

Course & Section Nos.	EDSS 544A & 544B
Course Title	Secondary Social Studies Education Methodologies
Class Roster No.	
Course Day(s)	Tuesdays
Time	5:00 – 7:45 PM
Course Location	441 University Hall
Semester / Year	Fall 2020 - Spring 2021
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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.

COURSE DESCRIPTION

EDSS 544 A and 544B (2 units per course) 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. Beginning Teachers:

- 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- 1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning Teachers:

- 3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing expressing and engaging students to demonstrate their knowledge.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning Teachers:

- 4.1 Locate and apply information about students' current academic status, content, and standards-related goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 6: Developing as a Professional Educator. Beginning Teachers:

- 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

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).

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

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.

CALENDAR AND ASSIGNMENTS

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments, particularly during these times of uncertainty associated with the Covid 19. (Everything in **Blue** refers to H/SS; and everything in **Green** refers to both H/SS and ELA.) All assignments are due on Cougar Courses by 11:55 p.m. on the designated day.

Date	Topic	Due Date
Session #1 JOINT SESSION August 25 (5:00-7:15)	Interdisciplinary Curriculum Introduce UbD – Stage 1 Cultural Bags Activity (2-3 minutes, notetaking, Forum posting)	
Session #2 H/SS 5-6 / ELA 6-7 Sept. 1 (5:00-7:00)	<u>H/SS Focus:</u> Introductions / Overview of Class / Jigsawing the CA State Standards for H/SS	Assignment #1: H/SS Educational Story DUE: 9/5 (10 pts.)
Session #3 JOINT SESSION Sept. 15 (5:00-7:00)	Deconstruct Standards - UbD Stage 2 Guest Speaker: Tim Leary: DBQ and UbD Curriculum Mapping Activity Review	Assignment #2: JOINT Scope and Sequence DUE: 9/19 (15 pts.)
Session #4 H/SS 5-6 / ELA 6-7 Sept. 22 (5:00-7:00)	<u>H/SS Focus:</u> Stanford History Education Group: "Who Fired the First Shot?" SDAIE Strategies: Coffee Klatch	
Session #5 JOINT SESSION Sept. 29 (5:00-8:00)	Lesson Presentations (other Candidate videotapes 5 min and immediate feedback and written notes to use for self-analysis) Must include K-12 student self-assessment strategy	Assignment #3: JOINT First Amendment LP DUE: 10/5 (20 pts.) American Library Assn. link (censorship)
Session #6 H/SS 5-6 / ELA 6-7 Oct. 13 (5:00-7:00)	<u>H/SS Focus:</u> The Children's March: Analyzing primary documents; From Plessy to Brown to Till Review and Preview – the R.A.P. Journal	Assignment #4: JOINT Lesson Plan Design and Self-Analysis / Reflection DUE: 10/10 (20 pts.)
Session #7 H/SS 5-6 / ELA 6-7 Oct. 27 Asynchronous Online Class	<u>H/SS:</u> ONLINE CLASS Read two articles on historiography and participate in Forum.	
Session #8 H/SS 5-6 / ELA 6-7 Nov. 3 (5:00-7:00)	<u>H/SS Focus:</u> Structured Academic Controversy (SAC - debate): "Was Lincoln a Racist?"	Assignment #5 JOINT UbD Stages 1, 2 & 3 DUE: 11/10 (20 pts)
Session #9 JOINT SESSION Nov. 17 (5:00-7:00)	Guest Speakers: Robert Chodola (Alternatives to the Textbook); Marisa Thompson (TQE)	

Date	Topic	Due Date
Session #10 JOINT SESSION Dec. 1 (5:00-7:00)	Evaluations and Celebration	Assignment #6: H/SS Strategies Notebook DUE: 12/1 (15 pts.)

SCHEDULE/COURSE OUTLINE – SPRING 2021

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments, particularly during these times of uncertainty associated with the Covid 19.

Session Date	Topic	Assignments / Due Dates
Session #1 Joint Session Jan. 19 (5:00-7:45)	TBD	
Session #2 H/SS Jan. 26 (5:00-7:45)	Focus: Syllabus; Professional Organizations; the Great Chocolate Debate; Photograph Analysis	
Session #3 Joint Session Feb. 9 (5:00-7:45)	Guest Speakers: Tim Leary (Action Research; UbD) Louie Carrillo (Action Research)	Assignment #1 Movie Review DUE: 2/13 (10 pts.)
Session #4 Joint Session Feb. 16 (5:00-7:45)	Guest Speakers: Elsie Aguirre-Simpson (Deliberation and interviewing tips) Michelle Daum (Socratic Seminar)	
Session #5 H/SS Feb. 23 (5:00-7:45)	Focus: WWI Lesson; Immigration / Current Issues Focus: “The Evolution of Women’s Rights”; Vietnam War in Music and Pop Culture	
Session #6 H/SS March 9 (5:00-7:45)	Guest Speakers: Robert Chodola (Alternative Resources) Tamara Lê (Interdisciplinary Design; Common Core)	
Session #7 Joint Session March 16 (5:00-7:45)	Zoom Session with Katie Clay (tips for CalTPA Cycle 2) Sabrina Creen (Student Centered Teaching)	
Session #8 H/SS April 13 (5:00-7:45)	Focus: Mao’s Cultural Revolution (SHEG); Magazine Analysis	
Session #9 Joint Session April 20 (5:00-7:45)	Guest Speakers: Penny (Drama); Sarah Hunter (Gratitude Project; Genius Project)	Assignment #2 UbD Stages 1, 2 & 3 + Materials DUE 4/18 (30 pts.)
		Assignment #3 Writing Resource Guide DUE: 5/3 (30 pts)
Session #10 Joint Session May 4 (5:00-7:45)	Evals / Celebration (Fieldtrip to Speakeasy in Carlsbad)	Assignment #4 Reflective Essay DUE 5/10 (20 pts)

COURSE REQUIREMENTS

Course Assignments – Fall 2020

- **Educational History/Herstory** **10 points**
Write a two-page description of your educational experience (K-12). Include challenges and successes, and what type of learner you were. How do you believe this experience will help you with your own students? Double-spaced. **DUE 9/5.**
- **Scope and Sequence Assignment (Curriculum Mapping) - TPE 3.1 (IP)** **15 points**
After a discussion about curriculum mapping in the methods and core classes, candidate will meet with the cooperating teacher and other department members to plan and discuss the **Scope and Sequence** semester curriculum overview for the assigned co-teaching classes. Candidate will submit the plan with identified standards and **notes/reflection to demonstrate knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks.** Upload the Scope and Sequence from your assigned co-teaching class with notes/reflection. **DUE 9/19.**
- TPE 3.1 (IP) **Demonstrate knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks.**
- TPE 4. 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- TPE 4. 6. Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.
- **First Amendment LP – TPE 1.3, 1.5, 4.3 (IP)** **20 points**
Review the current American Library Association website link to Banned Books and the history of censorship: <http://www.ala.org/advocacy/bbooks/banned> as well as the link for the Press Kit: <http://www.ala.org/news/mediapresscenter/presskits/bbw> Using the basic LP on CC, write and **submit a one day lesson plan** (on CC) about how censorship and banned books threaten free speech under our First Amendment, **connecting subject matter to real-life contexts to engage and support student interest.** Lesson should integrate discussion and analysis of the history of censorship, allowing students to problem solve and frame meaningful questions, and **an ELA and HSS interdisciplinary focus.** If you are also enrolled in the ELA course, you may use the book you select for that course for this assignment. **DUE 10/5**
- **TPE 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
 - **TPE 1.5.** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection
 - **TPE 4.3.** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- **Lesson Plan Design Presentation and Reflection - TPE 1.8 (A) and 3.3 (P)** **20 points**
You will participate in a Lesson Design Cycle with a **focus on planning, designing, implementing and monitoring student learning** in ways that are consistent with current ELA or HSS subject-specific pedagogy as well as a focus on cross-disciplinary learning sequences and integrating a visual and performing arts strategy or activity. **You will also include evidence of monitoring and adjusting to keep students actively involved.** You will (a) design a history lesson, (b) rehearse the lesson in your joint methods class, (c) teach and video record the lesson in your clinical practice, and then (d) debrief the lesson and analyze student work with your peers. **DUE 10/10.**

Deliverables at the end of the lesson study will be:

a. A completed lesson plan with revisions that show how you modified the lesson during or after the teaching of the lesson.

b. A completed monitoring plan and demonstrated use of the monitoring plan to adjust your instruction to support student productive struggle with mathematics tasks

c. Observation notes from the lesson rehearsal

d. A one page reflection which includes areas for improvement based on the following questions:

- What did you notice?
- How can you improve?
- What will you / would you change?
- Include an updated draft of your revised lesson plan.

TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

- **Understanding by Design (UbD) Unit Planning (Pt. 1) - TPE 1.7 & 3.3 (P) 20 points**
Using the Understanding by Design (UbD) format and following the prescribed UbD or Backwards by Design template and instructions you will plan, design, implement, and monitor instruction consistent with subject-specific pedagogy for ELA/HSS instruction, and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts. DUE 11/10

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

- **Strategies Notebook - TPE 6.3 (P) 15 points**
In your EDSS 521 course (Literacy), you will be reading the book, *Subjects Matter*, which contains dozens of strategies to help engage students to access content and demonstrate their knowledge. While you are in the classroom observing your CT (and other classrooms), find two strategies per week that you can write down in your Strategies Notebook (or electronic Strategies Notebook) that will help you plan for effective subject matter instruction. Between EDSS 521 and your Clinical Practice, you should have two strategies listed per week. By December 1, you should have at 25 strategies listed in your Strategies Notebook. DUE: 12/1

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing expressing and engaging students to demonstrate their knowledge.

Course Assignments – Spring 2021

- **Movie Review – TPE 6.1 (P) 10 points**

You will select and watch a 'teacher' movie through your new lens as an educator, and write a reflection. Some ideas to choose from: "To Sir with Love", "Mr. Holland's Opus", "Freedom Writers", "Stand and Deliver", "The Great Debaters", "Akeela and the Bee", "Coach Carter", "Dead Poet's Society", "Stand and Deliver." In your Reflection, **reflect on your own teaching practice** during CPI, including assumptions you had before starting Clinical Practice, and how those assumptions were challenged. Identify areas of your Clinical Practice that have changed as a result of your experience, and how your Fall experience parallels – or does not – the movie you have selected for this assignment, as well as how this experience has helped you prepare to **improve student learning** during CPII. Your Reflection should be at least two pages, double spaced. **DUE 2/13**

TPE 6.1 **Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.**

- **Understanding by Design (UbD) Unit Plan (Pt. 2) – TPE 1.7 & 3.3 (P) 30 points**
Using the Understanding by Design (UbD) format and following the prescribed UbD or Backwards by Design template and instructions **you will plan, design, implement, and monitor instruction consistent with subject-specific pedagogy for ELA/HSS instruction, and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts.** The Unit you design this semester will be a different topic from the UbD you completed in the fall, and will require all ancillary materials including lecture notes, ppts., lessons, activities, anticipatory set, etc. for each day. **DUE 4/8.** You can design this UbD using one of the following:
what you and your CT are working on; or
what you are preparing for your CalTPA; or
the ITU you are designing for your EDSS 541 course; or
the Action Research you are preparing for your EDSS 531 course

TPE 1.7 **Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.**

TPE 3. 3. **Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.**

- **On-line Writing Resource Guide for Your Students – TPEs: 3.1, 3.2, 3.5, 4.8, 4.7 (P) 20 Points**
Based on resources given in the assignment directions, you will develop a WRG for your students and Include information about the writing process as it relates to history, specific writing assignments and models that are student friendly as part of your teacher website. This will be a beginning resource and you will add to it (e.g. you could upload some student writing as models and other activities we have discussed). **DUE 5/3**

Example: <https://sites.google.com/cougars.csusm.edu/alexcarrier/writing-resources>

TPE 3. 1. **Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.**

TPE 3. 2. **Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.**

TPE 3. 5. **Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.**

TPE 4. 8. **Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.**

TPE 4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

➤ **Reflective Essay – TPE 6.1 (P)**

30 points

At the end of the term, you will reflect on your own teaching practice and level of subject matter and pedagogical knowledge by writing a Reflective Essay based on your experience in CPI and CPII. These observations and insights would include the challenging aspects of being a Teacher Candidate, as well as the encouraging aspects in this role. In your Reflective Essay, include some of the “a-has” you took away from your experience, as well as how you see your role as a history teacher, and the importance of this content area. Additionally, reflect on how the ITU, UbD, and Strategies Notebook experiences have helped better prepare you as a teacher, and helped you improve student learning. Your Reflective Essay should be 4-pages, double spaced. DUE 5/10

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

➤ **Participation and In-Class Assignments: on-going**

10 points

Examples include Forum discussions on historiography, class (zoom) participation, State and Common Core Standard activities, SHEG activities, R.A.P. Journal, writing prompts, etc.

TPE 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

TPE 3.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

SCOPE AND SEQUENCE ASSIGNMENT (CURRICULUM MAPPING)

Submit the Template to your US on Cougar Courses

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

TPE 4.1. Locate and apply information about students' current academic status, content, and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TPE 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.

Assignment Description: Using your CT and department members as resources, learn about the semester plan for your co-teaching class assignment. Record the unit title/topic and description, the number of weeks for each unit, the California State Content Standards (CCSS, NGSS, etc.) covered in the unit, key concepts and/or Big Ideas and include materials/resources if available and any cross-disciplinary standards as appropriate (see ELA model below). Use the Template and make sure all 18 weeks of the semester are covered in the table. Adjust Template as necessary.

**SCOPE AND SEQUENCE ASSIGNMENT (CURRICULUM MAPPING)
SCORING RUBRIC**

EXCEEDS	MEETS EXPECTATIONS	APPROACHING
	<p>Using the template, the candidate will submit a Scope and Sequence document created through collaboration with school colleagues and the expertise of the school community that demonstrates knowledge of subject matter, including the adopted California State Standards, Common Core and curriculum frameworks by listing specific standards for each of the units in the template, Enduring Understandings and possible resources, texts, etc. Candidates will also use information gathered from the Class Profile survey about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes to determine what prior knowledge is necessary for student success.</p>	

Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards (may be used in more than one unit)
<p>Unit 1 – 5 weeks Title and Description: Survival</p> <ul style="list-style-type: none"> Students will read at least 3 different types of writing genres (novel, short story-fiction, short story-non-fiction, newspaper article, blog, etc.) on the topic of Survival. Students will examine various literary and informational texts about what it means “to survive” and what skills and knowledge are necessary to be successful, according to various authors. Students will examine how a message or theme is developed in writing, as well as understanding the idea of ‘Point of View’ as presented in different types of writing. Students will examine the elements of an argument in order to craft a written argument and present an oral argument in order to successfully complete an argumentative essay and other performance tasks. <p>Selected materials (if available): “Hope, Despair and Memory” by Elie Wiesel (1997) Ten Survival Stories Too Incredible to Be real: https://survivalife.com/amazing-true-survival-stories/ Novel: <u>Into the Wild</u></p>	<p><u>Key Concept 1:</u> Thematic Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas <u>Key Concept 2:</u> Reading The use of rhetorical and literary devices can enhance writing and help to convey a theme or message. <u>Key Concept 3:</u> Writing An effective argument contains all of the elements of an argument, is organized in a logical manner, and uses word choice and tone to create a sense of seriousness and authority.</p> <p><u>Big Idea:</u> People must tap into many aspects of their personality in order to survive obstacles as well as a life-or-death situation.</p>	<p>California Common Core Standards for English/Language Arts: RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text RL9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence CCSS Reading Standards for Literacy in History/social science HSSL.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. HSSL.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>

Template #5 – Scope and Sequence
Course / Grade Title:

Unit 1 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 2 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 3 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 4 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 5 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards
Unit 6 Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Standards

FIRST AMENDMENT LESSON PLAN ASSIGNMENT

Review the current American Library Association website link to Banned Books and the history of censorship: <http://www.ala.org/advocacy/bbooks/banned> as well as the link for the Press Kit: <http://www.ala.org/news/mediapresscenter/presskits/bbw> Using the basic LP on CC, write and submit a one day lesson plan (on CC) about how censorship and banned books threaten free speech under our First Amendment, connecting subject matter to real-life contexts to engage and support student interest. Lesson should integrate discussion and analysis of the history of censorship, allowing students to problem solve and frame meaningful questions, and an ELA and HSS interdisciplinary focus. If you are also enrolled in the ELA course, you may use the book you select for that course for this assignment

FIRST AMENDMENT LESSON PLAN RUBRIC

EXCEEDS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
	Submission demonstrates a well- developed lesson that includes connection to real-life contexts, community connections, and the history of public libraries. LP will also include meaningful discussion questions about censorship, book banning and an ELA/HSS integration. Within the LP activities/strategies will provide students an opportunity to discuss, debate and or write about their viewpoint on censorship and a solution.	

LESSON PLAN DESIGN PRESENTATION AND REFLECTION

September 29, 2020 (Class will be held 5:00-8:00)

Please upload a lesson plan of your choice – something you have already created, or are currently working on. It could be the vocabulary lesson plan assigned for your 555, 521, and 511 courses, a lesson that you presented for an observation for your US, or something that you're currently working on with your CT. The idea is for you not to go to additional work for this assignment.

Please practice how you will present the lesson for our methods class Tuesday, September 29th. You will have 10 minutes to describe what the name of your lesson is, the purpose of your lesson, the anticipatory set (what is your hook?), what the standards (content and ELD), objectives, and assessment(s) are, and give a description of what you will be doing in the lesson. If you want to use a ppt. to refer while you present, that's fine. If you want to bring in props that you'll be using, that's fine, as well. It's up to you – you have 10 minutes to describe it / walk us through it / model and/or demonstrate it. **Bring a device for recording** (your phone, iPad, etc.) and have one of your colleagues film you. Colleagues will give you verbal/written feedback for 5 minutes following your presentation. You will view your tape and use the feedback you received from your colleagues to write a Reflection.

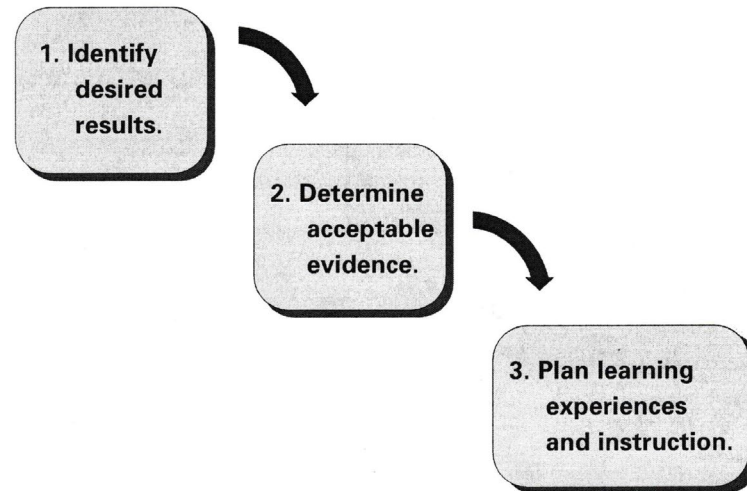
Steps:

1. Write a one-day lesson plan to present to class on October 8th. You can use your ELA or H/SS lesson plan, your vocabulary lesson plan, a lesson you have already given for your University Supervisor, or a lesson plan you're currently working on with your CT.
2. Design a 10-minute presentation (be sure to practice). You will be timed and at the end of 10 you are done.
3. Include a description of your class, the title and purpose of your lesson, a content and language objective, and "walk us through" your lesson steps (e.g. the anticipatory set I/we/Students will)
4. Model or demonstrate parts you will introduce to your students.
5. Bring a device for recording (your phone, iPad, etc.) and have one of your colleagues film you.
6. Class colleagues will give you verbal / written feedback (for 5 minutes).
7. View your tape and use what you see, as well as the feedback provided by your colleagues, to write a Reflection, which will be due on October 20th.

REFLECTION ON LESSON PLAN DESIGN PRESENTATION SCORING RUBRIC

3 Exceeds	2 meets	1 needs improvement	Notes
	<p>Candidate reflects on their own teaching practice and level of subject matter and pedagogical knowledge in regard to the lesson plan and implementation of instruction in a comprehensive written analysis based on evidence and responses from peers. Candidate will also include steps taken to monitor and adjust to improve student learning.</p>		

UbD: Stages of Backward Design



The backward design approach consists of three general stages:

Stage 1. Identify Desired Results. In Stage 1 we consider the goals. What should students know, understand, and be able to do? What big ideas are worthy of understanding and implied in the established goals (e.g., content standards, curriculum objectives)? What “enduring” understandings are desired? What provocative questions are worth pursuing to guide student inquiry into these big ideas? What specific knowledge and skills are targeted in the goals and needed for effective performance?

Stage 2. Determine Acceptable Evidence. In the second stage we consider evidence of learning. How will we know if students have achieved the desired results and met the content standards? How will we know that students *really* understand the identified big ideas? What will we accept as evidence of proficiency? The backward design orientation suggests that we think about our design in terms of the collected assessment evidence needed to document and validate that the desired results of Stage 1 have been achieved.

Stage 3. Plan Learning Experiences and Instruction. With identified results and appropriate evidence of understanding in mind, it is now time to finalize a plan for the learning activities. What will need to be taught and coached, and how should it best be taught, in light of the performance goals? What sequence of activity best suits the desired results? In planning the learning activities, we consider the WHERE TO elements (described later) as guidelines. Those guidelines can be summed up in a question: How will we make learning both engaging *and* effective, given the goals and needed evidence?

1-Page Template

Stage 1—Desired Results	
Established Goals: G	
Understandings: U <i>Students will understand that . . .</i>	Essential Questions: Q
<i>Students will know . . .</i> K	<i>Students will be able to . . .</i> S
Stage 2—Assessment Evidence	
Performance Tasks: T	Other Evidence: OE
Stage 3—Learning Plan	
Learning Activities: L	

Introduction

Stage 1

Stage 2

Stage 3

Peer review

Exercises

Process sheets

Glossary

1-Page Template with Design Questions

Stage 1—Desired Results	
Established Goals: G <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
Understandings: U <i>Students will understand that . . .</i> <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	Essential Questions: Q <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding, and transfer of learning?
<i>Students will know . . .</i> K <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? 	<i>Students will be able to . . .</i> S
Stage 2—Assessment Evidence	
Performance Tasks: T <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged? 	Other Evidence: OE <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage 3—Learning Plan	
Learning Activities: L What learning experiences and instruction will enable students to achieve the desired results? How will the design W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)? H = Hook all students and Hold their interest? E = Equip students, help them Experience the key ideas and Explore the issues? R = Provide opportunities to Rethink and Revise their understandings and work? E = Allow students to Evaluate their work and its implications? T = Be Tailored (personalized) to the different needs, interests and abilities of learners? O = Be Organized to maximize initial and sustained engagement as well as effective learning?	

Sample Design for a UbD Workshop

Stage 1—Desired Results	
<p>Understandings: <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> Effective curriculum design evolves backward from clear goals and is aligned across all three stages. UbD is a way of thinking more carefully about curriculum design; it is not a prescriptive program. Using design standards improves quality. The UbD design process is nonlinear and iterative. Teaching and assessing for understanding enhances learning of content standards. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Why are the best curriculum designs backward? What is good design? How does UbD support effective curriculum design? How does continuous improvement apply to curriculum design? Why teach for understanding? How will we know that students really understand? What is the difference between understanding and knowing?
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> The three stages of backward design Characteristics of big ideas and essential questions The six facets of understanding and GRASPS The WHERETO elements of instructional planning Design standards for UbD 	<p><i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> Develop understandings, essential questions, and assessment evidence Draft a unit in the template Review designs against the design standards
Stage 2—Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Develop a draft design using the UbD template and tools. (Design meets most of the UbD design standards.) Participate in a peer review process using design standards and provide feedback to designers. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Pre- and post-workshop surveys Observations of participants' understandings, questions, misconceptions, frustrations Quality of responses on exercises and worksheets Participant self-assessments and reflections on their understandings and design Written and oral feedback to presenter
Stage 3—Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> Overview of session; performance goal; meet in role-alike groups Exercise on good design Study and discuss before and after design examples Guided design work on each stage Watch and discuss relevant video clips Gallery walk to review participants' designs Lecture and discussion on key design elements and issues Peer review against design standards Action planning for UbD (classroom, school, or district level) 	

UbD Design Standards

Stage 1—To what extent does the design focus on the big ideas of targeted content?

Consider: Are . . .

- The targeted understandings enduring, based on transferable, big ideas at the heart of the discipline and in need of uncoverage?
- The targeted understandings framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer?
- The essential questions provocative, arguable, and likely to generate inquiry around the central ideas (rather than a “pat” answer)?
- Appropriate goals (e.g., content standards, benchmarks, curriculum objectives) identified?
- Valid and unit-relevant knowledge and skills identified?

Stage 2—To what extent do the assessments provide fair, valid, reliable and sufficient measures of the desired results?

Consider: Are . . .

- Students asked to exhibit their understanding through authentic performance tasks?
- Appropriate criterion-based scoring tools used to evaluate student products and performances?
- A variety of appropriate assessment formats used to provide additional evidence of learning?
- The assessments used as feedback for students and teachers, as well as for evaluation?
- Students encouraged to self-assess?

Stage 3—To what extent is the learning plan effective and engaging?

Consider: Will the students . . .

- Know *where* they're going (the learning goals), *why* the material is important (reason for learning the content) and *what* is required of them (unit goal, performance requirements and evaluative criteria)?
- Be *hooked*—engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation)?
- Have adequate opportunities to *explore* and *experience* big ideas and receive instruction to *equip* them for the required performances?
- Have sufficient opportunities to *rethink*, *rehearse*, *revise* and *refine* their work based upon timely feedback?
- Have an opportunity to *evaluate* their work, reflect on their learning, and set goals?

Consider: Is the learning plan . . .

- Tailored* and flexible to address the interests and learning styles of all students?
- Organized* and sequenced to maximize engagement and effectiveness?

Overall Design—To what extent is the entire unit coherent, with the elements of all three stages aligned?

UNDERSTANDING BY DESIGN UNIT PLAN TEMPLATE FOR EDSS 544A & 544B

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 (UbD) UNIT PLANNING
SCORING RUBRIC**

EXCEEDS 30	MEETS EXPECTATIONS 27	APPROACHING 21
	<p>Using current subject specific pedagogy, the Plan and design following the UbD format clearly shows how the unit will be implemented and how instruction will be monitored.</p> <p>There is a clear description of the overall unit, number of days needed, grade level and Unit Title. All elements are included with special attention to the Enduring understandings, essential questions and summative assessment. One to two content/core curriculum standards and at least one ELD standard have been identified as well as at least one interdisciplinary standard/or idea and also includes a visual or performing arts connection (music, art, drama, etc.)</p> <p>You must be able to articulate reasons behind your curricular decisions based on the students in your classroom. Each lesson is listed and the purpose of each lesson is clearly stated with a description of the activities and any assessments, including what data you will collect and how you will monitor and adjust throughout the unit.</p>	

**WRITING RESOURCE GUIDE
SCORING RUBRIC**

<ul style="list-style-type: none"> EXCEEDS 20 	<ul style="list-style-type: none"> MEETS EXPECTATIONS 18 	<ul style="list-style-type: none"> APPROACHING 14
	<ul style="list-style-type: none"> WRG is complete and added to the candidate's website as a link for students. The guide presents an engaging and inviting home page and is easily accessible to students and demonstrates knowledge of the content/core standards (e.g. writing standards) using academic language to refer to the process and outcomes (e.g. conventions, citation, revising, editing, etc.). The resource contains information about the step by step writing process as well as links to other resources to allow students to easily find information about all aspects of writing, which allows students to 'personalize' their use of the guide and to facilitate student understanding and success. 	

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.

Educational History / Herstory	10 points
Scope and Sequence (Curriculum Mapping)	15 points
Self-Reflection on Lesson Plan Presentation	20 points
Understanding by Design (UbD) Stage 1	20 points
Online Forum – Historiography	10 points
Strategies Notebook	<u>15 points</u>
Total Possible Points for EDSS 544A	100 points

See Attendance Policy – you may lose 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.

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 seek approval for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

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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.