



**Course Syllabus**

<b>COURSE NUMBER:</b> SOCS 5750.01	<b>COURSE TITLE</b> Special Institute: 19 <sup>th</sup> Century American History	<b>TERM:</b> Fall 2
<b>SITE:</b> WEBG	<b>INSTRUCTOR CONTACT INFORMATION:</b> James L. Truesdell <a href="mailto:jtruesdell01@earthlink.net">jtruesdell01@earthlink.net</a> Office 314-534-7150 Cell 314-703-4820	<b>CREDIT HOURS:</b> Insert number of credit hour here 3.0 credit hours

**1. COURSE DESCRIPTION:**

**A STUDY OF AMERICA’S COMING OF AGE. DEVELOPING THEMES FROM HISTORICAL EVENTS AND LITERATURE OF THE CENTURY. THE LEWIS AND CLARK EXPEDITION, THE EMERGENCE OF PARTIES, ECONOMIC CHANGE, JACKSONIAN DEMOCRACY, EVENTS LEADING TO CIVIL WAR, THE INDUSTRIAL REVOLUTION, AND THE COUNTRY’S EMERGENCE AS A WORLD POWER. RELEVANCY TO TODAY’S WORLD AND TODAY’S STUDENTS.**

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Course is designed to assist social studies instructors to interpret and communicate the events of the nineteenth century to their students through active discussion, creative techniques, and linkage of various disciplines.	Course will serve as an elective in the Master of Arts in Teaching Social Science curriculum.	Students will learn techniques and subject content which will help them convey and interpret key concepts of nineteenth century US history to their own students.

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Each class, beginning with week two, students will prepare a “reflection” (one to two pages in length, double-spaced typed), addressing their choice of one of three relevant questions dealing with the past week’s material. Part of each class session will address the responses to these three questions.

Students will also prepare a report on a selected St. Louis area field trip from a list of eligible nineteenth century sites. The report will focus on how an instructor can structure and utilize such a field trip to enhance the educational experience of his or her students. The report will be two to four pages long, typed and double-spaced. The student will give a brief oral report to the class.

Students will prepare a final paper on a selected topic from nineteenth century America (eight to twelve pages, typed and double-spaced) with emphasis on suggested teaching techniques/activities for the topic. The student will make a brief oral presentation to the class.

There will be no scheduled exams. Class participation will revolve around assigned weekly readings from the text, focus groups, debatable questions, and linkages to modern day problems and situations.

**4. RESOURCES:**

*Required Text(s):*

Barney, William L. THE PASSAGE OF THE REPUBLIC: AN INTERDISCIPLINARY HISTORY OF NINETEENTH CENTURY AMERICA, D.C. Heath and Company. Lexington, Ma. 1987

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments	Links to Course Outcomes	Percentage of Grade
Weekly reflection papers, each worth 5 per cent of grade	Ensures student preparation for Debate and discussion on reading assignments.	35 per cent
Field trip report	Develops student ability to plan and design field trips, provides resources to all in the class	15 per cent
Final report (written and oral)	Allows students to study a topic in depth and share findings with the class.	30 per cent
Class participation and attendance	Ensures active discussion and various points of view.	20 per cent

**6. GRADING SCALE:**

95 to 100 per cent    A  
90 to 94 per cent    A-

87 to 89 per cent	B+
83 to 86 per cent	B
80 to 82 per cent	B-
77 to 79 per cent	C+
73 to 76 per cent	C
70 to 72 per cent	C-
69 per cent and below	F

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLIC

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or website

#### **Consequences of Academic Dishonesty:**

**Failure to follow academic honesty guidelines will result in a failing grade on the assignment and may result in a failing grade or dismissal from the class.**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

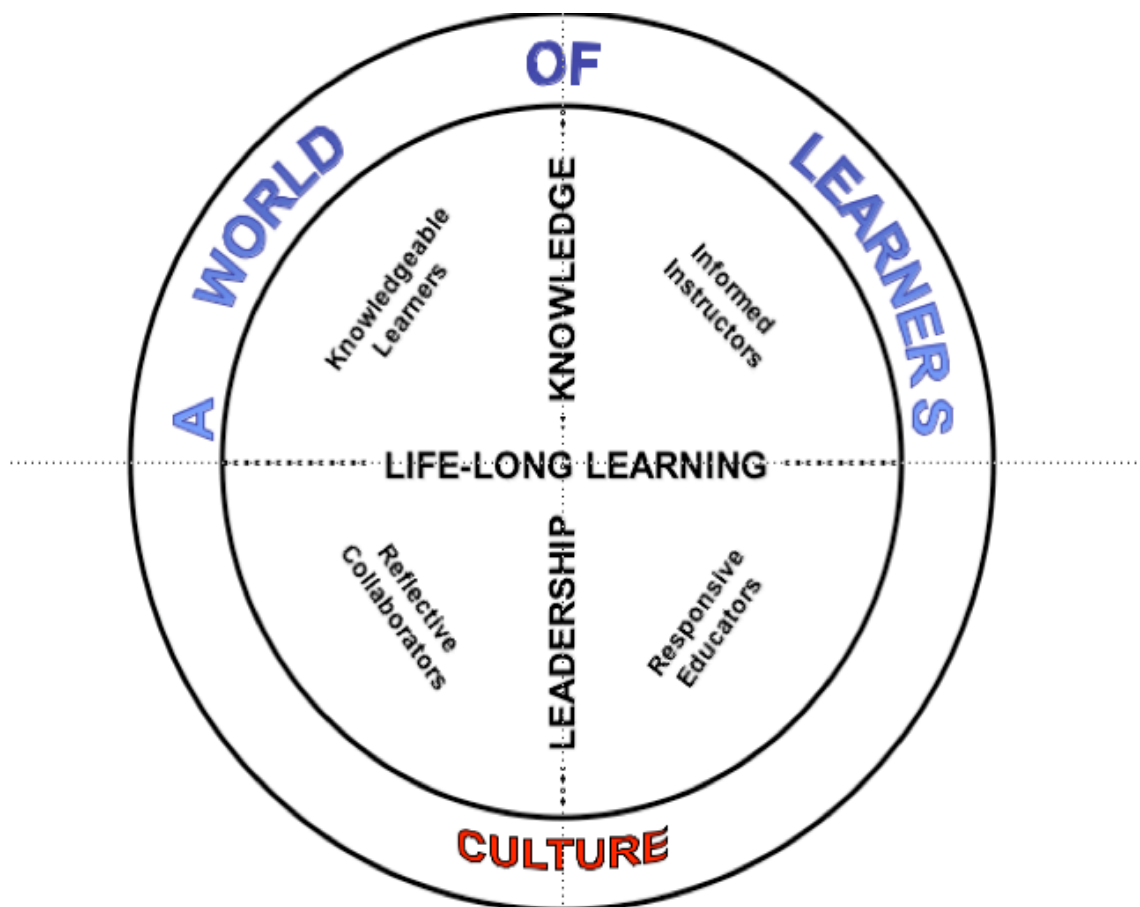
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence