California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDSS 544A**
Course Title	**Secondary Social Studies Education Methodologies**
Class Roster No.	**41114**
Course Day(s)	**Tuesdays**
Time	**4:00-7:00 PM**
Course Location	**439 University Hall**
Semester / Year	**Fall 2017**
Instructor	**Teri Gerent**
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Office Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education.   We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

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MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.
Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year- long interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small, and you never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's not about you, it is all about your students.
Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure social justice and equity.
Teaching is a political act, and effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and learn.
Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context, and be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!!   Benefit from their expertise and experience, learn the culture and the politics, and develop a positive reputation to position yourself to transform education.   At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY……

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be Reflective.
You are expected to have a lesson plan for each and every day you teach.   Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude are the Best Management Approach. (refer to #1)
"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests.   If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be Present.
You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as
failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY…..
9. Be Flexible.
Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.
Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

Syllabus is subject to change.

COURSE DESCRIPTION

EDSS 544 A (2 units) Secondary Social Studies Education

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A. This course is aligned with California's SB 2042 Standards.

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to:
1. state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;
2. apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
3. encourage civic participation through studies of democratic civic values and constitutional principles;
4. deal honestly and accurately with controversial issues in historical or contemporary contexts;
5. discuss important roles of culture in world and United States history without bias;
6. incorporate a range of critical thinking skills and literacy skills into social studies instruction;
7. utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

As a result of this course, you will be able to:
1. Apply the California History/Social Science Framework, the State H/SS Standards and the CA Common Core Standards to the classroom experience;
2. Incorporate primary source materials, the arts, and oral history methods into social studies instruction;
3. Become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
4. Design lesson plans and implement them through a developmentally appropriate unit that reflects the needs of the learning community while infusing a multicultural perspective throughout.
5. Design curricula that reflect a variety of instructional strategies and that develop higher-level thinking skills through active participation.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. http://www.cde.ca.gov/re/cc/
California Curriculum Frameworks: http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

Cougar Courses

You have access to the Cougar Course website for EDSS 544A when you register for the class.

TaskStream Account

You will need to set up an account for your Single Subject Credential.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies (2016)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPEs in this course:

TPE 1: Engaging and Supporting all Students in Learning
>   1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
>   1.3 Connecting subject matter to meaningful, real-life contexts
>   1.5 Promoting critical thinking through inquiry, problem solving, and reflection

TPE 3: Understanding and Organizing Subject Matter for Student Learning
>   3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
>   3.2 Applying knowledge of student development and proficiencies to ensure students understanding of subject matter.
>   3.3 Organizing curriculum to facilitate student understanding of the subject matter
>   3.4 Utilizing instructional strategies that are appropriate to the subject matter.
>   3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
>   3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

TPE 6: Developing as a Professional Educator
>   6.1 Reflecting on teaching practice in support of student learning.
>   6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

SCHEDULE/COURSE OUTLINE

Date	Topic	Due Date
Session 1 Aug. 29	Introductions / Overview of Class / RAP Journal / Jigsawwing the CA State Standards for HSS / Presentations	Personal Education Essay DUE (10 pts)
Session 2 Sept. 5	Introduction to Understanding by Design (UbD) – Children's March – Primary Source Documents	
Sept. 12	NO CLASS	Scope and Sequ-ence DUE (10 pts.)
Session 3 Sept. 19	Guest Speaker – Arab-Israeli Conflict presentation	
Session 4 Sept. 26	Photograph Analysis / Stanford History Education Group (SHEG): Who Fired the First Shot? / Common Core State Standards	
Session 5 Oct. 3	Analyzing Documents for Context / Coffee Klatch / *The Story of Us*	
Oct. 17	ONLY ELA METHODS CLASS, 4:00-7:00	Draft UbD Unit Plan DUE (15 pts.)
Session 6 Nov. 7	ONLY H/SS METHODS CLASS, 4:00-7:00 Bringing Music into teaching, Structured Academic Controversy (SAC - debate), Guest Speakers and Field Work	edTPA Assignment DUE (20 pts.)
Session 7 Nov. 14	From *Plessy* to *Brown* to Till, Old v. New Immigrants, and Immigration today (push-pull factors)	
Session 8 Nov. 21	ONLINE CLASS	
Session 9 Nov. 28	Wrap Up and Evaluations	Strategies Notebook DUE (20 pts.)
Session 10 Dec. 5	NO CLASS	Final UbD Unit Plan DUE 940 pts)

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Course Assignments

- **Personal Education Story**   **10 points**
  You may recall writing an essay for your EDUC 364 class on a "Personal History of Otherness" in which you describe yourself in eight different categories, including: ethnicity, age, sexual orientation, gender, religion, socio-economic status, physical/mental ability, and language as a dominant and/or subordinate member of each group.
  This assignment is similar in that you are describing yourself using those eight descriptors, but applying them in the context of your experience as a student throughout your educational experience K-12. Questions to consider for this essay:

- What was your educational experience like?
- What was your favorite subject – and why?
- Was English your first or second language? And if it was your second language, was types of strategies did your teacher(s) use to making the content more accessible for you?
- Was it positive, negative, or somewhere in between?
- What was your best year like, and what was your worst year like?
- How involved were your parents in your educational journey?
- Did your educational experience – whether positive or negative – lead to your decision to become a teacher?

The essay should be at least two typed, double-spaced pages, but not longer than four pages.

- **<u>Scope and Sequence Assignment (Curriculum Mapping):</u> (TPE 3)**   **10 points**
  Working with your CT, you will learn about the semester plan for your co-teaching class assignment. You will use the template (on CC) to record the units and number of weeks per unit. You may not need all 8 blocks, depending on the course plan, or you may need more, so adjust accordingly (Part A). Next, you will select one of the units for the semester, your choice, and complete Part B. Finally, for the selected unit, list the lesson sequence (one for each day of the unit, title-purpose). A sample will be posted on the CC.

- **<u>Strategies Notebook</u>**: (**TPE 1, TPE 6**)   **20 points**
  In your EDSS 521 course (Literacy), you will be presenting a strategy to use in the classroom to make content more accessible for students. Those who are not presenting, will be taking notes (in the Strategies Notebook you will be provided in EDSS 544A course). While you are in the classroom observing your CT, or other classrooms, find one strategy per week that you can write down in your Strategies Notebook. Between EDSS 521 and your Clinical Practice, you should have two strategies listed per week.

- **edTPA Assignment**: (**TPE 1; TPE 6**)   **20 points**
  For this assignment, you must first download the edTPA Handbook for Secondary History / Social Studies. You will be writing the Planning Commentary on the UbD Unit Plan you are designing. Steps include:
  - *Select a class* (you will likely have two classes, so you'll pick one of those). This group will constitute "the whole class" for edTPA.
  - *Provide context information* (Class Profile). The Secondary History / Social Studies Context for Learning Information form is provided later in the handbook, and must be submitted in a template. This form provides essential information about your students and your school / classroom. You will write a description of your course, and the students, which should be no more than four pages in length, including prompts.
  - *Identify a learning segment to plan, teach, and analyze*. Using UbD, design and develop a unit of 3-5 lesson segments.
  - *Identify the Central Focus* along with the content standards and content objectives you will address in the learning segment. The Central Focus should support students to use textual references to construct meaning from, interpret, or respond to complex text, create a written product, and interpret or respond to complex text, create a written product, interpret or respond to complex features of a text.

- **Understanding by Design Unit Plan: (TPE 1; TPE 3)**   **40 points**
  Each student will be responsible for creating a unit plan based on the UbD template

  Stage I (15 points). Identify standards, enduring understandings, essential questions, and the clear, attainable objectives.

  Stage II (25 points). Create a performance assessment based on Depth of Knowledge principles that allows students to show their understanding of the Big Idea and answer the Essential Question

If you are working to get credit for both the English and H/SS Methods courses, you have the option of writing an interdisciplinary unit that can be turned in for both courses. You would want to pair up with someone in the other discipline to collaborate and create a unit together. For example, if you're teaching US History and they are teaching 11th grade English, you could design an interdisciplinary unit on the Vietnam War., or any other historical topic. You don't have to work with someone teaching the same grade level, but it would be helpful. You also don't have to work with someone in the program – it could be with your Cooperative Teacher, and they could recommend another veteran teacher at your site that is in a different department - but the content will need to be English and History. In order for this to get credit from both courses, however, it would have to be equivalent to two different units.

Syllabus is subject to change.

UNDERSTANDING BY DESIGN UNIT PLAN TEMPLATE FOR 544A

Title of Unit:

Stage 1—Desired Results	
Established Goals (State Standards): *CA State Standards:* *Common Core Standards:* *Key Ideas & Details:* *Integration of Knowledge and Ideas:*	
Enduring Understandings: (Students will understand that…..)	*Essential Questions:*
Students will know...	*Students will be able to do...*
Stage 2—Assessment Evidence	
Performance Tasks:	**Vocabulary:**
Stage 3—Learning Plan	
Learning Activities:	

UNDERSTANDING BY DESIGN UNIT PLAN RUBRIC - DRAFT

Essential Question: How does backwards planning benefit students and teachers?

	Stage I: EU and EQ	Stage II: Assessment	Stage III: Lessons
4 Strong	**The EU and EQ will** inspire **students to** inquire; **The EU is extremely relevant and useful now, next week, next year, five years from now**	Students are required to think critically (DOK 3 or 4); The assessment will intrinsically motivate students to complete high quality work; clear measurable expectations for skills and understanding	A lesson Plan is highly effective in equipping students to complete the assessment; Differentiation is highly utilized; a wide variety of delivery strategies are employed
3 Capable	The EU and EQ might **inspire** students to **inquire;** The EU is relevant and useful now, next week, next year, five years from now	Students might have to think critically (DOK 3 or 4); The assessment of skills and understanding is clear and measurable, but lacks choice and intrinsic motivating features	A lesson plan is effective in equipping students to complete the assessment; Differentiation is utilized; a variety of delivery strategies are employed
2 Developing	The EU and EQ have some relevance and usefulness, but they are too content-based and emphasize knowledge over understanding	Students are not required to think with depth, instead assessment stays in DOK level 1 or 2; The assessment lacks uniqueness and intrigue,	A lesson plan is partially connected to EU and EQ, but not always; Differentiation is somewhat apparent; some variety of delivery strategies are employed
1 Beginning	The EU and EQ are only content based; The stage ignores depth and understanding, instead too much focus on knowledge	No chance of critical thinking because assessment clearly asks for knowledge based answer; No creativity or intrigue developed, instead it is ordinary, typical	A lesson plan is arbitrary and not tied to EU and EQ; Differentiation is not evident; Delivery strategy is routine and ordinary

Syllabus is subject to change.

UNDERSTANDING BY DESIGN UNIT PLAN RUBRIC - FINAL

Essential Question: How does backwards planning benefit students and teachers?

	Stage I: EU and EQ	Stage II: Assessment	Stage III: Lessons
4 Strong	**The EU and EQ will** inspire **students to** inquire; **The EU is extremely relevant and useful now, next week, next year, five years from now,** with explanation of connections	Students are required to think critically (DOK 3 or 4); The assessment will intrinsically motivate students to complete high quality work; clear measurable expectations for skills and understanding Assessment aligns directly to EU, EQ and objectives with specific language	A lesson Plan is highly effective in equipping students to complete the assessment; Differentiation is highly utilized; a wide variety of delivery strategies are employed Lessons connect, all resources listed, scoring rubric for summative assessment is attached; peer review comments attached;
3 Capable	The EU and EQ might **inspire** students to **inquire;** The EU is relevant and useful now, next week, next year, five years from now, no explicit connections in discussion	Students might have to think critically (DOK 3 or 4); The assessment of skills and understanding is clear and measurable, but lacks choice and intrinsic motivating features Assessment has partial alignment-but not explicit	A lesson plan is effective in equipping students to complete the assessment; Differentiation is utilized; a variety of delivery strategies are employed Lessons connect; some resources listed, incomplete rubric, few peer comments
2 Developing	The EU and EQ have some relevance and usefulness, but they are too content-based and emphasize knowledge over understanding No connections discussed	Students are not required to think with depth, instead assessment stays in DOK level 1 or 2; The assessment lacks uniqueness and intrigue, Assessment is vague with little alignment	A lesson plan is partially connected to EU and EQ, but not always; Differentiation is somewhat apparent; some variety of delivery strategies are employed Lessons only loosely connected, no purpose, No rubric, few comments
1 Beginning	The EU and EQ are only content based; The stage ignores depth and understanding, instead too much focus on knowledge No connections	No chance of critical thinking because assessment clearly asks for knowledge based answer; No creativity or intrigue developed, instead it is ordinary, typical No alignment to EU, EQ and objectives	A lesson plan is arbitrary and not tied to EU and EQ; Differentiation is not evident; Delivery strategy is routine and ordinary Lesson plans not sequenced, no resources, no rubric, no peer comments

Syllabus is subject to change.

Grading Standards

There are 5 key assessments for EDSS 544A with 100 points possible. This section contains assignment descriptions. See Cougar Courses for templates and rubrics.

Personal Education Story	10 points
Scope and Sequence (Curriculum Mapping)	10 points
Strategies Notebook	20 points
edTPA (Planning Commentary for UbD Unit Plan) Assignment	20 points
Understanding by Design (UbD) Unit Plan	40 points
Total Possible Points for EDSS 544A	**100 points**

See Attendance Policy – you may loose points for absences, tardies or early departures.

Grading Scale

A	= 93-100	C+	= 77-79
A-	= 90-92	C	= 73-76
B+	= 87-89	C-	= 70-72
B	= 83-86	D	= 60-69
B-	= 80-82	F	= 0-59

You must repeat the course if you do not earn a C+ or higher.

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence with no penalty. Second absence will result in a decrease of half-letter grade (5%).*** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

Policy on Late/Missed Work

It is expected that work will be turned in on time. This is to prepare you to be an effective educator.
No late assignments will be accepted. You cannot pass the class if an assignment is missing.

Student Collaboration Policy

Candidates may collaborate to process various assignments, but individual assignments must be turned in for grades.

Syllabus is subject to change.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 1 online session.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations, and social media.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course as well as the CSUSM Help Desk.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.