



Course Syllabus

COURSE NUMBER: SOCS 5750.02	COURSE TITLE Special Institute: 20 th Century America	TERM: Spring 2
SITE: WGSD 356	INSTRUCTOR CONTACT INFORMATION: James L. Truesdell Jtruesdell01@earthlink.net Office 314-534-7150 Cell 314-703-4820	CREDIT HOURS: 3.0 Credit Hours

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

A STUDY OF WHAT HAS BEEN CALLED “THE GREAT AMERICAN CENTURY” IN WHICH THE MATURING NATION SPREAD ITS INFLUENCE THROUGHOUT THE WORLD ECONOMICALLY, MILITARILY, AND CULTURALLY. DEVELOPING THEMES FROM HISTORICAL EVENTS AND LITERATURE OF THE CENTURY. THE PROGRESSIVE ERA, THE WORLD WARS AND DEPRESSION, THE STRUGGLE AGAINST COMMUNISM, THE CIVIL RIGHTS MOVEMENT AND THE VIETNAM WAR, WATERGATE, AMERICAN DOMINANCE IN THE POST COLD-WAR WORLD. RELEVANCE TO TODAY’S WORLD AND TODAY’S STUDENTS.

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

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 twentieth 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.	The course will prepare social studies instructors to convey an understanding of twentieth century US History to their students and prepare them to use a variety of techniques to help their students gain proficiency and knowledge of key historical concepts.

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3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Students will be required to read two chapters per week in progressive order from the text (exception-week 3 will require reading three chapters). These reading assignments are 60 to 100 pages each.

Students will be assigned each week after week one to prepare a two page typed response to one of three questions dealing with the week’s reading assignment.

Students will take a field trip to a 19th Century History site in the St. Louis area (on their own time) and submit a 2 to 4 page typed report highlighting how to plan a student field trip to the site. Each student will make a ten minute oral report to the class about his or her trip.

Students will prepare a final paper on a selected topic from twentieth 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 report to the class.

4. RESOURCES:

Required Text(s): (Insert text information below; box will expand as you type.)

Moss, George Donelson , AMERICA IN THE TWENTIETH CENTURY, Prentice hall, Fifth Edition, New Jersey, 2004

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

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Each of seven weekly reflection papers (responding to question about the week’s reading assignment is worth 5 per cent of grade—total 35 per cent	Insures students analyze reading assignments and consider broad perspectives	35 per cent
Field trip report and oral presentation	Prepares students to use resources of area sites in their own teaching experience.	15 per cent
Final Report on Selected Topic	Allows students to delve into a specific area in more depth and to share their perspective with the class.	30 per cent
Class participation/attendance	Encourages discussion and debate	20 per cent

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

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 POLICY

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 web sites.

Consequences of Academic Dishonesty:

Violation of academic honesty standards may result in failure on the given assignment or further discipline including a grade of F in the class.

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

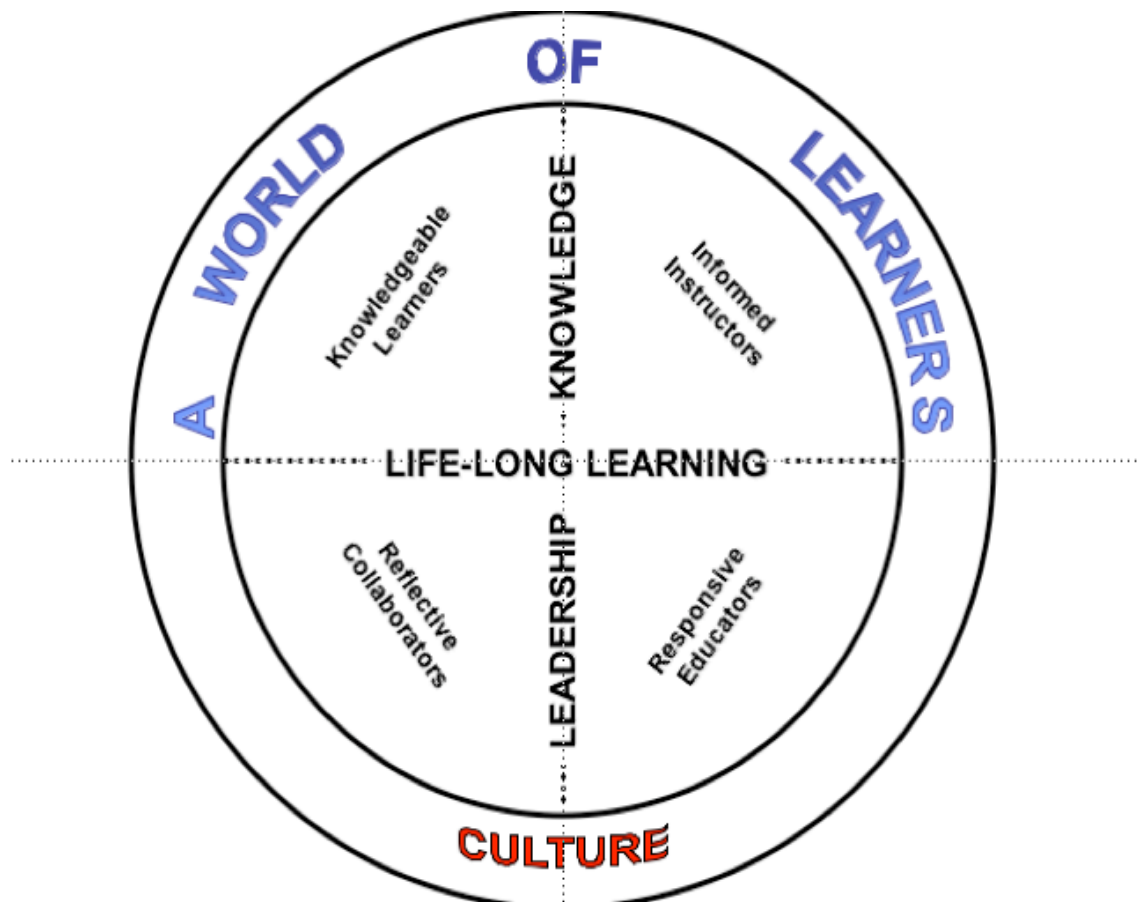
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).