



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION
Teacher Education Department

COURSE INFORMATION

- Course: UTEACH EDEL 442/472: Teaching Language Arts and History-Social Science, K-8
- Term: Spring 2021
- Location: On a Synchronous and an Asynchronous Platform

INSTRUCTOR INFORMATION

- Instructor: Felipe Golez, Ph.D.
- Office Phone: 562.985.8792
- Email: felipe.golez@csulb.edu
- Office: ED2-178
- Office Hours: By appointment during asynchronous course time

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

Prerequisite: Admission to the Multiple Subjects Credential Program. Theory, research, content, and standards-based history-social science teaching for diverse classrooms. Traditional grading only.

STUDENT-BASED LEARNING OUTCOMES

Course Goals:

This course is designed to facilitate and encourage the following:

- Building a foundation for the teaching of social studies lessons to all students. All students encompass all gender identifications, cultural, linguistic, ethnic, intellectual, educational, physical, emotional, and social/economical distinctions among student populations.
- The teaching of social studies using: cooperative learning, inquiry learning, integrated curricular approaches, comprehensible content instruction, experiential learning, visuals, modeling, the use of primary sources.
- The using of social studies instructional and assessment (pedagogical) strategies that enhance thinking and learning for all students.
- The extending of course participants' present knowledge base regarding the content and teaching of social studies for meaningful implementation in diverse contemporary classrooms.

- To collaboratively move all course participants forward along the professional teacher development continuum.
- The uncovering of the rich, inclusive teaching possibilities located within the social studies content area.

Course Content:

The following represents content covered in this course:

- How to plan and design a comprehensible, inclusive, integrated social studies lesson and unit.
- Social studies teaching strategies applicable to all students including linguistically and culturally diverse students as well as students with special needs.
- Instructional and curriculum considerations regarding the *History and Social Science Framework for California Public Schools* and other social studies content standards.
- Designing social studies citizenship instruction to facilitate classroom management.
- Research and inquiry approaches for future teachers to use with their inquisitive students.
- Basics in developing a cooperative learning approach to teaching social studies.
- How to integrate other curricular areas with social studies content and processes.
- How to take advantage of a social studies "teachable moment."
- How to use Visual and Performing Arts (VPA) as a vehicle for teaching social studies.
- How to use primary sources and historical realia for teaching social studies.
- Using technology to support and enhance the teaching of social studies to all students.
- Making History, Current Events, Geography, Anthropology, Economics, Political Science and Sociology into meaningful disciplines for all students.

This content is subject to change depending on course and class dynamic

COURSE REQUIREMENT ALIGNMENT

The requirements for this course have been aligned with the Teaching Performance Expectations (TPEs). The chart below identifies each of the TPEs that are introduced, practiced, or mastered in this course.

TPE Domain/ CSTP	TPE	Description
A – Making Subject Matter Comprehensible to Students	1	Specific Pedagogical Skills for Subject Matter Instruction
B – Assessing Student Learning	2	Monitoring Student Learning During Instruction
	3	Interpretation and Use of Assessments
C – Engaging and Supporting Students in Learning	4	Teaching English Learners
	5	Student Engagement
	6	Developmentally Appropriate Tchg. Pract.
	7	Teaching English Learners
D – Planning Instruction and Designing Learning Experiences for Students	8	Learning about Students
	9	Instructional Planning
E – Creating and Maintaining Effective Environments for Student Learning	10	Instructional Time
	11	Social Environment
F – Developing as a Professional Educator	12	Professional, Legal and Ethical Obligations
	13	Professional Growth

MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

- To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#) or [ATS Resources for Students](#)

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

SIGNATURE ASSIGNMENT REQUIREMENT

The Department of Teacher Education did require students in all methods courses and student teaching (EDEL 442, 452, 462, 472, 475 and 482) to subscribe to the web-based program, TaskStream. All Teacher Education candidates will complete designated “signature assignments” from each course but it will “no longer” be on Taskstream.

The signature assignments will be a demonstration of your knowledge, skills and professional dispositions according to the Teaching Performance Expectations (TPEs) required by the California Commission on Teacher Credentialing (CCTC) Teaching Performance Assessment. The signature assignment record will also provide the Department of Teacher Education with program assessment data to address State (CCTC) accreditation agency requirements.

The Department of Teacher Education recommends that students stay informed as to the process that will replace Taskstream in the future.

Signature Assignment for EDEL 472: Candidates develop a standards-based summative assessment for a complete instructional unit. They will be assessing student learning for a unit as well as progress toward a standard.

Candidates describe the following: 1) common core state standards and history-social science standards that are being evaluated; 2) student outcomes being addressed; 3) what students will do for the assessment; 4) assessment instructions as presented to students; 5) criteria candidates will use to evaluate student learning; and 6) adaptations and modifications for EL and special needs students.

REQUIRED TEXTS

California State Department of Education (2016). *History Social Science Framework for California Public Schools*. Sacramento: Bureau of Publication Sales. Download required pages at <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

Also in Beachboard Content for this course

Articles and links that will be posted on Beachboard.

COURSE ASSIGNMENTS & POLICIES

CLASS PARTICIPATION

It is expected that assigned work and participation will represent a graduate student level, academic quality. Consequently, it is expected that students will:

- Attend all class sessions
- Read all assigned material
- Actively participate in course activities
- Complete assignments on time.

In addition, all students are expected to actively engage in a sharing of resources, ideas, and experiences for purposes of collaboratively enriching the learning experiences of all class participants. Though it is anticipated that disagreement with the perspectives of fellow course participants may occur, projecting that disagreement upon another's presence, person or culture is not acceptable. This course's design is intentionally inclusive, collaborative, and insists upon an open forum for the sharing of diverse ideas and perceptions.

ATTENDANCE

One class absence is permitted without penalty. All other absences, no matter the reason, may result in a loss of course points. There will be no distinction between excused and unexcused absences, so there is no need to contact me before a class to explain your absence or request permission. If you miss a class session, it is your responsibility to obtain the notes, assignments, and any changes to the syllabus or course calendar from a student colleague. This applies to both synchronous and asynchronous classes

Class tardies, use of cell phones, texting devices or personal searching and messaging on laptops during class will result in a loss of attendance and/or participation points. If you have an emergency contact you need do it outside of class time or use appropriate digital communication etiquette.

BEACHBOARD

If you have not already done so, please familiarize yourself with BeachBoard. This syllabus, readings, and electronic versions of course documents, and other relevant material will be posted there. I will also post assignments and announcements on BeachBoard and plan to use the Grade Book function. If you need help checking your grades, go to the gradebook function at: [Student BeachBoard Support](#). You should check BeachBoard regularly (at least once per week) for course information. **Most Assignments will be turned in using Beachboard Dropbox.**

EMAIL

Please make sure that your BeachBoard account has your most up-to-date email address. Please check your email regularly and keep your email address current.

Assignments

Students will be required to complete assignments incorporating course-related content, readings and activities. These are often sharing information related to this course (readings, lectures, activities) and the field (classroom) experiences. Assignments will have an individual or cooperative format. All assignments must be typed or word-processed in at least a 12-point font. Please turn in all assignments using Beachboard dropbox

Thematic Unit

You will **cooperatively** develop a 6 to 8 lesson Social Studies/Language Arts, grade level appropriate thematic unit. The unit will constitute a "culminating project" for the course. This is an opportunity to use your course knowledge to put together a series of coherent, connected lessons designed to help students learn meaningful, important, and developmentally appropriate social studies content. You will receive more detailed information regarding the different aspects of this thematic unit throughout the semester. Components and lessons connected with thematic units will be progressively assembled throughout the semester. Unit lesson plans and other components will be submitted throughout the semester, in addition to weekly assignments. All written portions of these lessons and components must be typed or word-processed. Portions of units may also be presented or taught during the semester. A final unit, course culminating, share-fair exhibition of your unit may be required and may represent a portion of your final grade.

Field Experiences and Reflection Journal (this is built into program for UTEACH)

There is an expectation of 10 field experience hours during social studies teaching times. It would be great if parts of the unit are taught by future teachers in your grade level team.

After every field experience, future teachers will write a reflection of their experience. As the end of the semester they will turn in the collection of reflections in a journal format.

Classroom Exhibition of Knowledge

During the semester students will exhibit lessons from their unit by teaching lessons from the unit and/or by doing a presentation on the thinking surrounding lessons from their unit.

Grading

Course performance will be assessed as follows:

1. 15 % - Class attendance, punctuality
2. 15 % - Active participation in course activities and discussions.
3. 25% - Assignments incorporating course related content.
4. 30% - Designing, developing and presenting **cooperative (group)** thematic units.
5. 15% - Field Experience Journals and Signature Assignment

You may check your grades on Beachboard if you need help to do this go to and click on gradebook

at: [STUDENT BEACHBOARD SUPPORT](#)

THIS COURSE WILL BE CONDUCTED IN A HIGHLY COOPERATIVE FORMAT, STUDENTS WHO ENROLL IN THIS CLASS AGREE TO PARTICIPATE AND ENGAGE IN COLLABORATIVE LEARNING SHARED GRADING EXPERIENCES.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

STUDENT SUPPORT SERVICES

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

The following may be useful campus support services for a student as well:

- [Student Center](#)
- [The Learning Center \(Academic Coaching\)](#)
- [University Writing Center](#)
- [Bob Murphy Access Center \(BMAC\), formerly known as Disabled Student Services \(OSD\)](#)
- [University Library](#)
- [Academic Advising Services](#)
- [Office of the Dean of Students](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Health Services](#)

UNIVERSITY WITHDRAWAL POLICY

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Incomplete Policy: See University catalog.

SYLLABUS AND COURSE CALENDAR CHANGES

This syllabus and the course calendar may be changed to better support student learning.