences will have a negative impact on participation, as will texting or other off-task activities.

Inclusivity It is important that you recognize that students enter our classroom with different experiences and backgrounds. Therefore, I expect your participation to be respectful and inclusive of those around you.

Written Assignments: Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.

- Written assignment rubrics indicate “format and writing are of professional quality”. This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as “students” instead of “kids”; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work that is not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. **Any idea taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited.** Incorporating an idea or using another’s material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: “Plagiarism encompasses the following:
 - 1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 - 2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” (from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
 - 3) Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
 - 4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - 5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - 6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Crossword puzzles, word finds, fill in the blank, or KWL Charts **will not** be accepted in any assignment. None of these assignments broaden students’ knowledge. We will review the reasons for this during a class session.
- The word “fun” **may not** be used in any assignment; instead, use “engaging”, “exciting”, or some other similar term. Remember: your purpose as a classroom teacher is to teach and that teaching can be done in an engaging, exciting way; your purpose is not to create fun.
- **Assignments will not be accepted after the due date. Any assignment, except the lesson plans, may be RESUBMITTED for an improved grade. All re-written assignments MUST be submitted by November 15th – without exception.**

Protocol Use of Technology: internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:

- Laptop Computers, Netbooks, Handheld Tablets Use
 - You may bring your laptop or other electronic device to class; there will be class sessions that will require your electronic device and an internet connection.

- Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
- Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
- Demonstrate ethical and responsible behavior during class and on the GMU network.
- When in class, spend time only on the tasks associated with this course and the instructor's directions.
- In general, use your laptops and other devices in class as you would expect your students to use theirs.
- **Online synchronous classes: Students must maintain webcam “on” status**
- Log-in Frequency
 - You must actively check the course Blackboard site and your GMU email for communications on a regular basis, as these are the official methods of communication for this course.
- Technical Competence
 - You are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues
 - You should anticipate some technical difficulties during the semester and should, therefore budget your time accordingly. Late work will not be accepted based on individual technical issues.
- Netiquette
 - The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications. Use professional and ethical judgment. DO NOT post pictures of children during your clinical observations on any social media platform.
- The following software plug-ins for PCs and Macs, respectively, are available for freedownload: Adobe Acrobat Reader: <https://get.adobe.com/reader/>; Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>; Apple Quick Time Player: www.apple.com/quicktime/download/

Workload: Please be aware that this course is **not** self-paced. You are expected to meet *specific* deadlines and *due dates* listed in the **Class Schedule** section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. All assignments must be posted to the courses' Blackboard site.

Instructor Support: You may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. I can meet with you on campus or via telephone or web conference. Please email me or speak to me before/after class time to schedule a one-on-one session.