



# Chaminade University

OF HONOLULU

## EDUC 618 – Elementary Social Studies Methods Spring 2016

**Dr. Scott Wylie**

Office Location: TBA

Course Location: Online

Office Hours: TBA

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### **COURSE DESCRIPTION**

This course will serve as an introduction to the field of social studies and an overview of the social studies content outlined in the Hawaii State Standards. In this course, education will be framed as a political act with the goal of alleviating social and economic injustices. Over the course of the semester, students will analyze the role of the teacher in the social studies classroom, study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students' experience and interests.

The purpose of this course is not to provide you with a “bag of tricks” to use in your social studies classroom, or to provide you with simple solutions to the pedagogical dilemmas that will be an ever-present part of your career in education. Instead, this course will challenge you to think differently about your position in the classroom and reexamine the situations from which educational issues arise. As described in the course catalogue, three primary standards are addressed in this course: (a) Change, continuity, and causality; (b) Inquiry, empathy, and perspective; and (c) Historical content. During this course, I hope that you will make yourself vulnerable in the service of learning. Together we will create a shared space to reexamine our understandings of social studies pedagogy.

### **ESSENTIAL QUESTIONS**

- Why are the social studies (geography, economics, history, civics, and other related areas) an important piece of the K-6 curriculum?
- How can instructors make learning more rigorous and relevant for their students?
- How do teachers help students to make informed decisions as citizens of a culturally diverse democratic society and interdependent world?
- How can cross-curricular thematic lesson planning lead to greater student learning?
- How can teachers assist students in developing their 21<sup>st</sup> century skills?

### **EDTPA**

In 2014, the Hawaii Teacher Standards Board (HTSB) approved the use of the *Teacher Performance Assessment* or edTPA, a performance-based assessment for Teacher Education Preparation Programs. The successful completion of an edTPA Portfolio will be required during the student teaching practicum. This is in conjunction with other requirements for teacher certification in the state of Hawaii. Chaminade University has integrated edTPA assignments in all teacher education courses. Please go to <http://cuhedtpa.weebly.com/> for more information.

**COURSE TEXTS AND MATERIALS****Required Books (To Purchase / Rent)**

Gonick, L. (1991). *The Cartoon History of the United States*. New York, NY: Harper Perennial.

Parker, W.C. (2008). *Social studies in elementary education (14th edition)*. Boston, MA: Pearson.

**Required Course Readings (Online)**

Ackerman, A.T., Howson, P.H., & Mulrey, B.C. (2013). Getting the story right: Developing critical analysis skills through children’s literature. *Social studies and the young learner*, 26(1), 22-28.

Adams, E. (2015). Civics in the grocery store: A field trip of awareness and agency. *Social studies and the young learner*, 27(4), 16-18.

Bellows, E., Bauml, M. Field, S., & Ledbetter, M. (2012). Occupy wall street: Examining a current event as it happens. *Social studies and the young learner*, 24(4), 18-22.

Brugar, K.A. (2015). Children as civic agents during the civil rights movement. *Social studies and the young learner*, 27(4), 5-10.

Cruz, S.J. & Thornton, S.J. (2008). Social studies for all: ESOL strategies for the elementary classroom. *Social studies and the young learner*, 21(2), 11-16.

Christie, E.M. & Montgomery, S.E. (2010). Beyond pilgrim hats and turkey hands: Using Thanksgiving to promote citizenship and activism. *Social studies and the young learner*, 23(1), 27-30.

Finchum, M. (2006). “I” is for Indian? Dealing with stereotypes in the classroom. *Social studies and the young learner*, 18(4), 4-6.

Gallavan, N.P. & Bowles, F.A. (2012). School-community gardening: Learning, living, earning, and giving. *Social studies and the young learner*, 24(3), 13-16.

Gilbert, L. (2014). “Don’t be uneasy, my children” Finding strength in stories of the enslaved. *Social studies and the young learner*, 27(2), 18-21.

Kirkwood-Tucker, T.F. (1999). Reporting the world: Teaching current events from a global perspective. *Social studies and the young learner*, 12(2), 29-31.

Landorf, H. & Lowenstein, E. (2004). The Rosa Parks “myth”: A third grade historical investigation. *Social studies and the young learner*, 16(3), 5-9.

Libresco, A.S. (2013). Interpreting the Bill of Rights: Thinking critically about a living symbol of freedom. *Social studies and the young learner*, 25(4), 15-16.

Lintner, T. (2003). Using multiple intelligence theory in K-2 geography. *Social studies and the young learner*, 16(2), 20-22.

McGarry, L.S. & Stoicovy, D.M. (2014). Writing a school constitution: Representative democracy in action. *Social studies and the young learner*, 27(1), 5-7.

NCSS. (2013). Pullout. *Social studies and the young learner*, 26(1), P1-P4.

Payne, K.A. (2015). Who can fix this? The concept of “audience” and first graders’ civic agency. *Social studies and the young learner*, 27(4), 19-22.

Rock, T.C. & Stephanian, J. (2010). We are the future, we are the agents of change. *Social studies and the young learner*, 23(2), 9-12.

Sheehan, J.J. & Wheatley, K.F. (2001). A professional dilemma: Content coverage vs. developmentally appropriate practices. *Social studies and the young learner*, 14(2), 30-32.

Segall, A. (2003). Maps as stories about the world. *Social studies and the young learner*, 16(1), 21-25.

Swalwell, K. (2015). What are they thinking? Investigating student views to build a stronger curriculum. *Social studies and the young learner*, 79(3), 151-154.

Williams, T.L. (2009). A closer look: The representation of slavery in the *Dear America* series. *Social studies and the young learner*, 21(3), 26-29.

**O&P AND/OR SERVICE LEARNING REQUIREMENTS**

- Five hours in an elementary classroom setting (social studies) for MAT students
- TFA performs O&P in their own classroom

**COURSE REQUIREMENTS AND GRADES**

**Assignments**

Students will participate in online content and craft discussions each week, complete the “What Are They Thinking?” Project, write the O&P reflection, and complete the signature assessment. The specifics of these assignments are outlined below.

**Readings**

Multiple readings will be assigned each week to frame our discussion in class. The readings will be from the assigned course texts or will be available online.

**Collegiality & Professionalism**

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

**Grades**

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course will be determined by the following formula:

<b>Content &amp; Craft Discussions</b>	<b>300 Points (30 points x 10 weeks)</b>
<b>“What Are They Thinking” Project</b>	<b>100 Points</b>
<b>O&amp;P Reflections</b>	<b>100 Points (25 points x 4 parts)</b>
<b>Signature Assessment</b>	<b><u>100 points</u></b>
<b>Total:</b>	<b>600 Points</b>

Letter grades are defined as follows:

A+	600-588	A	587-558	A-	557-540
B+	539-528	B	527-498	B-	497-480
C+	479-468	C	467-438	C-	437-420
D+	419-408	D	407-378	D-	377-360
		F	359-0		

**COURSE EVALUATION AND ASSESSMENT**

**Content and Craft Discussions (Due Every Week)**

You will participate in two online discussion threads each week. The first will focus on pedagogical content knowledge and draw primarily from the journal *Social Studies and the Young Learner* and the content outlined in the Hawaii State Social Studies Standards. The second discussion thread will focus on the craft of social studies education, and will draw primarily from the textbook *Social Studies in Elementary Education (14<sup>th</sup> Ed)*. The discussions will take place in eCollege, where you will find both prompts posted for each week.

Your initial response to each prompt is due by 11:59pm every Wednesday. The initial responses should be a minimum of 250 words, engage with the assigned texts, and be free of spelling and grammatical errors. A rubric for this assignment can be found below. **Remember, you must respond to both prompts each week.** There are 10 points possible for both posts every week, for a total of 20 points.

You are also required to post two responses by 11:59pm every Saturday. You are encouraged to respond to both content and craft discussions, but that is not a requirement. You could choose, instead, to post two responses to the content discussion or two responses to the craft discussion. **Regardless of your choice, you must post two responses each week.** Responses should be a minimum of 125 words, advance the conversation, and be free of spelling and grammatical errors. There are 5 points possible for both responses every week, for a total of 10 points.

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Initial Post (x2)</b>	<p>(9-10 Points)</p> <p>Minimum of 250 words</p> <p>Demonstrates serious contemplation of the readings</p> <p>References to the assigned readings are integrated into the discussion post</p> <p>Post is clear and articulate; grammar and spelling are correct</p>	<p>(7-8 Points)</p> <p>Minimum of 200 words</p> <p>Indicates reading was completed</p> <p>References to the assigned readings are superficial</p> <p>Post contains minor errors that do not obscure meaning</p>	<p>(5-6 Points)</p> <p>Minimum of 150 words</p> <p>Suggests reading was scanned but not carefully analyzed</p> <p>References to the assigned readings are unclear or taken out of context</p> <p>Post contains multiple errors in grammar and spelling that impact clarity</p>	<p>(0-4 Points)</p> <p>Shorter than 150 words</p> <p>Provides little indication that the reading was completed</p> <p>Assigned texts are not referenced</p> <p>Post is written in an informal, nonacademic style (e.g. text messaging shortcuts)</p>
<b>Response Post (x2)</b>	<p>(5 Points)</p> <p>Minimum of 125 words</p> <p>Shows concerted and honest effort to engage with others</p> <p>Responds in a way that advances discussion beyond the obvious</p> <p>Post is clear and articulate; grammar and spelling are correct</p>	<p>(3-4 Points)</p> <p>Minimum of 100 words</p> <p>Shows attention to other posts in the thread</p> <p>Incorporates and acknowledges ideas of others in an attempt to advance the discussion</p> <p>Post contains minor errors that do not obscure meaning</p>	<p>(1-2 Points)</p> <p>Minimum of 75 words</p> <p>Offers little interaction with other posts in the thread</p> <p>Mostly summarizes what others have said without adding to the discussion</p> <p>Post contains multiple errors in grammar and spelling that impact clarity</p>	<p>(0 Points)</p> <p>Shorter than 75 words</p> <p>Does not acknowledge other posts</p> <p>Misrepresents content of other posts</p> <p>Post is written in an informal, nonacademic style (e.g. text messaging shortcuts)</p>

Rubric adapted from Farrah Cato – *LIT 2110 Grading Rubric for Discussion Posts*  
 ([https://topr.online.ucf.edu/images/5/5e/Cato\\_2110\\_discussion\\_rubric.pdf](https://topr.online.ucf.edu/images/5/5e/Cato_2110_discussion_rubric.pdf))

**“What Are They Thinking?” Project (Due 02/27/16 by 11:59pm)**

This project is based on Swalwell’s (2015) article, “What Are They Thinking? Investigating Student Views to Build a Stronger Curriculum”. Record and analyze a 5 to 10-minute interview with a student or students at your O&P placement. The interview should be focused on a social studies concept that you want students to define or describe. Remember, “the challenge here is to move beyond asking direct questions with right or wrong answers and to pose open-ended, thought provoking questions” (p. 152). You will turn in the interview recording as an .mp3 clip, along with a 250 to 500-word response to each of the following questions:

- What concept, term, phrase, or idea do you want students to talk about? Why did you choose this topic? What do you hope to learn?
- Which student or students will you interview? Why those students and not others? How do you think they will respond?
- To what extent did the students’ responses align with your expectations? What were their misconceptions? What did they say that was particularly insightful or thought-provoking?
- How will you use what you have learned to inform your pedagogy in the future?

**Observation and Participation Reflections**

Use your observation and participation hours to answer the question: *How do various contexts influence schools, students, and the decisions that teachers make?* You will explore this question in light of your current school placement and the readings and discussions we’ve had over the course of the semester.

- **O&P Reflection 1: Where is your placement school? (Due 01/30/16 by 11:59pm)**  
For this reflection, you will provide your reader with a glimpse into the geographic region that your students experience on the way to and from school. Preconceived visions of “wealthy” or “poor” neighborhoods may include assumptions about the people and homes in these communities. It is easy to see the expected when one enters a community. In this reflection, look for evidence that could *counter* the preconceptions individuals might hold about these neighborhoods. Consider the following questions as you explore the neighborhood around the school:
  - What is the location and external condition of the housing?
  - What are the residents doing in the neighborhood?
  - What are people buying in the neighborhood stores and shops?
  - What events and/or services are advertised in the neighborhood?
  - Can students do anything for free in the neighborhood? Are there parks or other green spaces? Are there community centers or community activities?
  - What is your perception of the socioeconomic status of the community? What is your perception of the racial, cultural, and religious identities of community members?
  - Do your students come from the area immediately surrounding the school, or do they travel to school from some distance away?
- **O&P Reflection 2: Who are your students? (Due 02/13/16 by 11:59pm)**  
Consider the variety of learners in your class who may require different strategies/support (e.g. students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). You might want to reflect upon the ways in which your students understand their own subjectivity (e.g., gender, race, sexuality, ethnicity, dis/ability, religion, etc.). Consider the following questions as you write your response for this reflection:

- What prior academic learning and prerequisite skills do your students bring into the classroom? What do your students know, what can they do, and what are they learning to do in your classroom?
  - What are your students' personal and cultural assets? What do you know about your students' everyday experiences, cultural and religious backgrounds and practices, and personal interests?
- **O&P Reflection 3: How does the various contexts of the school and the students influence the day to day activities of the classroom? (Due 03/05/16 by 11:59pm)**  
After considering the geographic location of the school and the sociocultural contexts of your students, reflect upon the extent to which these contexts are evident in the classroom instruction. Remember, they may not be a part of the formal curriculum – that is, the lessons and activities students complete as part of their required school work. These contexts may only be apparent in the hidden curriculum – for example, the interactions between teacher and students, the students' attitudes about and relationship with the school, etc.
- **O&P Reflection 4: How might you adjust your teaching in response to these factors? (Due 03/12/16 by 11:59pm)**  
In this reflection, imagine that you are taking over as the teacher of record in your current classroom. Given what you have learned about the geographic contexts of the school and the sociocultural contexts of your students, how might you shape your practice in response to these factors?

**Signature Assessment (Due Final Week – Exact Date/Time TBA)**

The details of this assignment will be made available on this syllabus and on e-college approximately four weeks into the course.

**GUIDING PHILOSOPHY**

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

**EDUCATION DIVISION MISSION STATEMENT**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

**MARIANIST VALUES**

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho‘oma‘ama‘a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

**PROGRAM LEARNING OUTCOMES**

PLO 1	<b>Content Knowledge</b> (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts)
PLO 2	<b>Developmentally Appropriate Practice</b> (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
PLO 3	<b>Pedagogical Content Knowledge</b> (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
PLO 4	<b>Educational Technology</b> (Knowledge of and application of appropriate technology for student learning)
PLO 5	<b>Assessment for Learning</b> (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
PLO 6	<b>Diversity</b> (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
PLO 7	<b>Focus on Student Learning</b> (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)

PLO 8	<b>Professional &amp; Ethical Dispositions and Communication</b> (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)
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**COURSE LEARNING OUTCOMES**

#	Learning Outcome	Alignment
1	Identify, access, and evaluate social studies content area specific instructional resources used for planning and implementation in the classroom (i.e. geography, economics, etc.).	PLO: 1,2,3,5,7 InTASC: 1,2,3,4,5,6,7 WASC: 1,2,3
2	Understand and be familiar with national and state standards in social studies and associated content.	PLO: 1,3,6,7,8 InTASC: 4,5,7,8,9,10 WASC: 1,2,4
3	Demonstrate competency of various social studies content and evidence-based strategies in teaching social studies to students with diverse backgrounds in K-6.	PLO: 1,2,3,4,6,7 InTASC: 1,2,3,4,5,6,7,8,9,10 WASC: 3,4,5
4	Analyze current social studies topics and understand the problems, solutions and effects.	PLO: 1,2,3,4,5,6,7,8 InTASC: 4,5,9,10 WASC: 4,5
5	Demonstrate overall knowledge of social studies content	PLO: 1,2,3,4,5,6,7,8 InTASC: 4,5,6,7,8 WASC: 1,2,3,4,5

**COURSE CALENDAR**

Week	Topics, Readings, & Assignments
1 (01/11/16)	<p><b>Content &amp; Craft:</b> Defining the Social Studies</p> <p><b>Assigned Reading:</b> Parker – Chapter 1</p> <p><b>Assignment Due:</b> Introduction &amp; Chapter 1 Reflection</p>

<p>2 (01/18/16)</p>	<p><b>Content:</b> Colonial America (1<sup>st</sup> Grade)  <i>HI Standard:</i> SS.1.7.1 - Construct and use simple maps to represent physical and human characteristics of a community</p> <p><b>Craft:</b> Teaching Diverse Children</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 1, 2, &amp; 3  Parker – Chapter 2  <i>Optional</i> – Cruz &amp; Thornton (2008)  <i>Optional</i> – Lintner (2003)</p> <p><b>Assignments Due:</b> Content &amp; Craft Discussion</p>
<p>3 (01/25/16)</p>	<p><b>Content:</b> American Revolution (2<sup>nd</sup> Grade)  <i>HI Standard:</i> SS.2.4.1 - Describe the different ways people gain authority and the limits of such authority</p> <p><b>Craft:</b> Democratic Citizenship Education</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 4 &amp; 5  Parker – Chapter 3  <i>Optional</i> – Rock &amp; Stephanian (2010)  <i>Optional</i> – Sheehan &amp; Wheatley (2001)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion  O&amp;P Reflection 1 (Due Saturday by 11:59pm)</p>
<p>4 (02/01/16)</p>	<p><b>Content:</b> Constitution (3<sup>rd</sup> Grade)  <i>HI Standard:</i> SS.3.5.1 - Describe roles and rights of citizenship and demonstrate responsibilities of citizenship</p> <p><b>Craft:</b> History, Geography, and Political Science</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 6 &amp; 7  Parker – Chapter 4  <i>Optional</i> – Libresco (2013)  <i>Optional</i> – McGarry &amp; Stoicovy (2014)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion</p>
<p>5 (02/08/16)</p>	<p><b>Content:</b> Manifest Destiny (4<sup>th</sup> Grade)  <i>HI Standard:</i> SS.4.3.8 - Explain the evolution of Hawaii state government</p> <p><b>Craft:</b> Maps, Globes, Charts, and Graphics</p> <p><b>Assigned Reading:</b> Cartoon History – Chapter 8  Segall (2003)  Swalwell (2015)  Parker – Chapter 5</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion  O&amp;P Reflection 2 (Due Saturday by 11:59pm)</p>

<p>6 (02/15/16)</p>	<p><b>Content:</b> Civil War (6<sup>th</sup> Grade) <i>HI Standard:</i> N/A</p> <p><b>Craft:</b> Current Events and Public Issues</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 9, 10, 11 Parker – Chapter 6 <i>Optional</i> – Ackerman, Howson, &amp; Mulrey (2013) <i>Optional</i> – Gilbert (2014)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion</p>
<p>7 (02/22/16)</p>	<p><b>Content:</b> Labor Unions (1<sup>st</sup> Grade) <i>HI Standard:</i> SS.1.3.2 - Describe the lives of people who significantly impacted American history</p> <p><b>Craft:</b> Assessment &amp; Planning</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 12, 13, &amp; 14 Parker – Chapters 7 &amp; 8 <i>Optional</i> – Payne (2015)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion “What Are They Thinking?” Project (Due Saturday by 11:59pm)</p>
<p>8 (02/29/16)</p>	<p><b>Content:</b> World War I (2<sup>nd</sup> Grade) <i>HI Standard:</i> SS.2.5.1 - Demonstrate own roles and responsibilities in caring for others and the environment</p> <p><b>Craft:</b> Teaching Strategies &amp; Resources</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 15 &amp; 16 Parker – Chapters 9 &amp; 12 <i>Optional</i> – Gallavan &amp; Bowles (2012)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion O&amp;P Reflection 3 (Due Saturday by 11:59pm)</p>
<p>9 (03/07/16)</p>	<p><b>Content:</b> Civil Rights Movement (3<sup>rd</sup> Grade) <i>HI Standard:</i> SS.3.1.1 - Explain cause and effect relationships in stories and historical narratives</p> <p><b>Craft:</b> The Literacy-Social Studies Connection</p> <p><b>Assigned Reading:</b> Cartoon History – Chapters 17 &amp; 18 Parker – Chapter 10</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion O&amp;P Reflection 4 (Due Saturday by 11:59pm)</p>

<p>10 (03/14/16)</p>	<p><b>Content:</b> End of 20<sup>th</sup> Century (5<sup>th</sup> Grade)  <i>HI Standard:</i> SS.5.2.1 - Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view"</p> <p><b>Craft:</b> Social Studies as the Integrating Core</p> <p><b>Assigned Reading:</b> Cartoon History – Chapter 19  Parker – Chapter 11  <i>Optional</i> – Kirkwood-Tucker (1999)</p> <p><b>Assignment Due:</b> Content &amp; Craft Discussion  Signature Assignment for EDUC 618</p>
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**EDUCATION DIVISION ATTENDANCE POLICY**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.
  - 1.1 Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
  - 1.2. In cases where excused absences constitute a significant portion of a course’s meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).
2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.
  - 2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
    - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
    - b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
    - c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
  - 2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course

the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

- 2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. *Note: For this class you are expected to log on at least two times each week.*

### 3. Additional Notes

- 3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- 3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

## **EDUCATION DIVISION INCOMPLETE GRADE POLICY**

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

## **FINAL ASSIGNMENT (SIGNATURE ASSIGNMENT)**

To document teacher candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a final assignment. Final assignments are accessed via a rubric linked to the relevant program learning outcome(s). All final assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor. The details of this assignment will be made available on this syllabus and on e-college approximately four weeks into the course.

## **ACADEMIC HONESTY STATEMENT**

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is

present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.

- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

### **DISABILITY AND FULL INCLUSION STATEMENT**

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **TECHNICAL SUPPORT**

For technical questions contact the Chaminade eCollege helpdesk ([helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com)) or call (877) 740-2213.

### **E COLLEGE ACCOUNT SUPPORT**

- Call 739-8327 or email [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu)
- Web Link: <http://chaminade.ecollege.com/>
- User ID: 7-digit CUH student number
- Password: Last 4 digits of your SSN
- For technical questions: Contact the Chaminade eCollege helpdesk at [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com) or call 866-647-0654

### **LIVETEXT SUPPORT**

- <https://www.livetext.com/overview/student-overview.html>
- Phone: 1-866-LiveText (1-866-548-3839);
- Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

### **KSD REFERRALS**

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

### **SYLLABUS CHANGE POLICY**

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

### **NETIQUETTE FOR ONLINE ACTIVITIES**

*(We will be using e-College to house assignments, syllabi, and more online)*

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.