

*CEP Mission Statement:  
We are clinical practitioners, scholars and advocates collaboratively preparing  
educational professionals through a Professional Development School (PDS) model.*

*“Teachers as learners, collaborators, and leaders facilitating student success.”*

## INSTRUCTOR INFORMATION

Instructor: **Dr. Jessica Barbata Jackson** (she/her)

Email: [Jessica.B.Jackson@colostate.edu](mailto:Jessica.B.Jackson@colostate.edu)

Office: Clark B-367

Drop-in Hours: **T/TH 11am-12pm** (in person) or by appointment. [Sign-up here.](#)

## COURSE SUMMARY

This course examines the nature of the disciplines and use of disciplinary concepts and standards for history, geography, civics, and economics in secondary classrooms; the design of daily/unit/course level instructional plans for teaching social studies topics; the development and use of effective instructional strategies for teaching social studies concepts and standards, including lecture, individualized learning, inquiry, cooperative learning, and constructivist methodologies; how to find and use media resources and websites; use of historical literacy strategies to promote and augment social studies instruction; and development and use of performance assessments to measure learning in social studies instruction. This course will provide participants with models of excellence in social studies instruction by engaging students as learners and prospective professional educators.

**Credits:** 4.0

**Prerequisites:** Admittance into Teacher Licensure Program

## TEXTBOOK / COURSE READINGS

### Required Reading:

- Matthew T. Downey and Kelly A. Long, *Teaching for Historical Literacy: Building Knowledge in the History Classroom*. New York: Routledge, 2015. (Available online via CSU Course Reserve; [you do not need to purchase.](#))
- Regularly assigned articles available on Canvas, via Morgan Library, the Internet, or handouts.

Choose **ONE** (sign up [during Week 1](#)) ([You do not need to purchase these texts](#); they will all be available online via CSU Course Reserve.)

- Berry, Daina Ramey, and Kali Nicole Gross. *A Black Women’s History of the United States*. Boston, MA: Beacon Press, 2020.
- Bronski, Michael. *A Queer History of the United States*. Boston, MA: Beacon Press, 2011.
- Dunbar-Ortiz, Roxanne. *An Indigenous Peoples’ History of the United States*. Boston, MA: Beacon Press, 2014.
- Jeffries, Hasan Kwame. *Understanding and Teaching the Civil Rights Movement*. Madison, Wisconsin: University of Wisconsin Press, 2019.
- Nielsen, Kim E. *A Disability History of the United States*. Boston, MA: Beacon Press, 2012.
- Ortiz, Paul. *An African American and Latinx History of the United States*. Boston, MA: Beacon Press, 2018.

- Rupp, Leila J., and Susan Kathleen Freeman. *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*. Madison, Wisconsin: University of Wisconsin Press, 2017.

## LEARNING OUTCOMES

This course is designed to prepare teacher candidates to meet/exceed the CEP/Colorado Teacher Quality Standards. By the end of this course, teacher candidates who regularly attend class, actively participate, and complete all assignments will be able to demonstrate proficiency with regard to the following standards:

- 1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**
  - *Teacher candidates will describe, discuss, and practice a wide array of teaching methods and materials for use in instructing students in secondary social studies (U.S. and world history, geography, civics/government, and economics) classrooms.*
- 2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**
  - *Teacher candidates will design and plan instruction (lessons, units, curriculum maps) that reflects the needs of all students in a multicultural society.*
  - *Teacher candidates will (re)consider pedagogical and content/curricular choices and practice strategies that incorporate diversity, equity, justice, and anti-oppressive practices.*
- 3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**
  - *Teacher candidates will learn/discuss the politics of social studies (as a discipline), the ongoing politicization of social studies curriculum, and strategies for navigating the “culture wars.”*
  - *Teacher candidates will design and plan instruction (lessons, units, curriculum maps) that incorporates resources and activities that promote active student involvement, critical thinking and the incorporation of multiple perspectives.*
- 4. Teachers reflect on their practice.**
  - *Teacher candidates will begin developing/implementing their repertoire of teaching strategies, building their toolbox of teaching strategies, and begin developing their signature pedagogy.*

## GRADING POLICY

**GRADING:** Grades reflecting 90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D. Plus minus grading will be employed in this course except where excluded by university policy (C-, D+, D-). Students must complete and submit all major assignments (including the Textbook Analysis Assignment, the Curriculum Map, and the Unit Plan) in order to be eligible to pass this course.

**ASSESSMENT:** This course will operate a little differently than most others you have taken, as we will be focusing on qualitative not quantitative assessment. As such, I will not be grading your individual assignments in this course; instead, I will offer extensive feedback/comments and ask questions that engage your work (rather than simply assigning points to it). While you will receive a final grade at the end of the term, the determination of this grade will be a collaborative process. Throughout the semester, you will be reflecting carefully on your own work through **Process Letters** (where you will respond in part to the CEP Dispositions Rubric) and a final **Course Self Evaluation** (since metacognitive reflection is an essential component of the learning process) and on the work of your peers. At the end of the semester, we will conference and reflect on your learning/progress/process and you will be responsible for determining your final grade; *I do reserve the right to change grades as appropriate. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you are expected to.* If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to do the reading, come to class, actively participate, and be effortful in your assignments. Your self-evaluation assessment will be based on the following key assignments:

## OVERVIEW OF MAJOR ASSIGNMENTS

**PARTICIPATION:** Since the emphasis in this class is on student participation/involvement in various activities and model teaching strategies, this class will be conducted primarily in a discussion and hands-on/laboratory format. As such, your presence in class and active engagement in all class activities are essential and required components. You will be expected to exhibit **valued professional behaviors**, which include: actively participating in class activities, constructive and thoughtful contributions in discussion, asking probing questions to extend ideas, considering topics from different perspectives, listening with purpose, being considerate, courteous, and respectful to peers and instructors, collaborating in group processes, demonstrating cooperative behavior, arriving on time, attending regularly, meeting assignment deadlines, and other behaviors that promote the goals and objectives of the class. Additionally, your participation will be based on the following:

- **READING:** Be sure to carefully read and critically consider the assigned readings; be ready to share your thoughts in class discussion.
- **READING RESPONSES:** Throughout the semester and as a way to prepare for our in-class discussions, you will submit brief, **one paragraph** (150-200 word) Reading Responses for assigned reading. Your Reading Response can take any form and include any information that works for you so long as you: A) offer an original idea beyond summary (for example, give an opinion, ask a question, or make a connection) and B) specifically reference/quote/cite something in the text to ground your thinking in the reading. (Submit via Canvas.)
- **REFLECTIONS:** On occasion, you will prepare out-of-class written Reflection Papers; these will be longer (approx. 2-3 pages or 500-750 words) than the Reading Responses described above and will respond to specific prompts/questions. Be ready to share your thoughts/findings in class. (Submit via Canvas.)
- **PROCESS LETTERS/SELF-EVALUATION:** Metacognitive reflection is an essential component of the learning process (and hopefully your future classroom). Therefore, throughout the semester, you will submit a series of **Process Letters/Self-Evaluations**. These letters and self-evaluations will be your opportunity to reflect on and communicate about your progress and learning. (Submit via Canvas.)
- **GUEST SPEAKER PROFESSIONAL DEVELOPMENT:** Throughout the semester, we will have the opportunity to visit with a number of local social studies teachers. Not only is this an occasion to learn from veteran educators who teach a variety of social studies disciplines beyond history, please also consider this a networking opportunity. In order to respect and honor their time, your attendance and thoughtful participation is imperative. *(Note: Due to changes in the PSD bell schedule, we may need to shift our class time to accommodate some of our guest speakers. I will provide you with the guest speaker schedule as soon as possible; please get in touch with me if the time change on those class days proves untenable with your other responsibilities.)*

**MINI-LESSONS:** Throughout the semester, you will develop and teach several mini-lessons to the class, at least one of which will be completed in a group. The purpose of these mini-lessons is to provide you with hands-on experience in developing and teaching social studies lessons. You will additionally have the opportunity to receive peer feedback on your lessons with the aim of augmenting and revising them for use in your future classrooms. More details will be provided. (Oral presentation; nothing to submit.)

**TEXTBOOK ANALYSIS ASSIGNMENT:** You will have the opportunity to read, review, and reflect on one “alternative” US History “textbook” (listed above). This is both an individual and group assignment and includes three parts: (1) Reflection Paper, (2) In-Class Group Presentation (where you discuss/present with peers reading your same book, as well as hear from groups who read different texts) and (3) the incorporation of content from your textbook in your Inquiry Lesson Plan (see below).

**INQUIRY LESSON PLAN:** You will develop one complete lesson and lesson plan, an Inquiry Lesson Plan, incorporating content from your Textbook Analysis Assignment; detailed directions will be provided.

**CURRICULUM MAP:** At the midpoint of the semester, you will be responsible for developing a Curriculum Map for two different social studies courses (history, geography, civics, or economics). Your Curriculum Map (or Course Overview) will include a basic outline of the Big Ideas, essential questions, unifying themes, and content topic areas. More details to follow.

**SOCIAL STUDIES UNIT PLAN:** For your major assignment for this course, you will submit a complete social studies Unit Plan. Your Unit Plan will reflect strong knowledge of the components of course, unit, and lesson planning. You will be asked to demonstrate various strategies for engaging students in learning and teaching and demonstrate your ability to structure meaningful learning for students. We will be working on your Unit Plan throughout the second half of the semester. More details to follow.

**FINAL ASSIGNMENT:** For your final assignment, you will be asked to submit detailed lesson plans (in the form of sub plans) for a complete lesson from your Unit Plan, in addition to a final reflective letter/Course Self Evaluation. More details on both to follow.

**DROP-IN HOURS:** You are welcome to visit my Drop-in (Office) Hours or to make an appointment to meet at any point during the semester, but you also have two required (10-15 min.) conferences (by the end of Week 3 and the end of Week 15) and one optional conference (by the end of Week 10). Sign-up schedule will be available via Canvas.

## EDUC465 SPRING 2023 SEMESTER SCHEDULE\*

\*This is a tentative slate of assignments and due dates. I reserve the right to make modifications, additions, and changes to due dates in correspondence with the needs of the class. I will announce changes in class, well in advance of any due dates, and will post any such changes as announcements on Canvas.

### Week 1 (1/17 & 1/19): Course Introduction

**Tues 1/17**

Agenda:

- Welcome/ Introductions
- Review Syllabus
- Community Norms

**Thurs 1/19**

Agenda:

- Culturally Responsive Pedagogies

Writing DUE:

- **Reflection #1: Why I want to teach and why social studies**

### Week 2 (1/24 & 1/26): History & Politics of Social Studies

**Tues 1/24**

Agenda:

- Common Core, State Standards
- Hooks

Reading DUE:

- Ron Evans, "Social Studies Wars" (available via Canvas)
- Nash, *History on Trial* (CH1, available via Canvas)

Writing DUE:

- **Reading Response #1: Evans & Nash**

**Thurs 1/26**

Agenda:

- Warm-up/Hook Lesson #1.1 (group)

Reading DUE:

- APUSH Controversy Readings (available via Canvas)

Writing DUE:

- **RR #2: APUSH Controversy Readings**

### Week 3 (1/31 & 2/2): State (and Politics) of Social Studies Curriculum

**Tues 1/31**

Agenda:

- Warm-up/Hook Lesson #1.2 (group)
- Culturally Responsive and Culturally Sustaining Pedagogies
- External Frameworks

Writing DUE:

- **Reflection #2: Best Social Studies Lesson Plan Assessment**

**Thurs 2/2**

Agenda:

- Warm-up/Hook Lesson #1.3 (group)

Reading DUE:

- Critical Race Theory Controversy Readings (available via Canvas)

Writing DUE:

- **RR #3: CRT Controversy Readings**

Assignment DUE [by Friday 2/3]: **Conference #1**

**Week 4 (2/7 & 2/9): (Re)Considering Social Studies Content & Pedagogy**

**Tues 2/7**

Agenda:

- Inquiry / Hook Lesson #2.1 (partner)
- Navigating the Culture Wars

Start Reading (**one** of the following):

- Berry & Gross, *A Black Women's History of the United States*.
- Bronski, *A Queer History of the United States*.
- Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*.
- Jeffries, *Understanding and Teaching the Civil Rights Movement*.
- Nielsen, *A Disability History of the United States*.
- Ortiz, *An African American and Latinx History of the United States*.
- Rupp & Freeman, *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*.

Assignment DUE:

- **Work on Textbook Analysis**

**Thurs 2/9**

Agenda:

- Inquiry / Hook Lesson #2.2 (partner)
- Assign Primary Source Assignment

Reading DUE (**one** of the following):

- Berry & Gross, *A Black Women's History of the United States*.
- Bronski, *A Queer History of the United States*.
- Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*.
- Jeffries, *Understanding and Teaching the Civil Rights Movement*.
- Nielsen, *A Disability History of the United States*.
- Ortiz, *An African American and Latinx History of the United States*.
- Rupp & Freeman, *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*.

Writing DUE:

- **Reflection #3: Textbook Analysis**

**Week 5 (2/14 & 2/16): Thinking Historically / Teaching Historical Literacy**

**Tues 2/14**

Agenda:

- Inquiry / Hook Lesson #2.3 (partner)
- Thinking Historically
- Inquiry-Based Lessons
- Assign Inquiry Lesson Plan

Readings DUE:

- Matthew T Downey and Kelly A Long, *Teaching for Historical Literacy: Building Knowledge in the History Classroom*, CH1 & CH3

Writing DUE:

- **RR #4: Downey/Long, CH1 & CH3**

**Thurs 2/16**

Agenda:

- (Re)considering Content / Curriculum

Assignment DUE:

- **Textbook Analysis Presentations**

**Week 6 (2/21 & 2/23): Social Studies Pedagogy & Teaching Strategies**

**Tues 2/21**

Agenda:

- Inquiry/Hook Lesson #2.4 (partner)
- Teaching with Primary Sources

Assignment DUE:

- **Primary Source Assignment** (post on shared Google slide via Canvas)

**Thurs 2/23**

Agenda:

- Inquiry/Hook Lesson #2.5 (partner)

Assignment DUE:

- **Inquiry Lesson Plan [DRAFT]**

Assignment DUE [by Friday 2/24]:

- **Process Letter #1**

Assignment DUE [by Sunday 2/26]:

- **Inquiry Lesson Plan [FINAL]**

**Week 7 (2/28 & 3/2): Course Planning & Teaching Strategies**

**Tues 2/28**

Agenda:

- Inquiry/Hook Lesson #2.6 (partner)
- Course Planning/Curriculum Mapping

Readings DUE:

- Downey & Long, *Teaching for Historical Literacy*, CH5

Writing DUE:

- **RR #5: Downey/Long, CH5**

**Thurs 3/2**

Agenda:

- Inquiry/Hook Lesson #3.1 (solo)
- Current Events in the Classroom
- Work on Curriculum Map

Reading DUE:

- Current Issues Jigsaw (available via Canvas)

Writing DUE:

- **RR #6: Current Issues Jigsaw**

**Week 8 (3/7 & 3/9): Teaching Strategies & Course Planning**

**Tues 3/7**

Agenda:

- Inquiry/Hook Lesson #3.2 (solo)
- Teaching Controversy
- Roleplay/Simulation in the Classroom
- Cooperative Learning: Project Based Learning

Assignment DUE:

- Work on Curriculum Maps

**Thurs 3/9**

Agenda:

- Inquiry/Hook Lesson #3.3 (solo)
- Peer Review: Curriculum Maps
- **Guest Speaker Panel**
- **Peer Review: Curriculum Map**

Assignment DUE:

- **Curriculum Map [DRAFT]**

**SPRING BREAK (3/11- 3/19)**

**Week 9 (3/21 & 3/23): Teaching Strategies & Unit Planning**

**Tues 3/21**

Agenda:

- Inquiry / Hook Lesson #3.4 (solo)
- Assign Unit Plan
- Cooperative Learning: Trivia in the Classroom

Assignment DUE:

- **Curriculum Map**
- **Presentation & Self Evaluation**

**Thurs 3/23**

Agenda:

- Inquiry / Hook Lesson #3.5 (solo)
- Direct Instruction / Lecture in the Classroom
- Unit Plan Workshop

[OPTIONAL] Assignment DUE [by Fri 3/24]:

- **Conference #2**

**Week 10 (3/28 & 3/30): Teaching Social Studies & SST Strategies**

**Tues 3/28**

Agenda:

- Inquiry / Hook Lesson #3.6 (solo)
- Discussion in the Classroom

Assignment DUE:

- **Unit Plan Part I DRAFT**

**Thurs 3/30**

Agenda:

- **TBD / Guest Speakers / Field Trip**

**Week 11 (4/4 & 4/6): Teaching Social Studies & SST Strategies**

**Tues 4/4**

Agenda:

- Inquiry / Hook Lesson #3.7 (solo)
- Film in the Social Studies Classroom

Assignment DUE:

- **Unit Plan Part II DRAFT**

**Thurs 4/6**

Agenda:

- Inquiry / Hook Lesson #3.8 (solo)
- **TBD / Guest Speakers / Field Trip**

Assignment DUE [by Fri 4/7]:

- **Process Letter #2**

**Week 12 (4/11 & 4/13): Teaching Social Studies & SST Strategies**

**Tues 4/11**

Agenda:

- Inquiry / Hook Lesson #3.9 (solo)

Assignment DUE:

- **Unit Plan Part III DRAFT**

**Thurs 4/13**

Agenda:

- **NO CLASS! (work day)**



**Week 13 (4/18 & 4/20): Social Studies Teaching Strategies & Unit Planning**

**Tues 4/18**

Agenda

- Inquiry / Hook Lesson #3.10 (solo)
- Teaching & Grading Writing

Assignment DUE:

- **Unit Plan Part IV DRAFT**

**Thurs 4/20**

Agenda:

- Inquiry / Hook Lesson #3.11 (solo)
- **TBD / Guest Speakers / Field Trip**

**Week 14 (4/25 & 4/27): Social Studies Teaching Strategies & Unit Planning**

**Tues 4/25**

Agenda:

- Inquiry / Hook Lesson #3.12 (solo)
- Teaching in a Virtual / Hybrid World
- Peer Review: Unit Plan

Assignment Due:

- **Full Unit Plan DRAFT**

**Thurs 4/27**

Agenda

- Inquiry / Hook Lesson #3.13 (solo)

Assignment DUE:

- **Full Unit Plan** (for instructor feedback)
- **Presentation**

**Week 15 (5/2 & 5/4): Overview & Wrap-Up**

**Tues 5/2**

Agenda

- Inquiry / Hook Lesson #3.14 (solo)
- Interdisciplinary Connections
- **Student Teaching Guest Speaker Panel**
- Return Unit Plans for revisions

**Thurs 5/4**

Agenda

- Inquiry / Hook Lesson #3.15 (solo)
- Teaching Strategies / Pedagogy Overview
- Course Wrap-up
- Return Unit Plans for revisions

Assignment DUE:

- **Final Assignment (Sub Plans & Letter of Reflection)**

**DUE Monday 5/8 or Tuesday 5/9**

- **Conference #3**

**DUE Sunday 5/7, 5pm**

- **Full Unit Plan w/ Revision Cover Letter**
- **Process Letter #3 (Course Self Evaluation)**

Our scheduled final exam time is Tuesday, May 9, 2pm-4pm; we will not meet in person during this timeslot. Instead, I would like to meet with each of you individually to model how we can collaboratively grade your unit plan and progress in the course. As such, you get to choose your own “final exam” time by signing up for a time to conference with me about your unit plan and professional progress. Your unit plan revision should be complete and ready to review when you meet with me.

## **Colorado Teacher Quality Standards Addressed in this Course:**

Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

Standard II: Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

## **English Language Learner Preparation Standards Addressed in this Course:**

5.10 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.

5.10(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts, and research related to culture, diversity, and equity in order to support academic access and opportunity for CLD student populations.

5.11 Quality Standard III: Educators should understand literacy development for CLD students.

5.11(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

## **Social Studies Content Standards Addressed in this Course:**

4.18(2) The social studies educator is knowledgeable about and is able to:

4.18(2)(a) effectively demonstrate and instruct students about civil discourse in the classroom, including the utilization of oral and written communication and presentation.

4.18(2)(b) effectively analyze social and historical events from multiple perspectives for students and articulate an appropriate analytical approach with clarity and balance and without bias.

4.18(2)(c) effectively integrate discussion of and address with students' grade level/age appropriate current events and issues, including controversial issues, with clarity and balance and without bias.

4.18(2)(d) effectively instruct students about the use of primary and secondary source documents acquired through appropriate use of technology and other relevant means as part of informed research, and in the acquisition and enhancement of knowledge and skills.

4.18(2)(g) provide students with identifiable connections between the various social science disciplines and other disciplines.

4.18(2)(h) implement informal and formal assessment tools relevant and appropriate to the social studies classroom, and apply assessment data to planning for student instruction.

4.18(2)(i) effectively demonstrate and instruct students about elements of social studies applications including, but not limited to, inquiry, an openness to new ideas, skepticism, analysis, problem-solving, decision-making and active citizenship, and provide opportunities for students to utilize these skills.

4.18(2)(j) integrate into instruction and provide opportunities for students to develop the skills of collaboration, critical-thinking and reasoning, information literacy, self-direction and invention.

4.18(3) The social studies educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

## COURSE POLICIES

**COMMUNITY NORMS:** Late Work Policy, Cell Phones/Use of Electronics Policy, Attendance/Classroom Courtesy, and Discussion Guidelines will be established during the first week of class according to class consensus. These Community Norms will be posted to Canvas and will serve as an addendum to this syllabus.

**ASSIGNMENTS:** Reading Responses, Response Papers/Reflections, and Process Letters/Self-Evaluations will be submitted electronically via Canvas; all other assignments (Textbook Analysis Assignment, Inquiry Lesson Plan, Curriculum Map, and Unit Plan) may be submitted *either* electronically or in hardcopy form in class, but should be available (even virtually) to review and share in class. All assignments will be assessed according to how well they meet the established criteria, reflect adherence to directions, and reveal a professional disposition and final product. Work should be proof read, spell-checked, and edited in advance of submission. Unprofessional work, and work that fails to meet the stated guidelines and criteria, will be returned to the creator and will not receive credit until it is resubmitted (within ONE week).

**ATTENDANCE:** Your regular attendance, punctuality, and meaningful participation are required components of this course and are critical for your success. If you miss class for any reason or know in advance that you will miss class, it is your responsibility to keep up with your assignments and to communicate with your classmates about any announcements, class notes, etc. **Because this class relies on you being a member of the community and participating in discussions,**

**EXCUSED ABSENCES:** CSU does not discriminate on the basis of religion. Reasonable accommodation will be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it into the Division of Student Affairs, located on the second level of the Administration building.

- [Student case management](#) is available to help students with extenuating life circumstances (situations involving illness or family emergency) and connect them with resources. <http://www.studentcasemanagement.colostate.edu>
- COVID-related absences will be excused, however, it is your responsibility to communicate with me about your absence before class, to identify a plan for making up your participation, and, if you are well enough, to attend class virtually. **Your in-person presence will be excused but not your participation.**

**VIRTUAL ATTENDANCE:** As a discussion-based and participatory course, this class will be conducted primarily face-to-face. However, for COVID-related absences, you will be able to attend class/participate virtually, and this will count as excused. Incorporating Zoom participants while teaching makes class difficult. Please do not use this offer as an opportunity to stay home simply because you prefer not to come in person or you want to go on a trip, for example. If you are not too sick to attend virtually, contact me in advance, and I will send a Zoom link. This option cannot be used regularly unless CSU has provided you with an official accommodation.

**EXPECTATIONS:** This is a **4-credit** undergraduate course. You can expect to spend a minimum of 2 hours of outside work per week for each hour of class time. As such, plan on spending a minimum of 6-8 hours per week on homework/reading/lesson planning/etc. for this course.

**CLASS STRUCTURE:** This course will be conducted primarily in person/face-to-face.

**CANVAS:** Much of the course information and materials will be accessible through Canvas, CSU's learning management system. Canvas can be accessed at <http://info.canvas.colostate.edu>. Announcements will be made in class about course information and materials made available through Canvas. Grades will also be posted via Canvas. As long as you have not adjusted your Canvas settings, announcements posted to Canvas should go directly to your CSU email address (yourname@rams.colostate.edu). If you have questions/problems using or accessing Canvas during the semester, please contact Canvas Student Support at <https://canvas.colostate.edu/student-support/>

**COMMUNICATION:** Communication is key, so keep in touch. Do not hesitate to contact me if you have any questions, concerns, or need assistance in class. Please make sure that you either consistently check your CSU email address or have your email forwarded; all important announcements will be sent through Canvas and will go to the email address on file for you with the Registrar's Office; open lines of communication will be critical throughout the semester. In any email communications to me, please use the email address on this syllabus and include EDUC465 in the subject line of your message.

- **Student Hours:** You are invited to meet with me during student hours or by appointment to discuss any questions/concerns. This semester, I will be offering both virtual and in-person conferences; sign up for an appointment here: <https://calendly.com/jbjacks/studenthours?month=2021-08> If you cannot connect with me during my office hours, please get in touch to set an appointment.
- **Email Correspondence:** Please be aware that I limit my email correspondence to M-F during regular business hours (if you send a message over the weekend, I won't see it until Monday morning).

**INTELLECTUAL ENVIRONMENT:** We are all here to learn. For this reason, we must all strive to ensure a safe learning environment in which everyone feels comfortable to express their opinions amongst their peers and the professor. A safe environment is free from offensive language, verbal attacks, and rude behavior such as interrupting when someone else is speaking. Although you may feel strongly about certain issues, you are expected to conduct yourself respectfully and with integrity. Remember, it is okay to disagree.

## UNIVERSITY POLICIES

**COVID-19 SAFE CLASSROOM:** All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are directed to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>).
- If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you.
- If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.
- You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting.
- When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.
- For the latest information about the University's COVID resources and information, please visit the CSU COVID-19 site: <https://covid.colostate.edu/>.

**ACADEMIC INTEGRITY:** This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#). Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous

community. Academic integrity means, among other things, that all work submitted in this course and bearing a student's name is expected to represent the original creative process and product of that student. Although the teaching profession is an inherently generous profession in which teachers share their files, ideas, and materials with others, and although many fine (and some not so good) materials are accessible online, the intention of assignments in this course is to allow students the opportunity to develop their own skills at creating teaching materials, unit plans, etc. Be sure to cite any sources (books, websites, another teacher's files, etc.) for any portions of an assignment (raw data, worksheets, images, photos, templates, etc.) that you use, reference, paraphrase or quote. Penalties for plagiarism or academic dishonesty include earning an F (zero points) for the assignment and may result in a grade of "F" for the course. Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

**UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS:** I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you have a documented disability that warrants accommodations in the course, please make an appointment to see me at your earliest convenience so that we can discuss appropriate accommodations that will increase your learning opportunities in this class. More information on available resources can be found through the [Student Disability Center](#).

- The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.
- Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.
- Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. The accommodative process begins once a student meets with an accommodation specialist in the SDC.

**UNDOCUMENTED STUDENT SUPPORT:** Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

**FOOD INSECURITY:** Any CSU student who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

**STUDENT PARENTS/GUARDIANS/CAREGIVERS:** I realize that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and I'm committed to supporting those of you who are parents to achieve our course's learning outcomes. If you encounter challenges in meeting course expectations—for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care's illness, essential appointment, school closure, etc.—please contact me as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). We will develop a plan for you to make up missed work. If you need to bring your child or person you care for to class, for example because you're nursing or planned childcare became unavailable, I encourage you to do so if it's feasible for you to participate in class and to support your child or person in your care. Our group work assignments are designed to provide flexible approaches to participating, and all groups should develop plans that enable all members to contribute equitably. If your group encounters challenges in doing so, please reach out to me so we can work together to devise a solution. Finally, know that [pregnant and parenting students are guaranteed equal educational opportunities by Title IX](#); know your rights, the protections provided, and how to advocate for yourself.

**MENTAL HEALTH & WELLNESS:** CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for

you. Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students: <https://health.colostate.edu/mental-health-resources/> If you are concerned about a friend or peer, use Tell Someone by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

**TITLE IX/INTERPERSONAL VIOLENCE:** For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#). As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking, and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. If you or someone you know has experienced sexual assault, sexual harassment, sexual misconduct, relationship violence, stalking or retaliation, know that you are not alone. You are encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425
- Student Resolution Center (970) 491-7165
- Office of Equal Opportunity (970) 491-5836
- Victim Assistance Team (970) 492-4242. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence.

**DIVERSITY AND INCLUSION:** “Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education” ([University Diversity Statement](#)). It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

**CSU LAND ACKNOWLEDGEMENT:** “Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.”

(<https://landacknowledgment.colostate.edu/>)

## **CSU PRINCIPLES OF COMMUNITY**

**INCLUSION:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**INTEGRITY:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**RESPECT:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**SERVICE:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**SOCIAL JUSTICE:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.