Teaching Social Studies in Middle Grades
Department of Elementary Education ~ James I. Perkins College of Education
Stephen F. Austin State University
Spring Semester 2017

Professor: Vicki Thomas, Ph.D
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Credit: 3 Semester Hours
Course Location: Online
Email: thomasv@sfasu.edu
Credit: 3 Semester Hours

Office Hours Spring 2017:

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I. Course Description

Teaching Social Studies explores the scope and sequence of social studies content, with an emphasis on age/grade-appropriate strategies, activities, materials, and technology for achieving curriculum objectives. (Reference: SFASU General Bulletin) Note: MLG 423 is a web-based course. The syllabus, calendar of assignments, learning modules, forms for class assignments, and website links are all posted on the class website in D2L. Assignments are required to be submitted online in D2L and some to LiveText.

Course Rationale: Learning is social in nature. Children learn from their interactive experiences with others: parents, siblings, relatives, friends, and other significant individuals in their lives. Social studies instruction naturally lends itself to an integrated curriculum based on the personal and social aspect of learning. Social studies are significantly more than a collection of facts for children to memorize; it is an understanding of how people, places, and events came about and how people can relate and respond to each other's needs and desires, as well as how to develop respect for different viewpoints and cultural beliefs. In short, social studies is the study of cultural, economic, geographic, and political aspects of past, current, and future societies. (Farris, Cooper, 1994, p. 6)

Course Goal: The overall goal of MLG 423 is to prepare candidates to assume their roles as professional educators who positively impact the social studies learning of all students and who exhibit the core values of the SFASU College of Education. (Note: TEES competencies whose numbers are in **bold type** are those which are the primary responsibilities of MLG 423.)

II. Intended Learning Outcomes/Goals/Objectives: Program Learning Outcomes PLOs) & Student Learning Outcomes

Stephen F. Austin State University has in place certain standards. The following standards are met by the completion of MLG 423. They are course learning outcomes which include Program Learning Outcomes (PLOs) and Student Learning Objectives (SLOs). Please look over them, for they are they guide the development of the activities for the course. If you ever ask "Why do I have to do this?" or "Why is this part of the course?", please know it has been considered that these activities, quizzes, tests, etc. help you to meet the standards. We (your professors, your university) are held to standards like the ones you will be accountable for when you are a certified teacher.
PLO 1 The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1; InTASC 1, 8).

- **Element B: Implications of Young Adolescent Development for Middle-Level Curriculum, Instruction, and Schooling**
  - SLO 1.1 Candidates demonstrate a comprehensive knowledge of the social sciences and recognize their value (4/8 Texas Social Studies ST I).
    - SLO 1.1.1 Assessment – Quizzes
    - SLO 1.2.1 Assessment – Competency Exam, Semester Exam

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement the curriculum that develops all young adolescents’ competence in subject matter (AMLE 2; InTASC 4, 5, 7, 8).

- **Element A. Subject Matter Content Knowledge**
- **Element B. Interdisciplinary Nature of Knowledge**
- **Element C. Middle-Level Student Standards**
  - SLO 2.1 Candidates apply knowledge of geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning (4/8 Texas Social Studies ST IV-X)
    - SLO 2.1.1 Assessment – Collaborative Resources
  - SLO 2.2 The effective middle school social studies teacher uses social science knowledge and skills to plan, organize, implement instruction and assess learning (4/8 Texas Social Studies ST III)
    - SLO 2.2.1 Assessment – Integrated Lesson Plan Assignment
  - SLO 2.3 The effective middle school social studies teacher understands how the social science disciplines relate to one another and to the other content areas and organizes instruction to promote intra and interdisciplinary learning in the classroom (4/8 Texas Social Studies ST II)
    - SLO 2.3.1 Assessment – Integrated Lesson Plan Assignment

SLO 2.4 The effective middle school social studies teacher is familiar with recent developments and issues in social studies education geography, economics, government, citizenship, culture, and science, technology, and society to facilitate student learning and relates them to instructional practice in the classroom (4/8 Texas Social Studies ST IV-X)

  - SLO Assessment 2.4.1 – Rubric Design
  - SLO 2.5 The effective middle school social studies teacher understands how to make instruction relevant to students and utilizes school and community resources in planning effective and relevant instructional activities (4/8 Texas Social Studies ST III)
    - SLO Assessment 2.5.1 – Final Exam Quiz
  - SLO 2.6 The effective middle school social studies teacher understands a broad variety of instructional strategies, methods and assessment techniques, and utilizes them in planning and implementing effective, age/grade appropriate instruction for students (4/8 Texas Social Studies ST III)
    - SLO Assessment 2.6.1 – Integrated Lesson Plan Assignment
  - SLO 2.7 The effective middle school, social studies teacher, understand the developments in science and technology and uses this knowledge for locating resources for instruction and as a tool for implementing instruction (4/8 Texas Social Studies ST IV)
    - SLO 2.7.1 Assessment – Collaborative Resources, Rubric Design
PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learn styles of all young adolescents (AMLE 4; InTASC 2, 3, 6, 7, 8).

- Element A. Content Pedagogy
- Element B. Middle-Level Instructional Strategies
- Element C. Middle-Level Assessment and Data-informed Instruction
- Element D. Young Adolescent Motivation
  - SLO 4.1 Candidates will understand assessment in the field of social studies including project-based learning assessment.
    - SLO 4.1.1 Integrated Lesson Plan Assignment

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Course Assignments:

1. Discussions (10% - 4 @ 2.5 points each - 10 points):

Each candidate will be responsible for writing four discussions (4 discussions @ 2.5 points each) and posting each on the class Discussion Board in D2L. The subject line of discussions will read as follows: Discussion No. (Example: Discussion No.1). It is not necessary to include your name, as D2L will do that for you. **Discussions sent via any other means than in D2L will not be accepted.** The instructor will assign discussions topics.

2. Teacher Work Samples (50% - 50 points)

Each candidate will create two work samples as a means of demonstrating competency in preparing effective age/grade appropriate plans for hands-on social studies instruction. Instructions for completing each work sample are in the Assignment Instructions module and templates for all work samples are provided in the Course Resources module. Both modules are on the course homepage in D2L. With careful planning and with permission of your Practicum instructor some of the work sample assignments may be revised and utilized in fulfilling Field Experience I requirements.

Work Sample 1: Concept Development (15% - 15 Points) Research is currently being done on some important topics related to social studies. It is important as educators we keep up to date regarding information about all our subjects. Each candidate will choose one social studies concept from the provided list, select a researched based article about the concept and write a one page single-spaced paper that provides information for using the concept to teach social studies.

Work Sample 2: Technology Ideas Assignment (15% - @ 15 Points) Read one children's book related to social studies concepts. You may choose a book you find on your own or refer to several sites that list great children's literature related to social studies such as NCSS Literature List. Then, write a short book summary and create two activities (related to TEKS) that can be completed with children related to the book and that will effectively teach social studies concepts (TEKS). One activity must include technology integration. Next, choose a method other than power point to present this assignment to the instructor such as Glogster, Video, PowToon, Prezi or other. The candidate may upload a Word document with the link to the professor in Dropbox. Please see the attachment and the link example below: **(YOU DO NOT HAVE TO DO BOTH A WORD DOCUMENT AND PRESENTATION. JUST UPLOAD A LINK TO YOUR**
Work Sample 3: Plan for Using Children's Literature to Teach Social Studies (20% - 20 points) Language arts/reading is an excellent content area to integrate with social studies. Using reading selections with social studies content can enable a teacher to address TEKS in both content areas in the same lesson and at the same time. As a means of demonstrating the ability to integrate social studies with reading/language arts instruction, each candidate will select a piece of quality children’s literature that may be used to teach one or more social studies TEKS, develop an instructional plan for using this literary selection to teach social studies. After receiving feedback from the professor, candidates will post the plan on the class Discussion Board as a means of sharing it with other class members. In this way, at the end of the course, each class member will have as many plans for her/his teacher toolbox as there are members in the class. A template and detailed instructions are in the Course Resources and in the corresponding modules in the course in D2L.

3. Exams/Quizzes (40% - 40 points)

a. Quizzes (10% - 4 @ 5 points each - 20 points) Each quiz will have questions on both social studies methods and social studies content. Quizzes will be in multiple-choice, and T/F format and will be taken online in D2L Quizzes.

b. Social Studies Content Competency Exam (10% - 10 points) This exam covers the social studies content Texas expects each EC-6 candidate to know and be able to teach to her/his students. The Exam is in multiple-choice format and will be taken online in D2L Quizzes.

c. Semester Exam (10% - 10 points) The semester exam is in essay format. It involves responding to several teaching scenarios and will be submitted to the D2L Drop Box.

4. Bonus for Course Evaluation (2 possible bonus points):

Candidates completing the online course evaluation in MySFA at the end of the semester will receive two bonus points.

IV. Evaluation and Assessments (Grading)

The earned letter grade for the course is determined by the cumulative points earned on each of the course assignments. All assignments in IV above contribute to the candidate’s cumulative points for the course.

A = 90 - 100 points
B = 80 - 89.9 points
C = 70 - 79.9 points
F <70
V. Tentative Course Outline/Calendar

Week 1 (January 17 - January 22) Topics: Module 1: Welcome. Assignments Due at the End of the Week (Deadline is Sunday midnight) Receipt of Syllabus & Discussion 1: Autobiography including, “Introduction & Memories”

Week 2 (January 23 - January 29) Topics: Module 2: Teaching Social Studies. Assignments Due at the End of the Week (Deadline is Sunday midnight) Concept Development

Week 3 (January 30 - February 5) Topics: Module 3: Planning for Social Studies Instruction. Assignments Due at the End of the Week (Deadline is Sunday midnight) Discussion 2

Week 4 (February 6 - February 12) Topics: Module 4: Assessing Learning in Social Studies. Assignments Due at the End of the Week (Deadline is Sunday midnight) Quiz 1 (Includes Modules 1, 2, & 3 plus Glossaries & Biographies for Grades K & 1)

Week 5 (February 13 - February 19) Topics: Module 5: Instructional Strategies for Social Studies. Assignments Due at the End of the Week (Deadline is Sunday midnight) Technology Idea Assignment

Week 6 (February 20 - February 26) Topics: Module 6: Lesson Planning. Assignments Due at the End of the Week (Deadline is Sunday midnight) Quiz 2 (Includes Modules 4 & 5 plus Glossaries and Biographies for Grades 3 & 4)

Week 7 (February 27 - March 5) Topics: Module 7: Resources and Technology for Teaching Social Studies. Assignments Due at the End of the Week (Deadline is Sunday midnight) Discussion 3

Week 8 (March 6 - March 12) Topics: Module 8: Teaching History. Assignments Due at the End of the Week (Deadline is Sunday midnight) No Assignments Due this Week!

Week 9 (March 20 - March 26) Topics: Module 9: Teaching Geography. Assignments Due at the End of the Week (Deadline is Sunday midnight) Quiz 3 (Includes Modules 6, 7, 8, & 9 plus Glossaries & Biographies for Grades 5 & 6)

Week 10 (March 27 - April 2) Topics: Module 10: Teaching Economics. Assignments Due at the End of the Week (Deadline is Sunday midnight) Social Studies Lesson Plan Using Children's Literature

Week 11 (April 3 - April 9) Topics: Module 11: Civic Education. Assignments Due at the End of the Week (Deadline is Sunday midnight) Discussion 4

Week 12 (April 10 - April 16) Topics: Module 12: Teaching Globalization and Diversity. Assignments Due at the End of the Week (Deadline is Sunday midnight) Quiz 4 (Includes Module 9, 10, 11, & 12 plus Glossaries and Biographies for Grades 7 & 8)

Week 13 (April 17 - April 23) Topics: Module 13: Growing as a Social Studies Professional, Professional Social Studies: Organizations, and Getting a Job. Assignments Due at the End of the Week (Deadline is Sunday midnight) None! Enjoy Being with your Families!

Week 14 (April 24 - April 30) Last week to turn in late work! Topics: Module 14: Assessing Your Social Studies Content Knowledge and Preparing for the TExES Exam. Assignments Due at the End of the Week (Deadline is Sunday midnight) None!
Week 15 (May 1 - May 7) Topics: Module 15: Assessing Your Social Studies Content Knowledge and Preparing for the TExES Exam. Assignments Due at the End of the Week (Deadline is Sunday midnight) Comprehensive Social Studies Content Competency Exam & Online Course Evaluation

Week 16 (May 8 - May 10) FINALS WEEK Topics: Semester Exam. Assignments Due at the End of the Week (Deadline is Sunday midnight) Semester Exam due by midnight, May 10.

Important: If due dates are changed, they will always be later than the one shown on this calendar. For purposes of this course, the class week will begin at 12:01 a.m. on Monday and end at midnight the following Sunday. Assignments received after Sunday midnight will be counted late. This is to accommodate those of you who work or have other responsibilities and do most of your class work on the weekends.

VI. Readings

Required Texts:


Other Recommended Resources (Most are provided in the course material):


Texas Essential Knowledge and Skills (TEKS) for Social Studies, Grades K-8. Texas Education Agency, Austin. In the Course Resources module on the course website in D2L. Also available at the University Center Bookstore or download free from TEA.

Texas Social Studies Framework, Kindergarten-Grade 12. Texas Education Agency, Austin, Texas, 1999. In the Course Resources module on the course website in D2L.

TEKS Glossaries and Biographies, Grades K-8. In the Course Resources module on the course website in D2L.

TExES Preparation Manual 191 Generalist EC-6. In the Course Resources module on the course website in D2L. Also, may be downloaded free from TExES

Websites:

The Texas Education Agency - TEA

State Board of Educator Certification (SBEC) - SBEC

SFASU Teacher Preparation Handbook - SFASU

VII. Course Evaluations
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information Found at SFASU**

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved University-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

This class meets online. **Candidates are expected to log on and access the course website at least once weekly.** Failure to access the course website is not an excuse for missing information, announcements, or assignment due dates etc. Students must be in attendance at the beginning of all courses to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn. Each candidate is responsible and will be held accountable for submitting all assignments by the due date and taking all quizzes and exams during their availability period. It is the candidate’s responsibility to know the due dates for all assignments and to contact the instructor immediately if, due to reasons beyond her/his control, she/he is unable to submit an assignment by the due date or take a quiz or exam during the availability period. See the Late Work Policy for penalties imposed for submitting assignments late.

**Assignment Policy:**
All candidates are expected to complete assignments on or before the due date shown on the Calendar of Assignments. Points will be subtracted for assignments turned in late. In order to receive an A in the course, ALL assignments must be submitted. Failure to submit any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Candidates are expected to use correct English in all written assignments. One point will be deducted from the score of an assignment for each grammatical and/or spelling error. Written work in which the use of the English language is not at an acceptable level for a University senior will be returned to the candidate marked "Unacceptable" and a zero assigned.

Late Work Policy:

It is the candidate’s responsibility to make sure that all assignments are turned in on time. Acceptance of late work is at the discretion of the instructor. In the event, late work is accepted the candidate will not receive full credit for the assignment. Assignments are due no later than midnight Sunday of the specified week. Late work, if accepted, will result in the reduction of the grade received on the work by one letter grade (10% of the points allocated to the assignment) for each week the work is late. No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached. There will be no exceptions.

Redo Work Policy:

Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work attached will not be graded.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to SFASU. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Student Academic Dishonesty: Policy 4.1 - Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

*using or attempting to use unauthorized materials on any class assignment or exam;
*falsifying or inventing of any information, including citations, on an assignment; and;
*helping or attempting to help another in the act of cheating or plagiarism.
Definition of Plagiarism - Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

*submitting an assignment as one's work when it is at least partly the work of another person;

*submitting work that has been purchased or otherwise obtained from the Internet or another source; and,

*incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the University

Student Appeals - A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). Please read the complete policy at SFASU.

COE Policy: It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined by University regulations and procedures. Discipline may include suspension or expulsion from the University. SFASU

MLG 423 Policy: Plagiarism is unprofessional and will be considered cheating, resulting in a zero on the assignment. All assignments must be written in your own words. Quotes and pictures from websites or other sources must be properly cited. Any form of copying from any source, including another student, without proper citation, will be considered cheating and will result in receiving a zero for the assignment and possibly an F in the course and/or dismissal from the program.

Professionalism as an educator (Perkins College of Education Core Values):

The middle-level school teacher is committed to continuous development as an educator, understands the dynamics of collaboration and works and plans collaboratively with colleagues, and uses Standard English to communicate correctly and effectively in both oral and written formats. Candidates are expected to exhibit the highest level of professionalism in attendance (both in the mentor's classroom and online), dress, grooming, demeanor, attitude, and maintenance of confidentiality. Failure to act in a professional manner will have a negative effect on determining the candidate's potential for certification.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at iCare or call the office at 936-468-2703.
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Fall 2015 LiveText statement:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

Cultural Awareness Profile:

The Perkins College of Education requires that all candidates complete the “My Cultural Awareness” form in LiveText. This is not a graded assignment but is a required submission for all courses offered in the Department of Elementary Education.

Nondiscrimination:

No person shall, by race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University. (Reference: SFASU General Bulletin)

IX. Other Relevant Course Information: Field Experience

The field experience provides candidates opportunities for putting the theory learned in their courses into practice under the direction of a mentor teacher in a public school classroom.

X. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1 Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU
are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at TExES). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

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Copy this receipt, complete the blanks, and submit it to the instructor within the Drop Box no later than midnight Sunday of the SECOND class week of the semester.

RECEIPT OF SYLLABUS VERIFICATION

I have read the syllabus for MLG 423, and understand the course requirements. I have read and understand the attendance and assignment policies for MLG 423.

Name (Typing your name here will be the equivalent of your signature)

________________________________________________________________________

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MiddleWeb is all about middle school & the middle grades — with a sharp focus on teaching and learning in grades 4-8. Join us, learn about our 5 streams of content, and find out how to get involved. Future of History / Social Emotional Learning. The Social Studies Teacher's Toolbox is THE book that will help teachers develop a rich social studies curriculum founded in research and practical knowledge, writes teacher educator Linda Blondi. This major resource will be welcomed by novice and veteran teachers alike. Book Reviews / Learning.