



**ELED 438 Integrated Learning: Social Studies in Field Based Settings  
COURSE SYLLABUS  
Fall 2012**

**Instructor:** Dorothy Trower, Vickie (Dianne) Williams  
**Office Location:** Metroplex Suite 600  
**Office Hours:** Monday 9-12, Wednesday 7-9  
**Office Phone:** 972-882-7533  
**Office Fax:** 972-613-7566  
**University Email Address:** [DC\\_Trower@tx.rr.com](mailto:DC_Trower@tx.rr.com), [Beardianne@aol.com](mailto:Beardianne@aol.com)

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:* Nath., J.L., & Ramsey, J. (2004). **Preparing to Teach Texas Content Areas.** Allyn and Bacon

*Field-Based Teacher Education Program Handbook* [revised July 2010]. Available online at <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

**Course Description:**

Explore the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite EIED 300; Rdg 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar during by Center Faculty and includes ELED 436,437, Rdg. 448.

**Student Learning Outcomes:**

While engaged in learning and teaching the intern will show evidence that s/he:

- has a comprehensive knowledge of the social sciences and recognizes their value;
- effectively integrates the various social science disciplines;
- uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation;
- applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, present, and the future;
- applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world;
- knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions;

- knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate students understanding of how individuals and groups achieve their goals through political systems;
- understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices;
- understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world; and
- understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.
- understand the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners--- example: use of cognates with English learners.
- model the 5-E lesson design approach

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

1. Social Studies Lesson: Teach an informal lesson in the area of Social Studies. Mesquite's Forethought (which follows TEKS) should be your guide. This informal lesson can be in a small group. Success is the key. Set up a situation that allows the lesson to be a positive learning experience for you and the children. The lesson must include a TEKS objective for the grade level during the time frame found in the grade level curriculum framework (Forethought). An informal lesson means it is observed and discussed with you by your mentor(s). Your mentor will fill out documentation, provided by you. **Worth 100 points**
2. Observe 5 content Social Studies strategies done by your mentor. Write about each strategy and how they were used or how you will use them in your classroom. Use the format page proved by Susan. **Worth 100 points**
3. Choose, plan, and analyze with your school team a lesson from Forethought to teach during seminar. Every member of the team must participate equally and all participants in the demonstration lesson must be active. **Worth 100 points**
4. Seminar attendance is **worth 150 points**. See section about attendance.
7. Daily journal writing in your journal while on campus and in seminars which will include reflections on teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity. It is very important to reflect on what you are learning, what you are seeing and areas that you need to address. Be sure to include routines, timing, children's responses to different situations, etc. You will look back on this when you are in charge. This journal will be an invaluable reference, for your personal reflection and experiences. Bring your journal to seminar because questions will be posed for you to answer. Bringing your journal to seminar is **Worth 100 points**.
8. Complete ITEPS every week. You and your mentor sign. Bring your ITEP to seminar. **Worth 130 points**
9. Professionalism: The highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in the following ways: be on time and not absent (must make up day if absent, please do not take advantage of this option, it is so important for you to be there on your assigned days, students, mentors, and principals rely on you), participating in and contributing to class activities, accepting responsibility, adhering to professional dress (MISD), and consistently demonstrating professionalism during class, field-experience, and on assignments. **Worth 120 points**

### Grading

Grading will include completion of the assignments listed under general course requirements.

800 – 750 – A

749 – 650 – B

649 – 550 – C

Below 550 – Failing Grade

## Additional Expectations:

1. Written goals for each month of the intern semester. This will be done during seminar.
2. Attendance at school functions. Example: PTA meeting, a school board meeting, and ARD meeting, Open House, “Meet the Teacher” night and a community function. These need to be documented by creating a list of activities attended, the location and the date. This can be used for extra credit if needed.
3. An electronic portfolio is started this semester.
4. Formal evaluations: Internship is a time for growth. These evaluations are used to guide your instruction in order to make you a better teacher. Liaison will evaluate you once. Each of your mentors will also evaluate you. This is a total of 3 evaluations for this semester.

### TECHNOLOGY REQUIREMENTS

1. Enhance lessons using computer based curriculum for Mesquite ISD that can be used during your teaching.
2. Become familiar with lessons using the Promethean Board and be ready to share during seminar.
3. Understand that technology is a tool that can, if using correctly enhance the learning-teaching experience.

### ACCESS AND NAVIGATION

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Susan Williams ([Susan\\_Williams@tamuccommerce.edu](mailto:Susan_Williams@tamuccommerce.edu)) or (972-882-7533)

### COMMUNICATION AND SUPPORT

#### Interaction with Instructor Statement:

1. Attendance—on time—at *all* university seminars, campus assigned days, school/university meetings, and staff development. Each seminar is worth 10 points for attendance. Points will be deducted for each tardy.
2. Prepared for all campus assignments, university assignments and university seminar

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### Course Specific Procedures:

**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct)

**Late Work:** Late work is not accepted. You will have plenty of notification of due dates.

**Plagiarism:** Plagiarism will not be tolerated and will result in an automatic F in the course.

**Scholarly Expectations** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

#### University Specific Procedures:

*ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## **Undergraduate Graduation Checklist**

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

- 1. Total Hours for degree met? (Must be at least 120 hrs)**
- 2. Required Institutional-25% of course work taken at TAMU-Commerce?**
- 3. Last Number Institutional Required-24 out of last 30 hrs?**
- 4. Overall GPA at least 2.00 (2.50 for Certification Students)?**
- 5. University Studies Met?**
- 6. Major (plus support if applicable) Course Requirements Met?**
- 7. Major GPA is at least 2.00 (2.50 for Certification Students)?**
- 8. Major Required courses have C's or better?**
- 9. At least 6 hours are advanced in Major?**
- 10. All Certification Requirements Met? (Internship/Residency/Etc.)**
- 11. 2nd Major (plus support if applicable) Course Requirements Met?**
- 12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?**
- 13. Minor (plus support if applicable) Requirements Met?**
- 14. Minor GPA is at least 2.00 (2.50 for Certification Students)?**
- 15. Junior Level Essay Met?**
- 16. Senior Level Check Met (minimum 60 hrs)?**
- 17. Advanced Hour Check Met?**
- 18. 24 Advanced Hours taken at TAMU-Commerce?**
- 19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?**

### Intern Calendar for Mesquite ISD and Rockwall ISD - 2012-2013

	August	September	October	November	December
<b>Monday</b>			1-Holiday (MISD) -Campus (RISD)		
<b>Tuesday</b>			2-Campus		
<b>Wednesday</b>	1		3-Holiday (RISD) -Seminar (MISD)		
<b>Thursday</b>	2		4	1	
<b>Friday</b>	3		5	2	
<b>Saturday</b>	4	1	6	3	1
<b>Sunday</b>	5	2	7	4	2
<b>Monday</b>	6	3-Holiday	8-Campus	5-Campus	3-Campus
<b>Tuesday</b>	7	4-Campus	9-Campus	6-Campus	4-Campus
<b>Wednesday</b>	8	5-Seminar	10-Seminar	7-Seminar	5-Seminar
<b>Thursday</b>	9	6	11	8	6
<b>Friday</b>	10	7	12	9	7
<b>Saturday</b>	11	8	13	10	8
<b>Sunday</b>	12	9	14	11	9
<b>Monday</b>	13	10-Campus	15-SWITCH Day/Campus	12-Campus	10-Seminar
<b>Tuesday</b>	14	11-Campus	16-Campus	13-Campus	11-Seminar
<b>Wednesday</b>	15	12-Seminar	17-Seminar	14-Seminar	12-Seminar
<b>Thursday</b>	16	13	18	15	13
<b>Friday</b>	17-Seminar	14	19	16	14

<b>Saturday</b>	18	15	20	17	15
<b>Sunday</b>	19	16	21	18	16
<b>Monday</b>	20-Campus	17-Campus	22-Campus	19	17
<b>Tuesday</b>	21-Campus	18-Campus	23-Campus	20	18
<b>Wednesday</b>	22-Campus	19-Seminar	24-Seminar	21	19
<b>Thursday</b>	23-Campus	20	25	22	20
<b>Friday</b>	24-Campus	21	26	23	21
<b>Saturday</b>	25	22	27	24	22
<b>Sunday</b>	26	23	28	25	23
<b>Monday</b>	27-Campus	24-Campus	29-Campus	26-Campus	24
<b>Tuesday</b>	28-Campus	25-Campus	30-Campus	27-Campus	25
<b>Wednesday</b>	29-Campus	26-Seminar	31-Seminar	28-Seminar	26
<b>Thursday</b>	30-Campus	27		29	27
<b>Friday</b>	31-Campus	28		30	28
<b>Saturday</b>		29		31	29
<b>Sunday</b>		30			30