San José State University
Sociology and Interdisciplinary Social Sciences
Social Science Teacher Preparation
ANTH/GEO/HIST/SOCS 138: United States History for Teachers
Winter 2019

Course and Contact Information

Instructor: Prof. Rouse
Office Location: Dudley Moorhead Hall 239
Email: Wendy.Rouse@sjsu.edu
Office Hours: Tuesdays/Thursdays by appointment 12:00 PM – 1:00 PM
Class Days/Time: Monday-Friday 9:00 AM – 11:55 AM
Classroom: DMH 226A
Prerequisites: Passage of the Writing Skills Test (WST), Completion of a 100W course (with a passing grade), Upper Division Standing (60 units), Completion of Core General Education.
GE/SJSU Studies Category: Area S: Self, Society & Equality

Course Format

Technology Intensive, Hybrid, and Online Courses (Required if applicable)
This is a hybrid course using a variety of online and in-person learning mediums. Canvas will provide a forum for working together online on a variety of projects and collaborative discussions. Copies of course materials such as the syllabus, readings, major assignments, handouts, may be found on Canvas at http://www.sjsu.edu/at/ec/canvas/index.html Please login to Canvas using your SJSU 9-digit ID (for example: 00591888) and your password. You are responsible for regularly checking Canvas for important information. Please consult Canvas for due dates and assignments.

Course Description
This interdisciplinary course is intended to prepare future teachers to teach the history of the United States from a wide range of social science perspectives. Students will study the diverse history of America's people, politics, and cultures while examining movements for social justice. They will be taught how to take on the “role of historian” by assessing evidence and applying that information to the development of responses to deep historical questions. Students will explore dynamic teaching strategies for use in their own future classrooms and learn how to create lesson plans that address required standards. Area S: Self, Society & Equality

GE Learning Outcomes (GELO)

SOCS 138 fulfills requirements for Area S: Culture, Civilization & Global Understanding. Upon successful completion of this course:
GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within the contexts of equality and inequality.

GELO 2: Students will be able to describe historical, social, political and economic processes producing diversity, equality, and structured inequalities in the U.S.

GELO 3: Students will be able to describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

Course Learning Outcomes (CLO)

Upon successful completion of this course:

CLO 1: Students will learn how to read, write, and think like historians. More specifically, students will learn to analyze primary documents from United States history using a historical inquiry approach to “doing history.”

CLO 2: Students will become proficient in applying historical thinking skills in their future classrooms in order to successfully teach students of all ages to become active, engaged citizens of our democratic society.

CLO 3: Students will learn how to create and implement a lesson plan aligned to California State History/Social Science Content Standards and Common Core State Standards.

CLO 4: Students will learn how to create formative and summative assessments with a focus on writing in the content area.

CLO 5: Students will learn how to connect current political, economic, and social issues to issues that occurred in the past to increase the relevance for their future students.

Required Texts/Readings


Course Requirements and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Online Canvas Assignments (CLO 1-6)</td>
<td>150</td>
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<tr>
<td>Readings and Workbook</td>
<td>150</td>
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<tr>
<td>Lesson Plan Assignment 1 (CLO 1-6)</td>
<td>100</td>
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<tr>
<td>Lesson Plan Assignment 2 (CLO 1-6)</td>
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<td>Lesson Plan Assignment 3 (CLO 1-6)</td>
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<tr>
<td>Lesson Plan Assignment 4 (CLO 1-6)</td>
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<tr>
<td>Lesson Plan Assignment 5 (CLO 1-6)</td>
<td>100</td>
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<tr>
<td>In-Class DBQs (CLO 1-4)</td>
<td>100</td>
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<tr>
<td>Lesson Journals/In-Class Workshops (CLO 1-6)</td>
<td>100</td>
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Total Possible Points: 1000

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination

The final examination for this course will be in class on Friday, January 18th.

Grading Information

The class activities, lesson journals, and assignments 1-5 assigned in this course will help you practice the skills that you need to create your own dynamic lesson plans. Through the readings, in-class DBQs and Canvas assignments you will study our country’s unique history and culture. Canvas assignments are also designed to introduce you to a wide variety of technology tools used by K-12 teachers today.

Please see the detailed rubrics for each major Lesson Plan assignment and DBQ exam on our Canvas course page. You may, and are highly encouraged, to self-assess your own work using these rubrics prior to formally submitting your assignments for grading. Canvas homework assignments are graded based on a complete/incomplete basis.

**I DO NOT ACCEPT LATE WORK** and there is NO MAKE-UP for missing assignments and activities (except in cases of documented emergencies). Be prepared to participate in an active-learning environment!

Grading Scale:

- **A** 93-100 percent
- **A minus** 90-92 percent
- **B plus** 87-89 percent
- **B** 83-86 percent
- **B minus** 80-82 percent
- **C plus** 77-79 percent
- **C** 73-76 percent
- **C minus** 70-72 percent
- **D plus** 71-69 percent
- **D** 63-66 percent
- **D minus** 60-62 percent
- **F** 0-59 percent
**Classroom Protocol**
You will experience a variety of activities designed to teach you how to teach California history. Attendance and active participation is required of all students. Follow these simple guidelines for success in the class:

- Arrive on time to class and be ready to participate in daily activities to help you become a great teacher!
- You get credit for each in-class lesson you actively participate in.
- Copy the lesson outline in your lesson plan journal as soon as you arrive in class. The more you put into these journals, the more use they will be for you in the future.
- Please turn off your cell phone and put away your laptops. Make your last text, email, snap, tweet, status update, etc. BEFORE class begins. **ABSOLUTELY NO PHONES OR LAPTOPS VISIBLE IN CLASS.**
- Be actively engaged for yourself and your peers. Let’s learn together.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignments and Due Dates</th>
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<tbody>
<tr>
<td>January 2, 2018</td>
<td>Historical Thinking&lt;br&gt;American Indians and their Land&lt;br&gt;Jamestown</td>
<td>Canvas Assignment 1 – Learning Env. (Due Weds. Jan. 2&lt;sup&gt;nd&lt;/sup&gt;)&lt;br&gt;Canvas Assignment 2 – Hist. Thinking (Due Weds. Jan. 2&lt;sup&gt;nd&lt;/sup&gt;)&lt;br&gt;<strong>Reading: TCI Chapters 1-3</strong></td>
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<tr>
<td>January 3, 2018</td>
<td>Colonial Worlds&lt;br&gt;Road to Revolution&lt;br&gt;Teacher Talk 1</td>
<td>Canvas Assignment 3 – Historical Thinking (Due Thurs. Jan 3)&lt;br&gt;Canvas Assignment 4 – Jamestown Arch. (Due Thurs. Jan. 3)&lt;br&gt;<strong>Lesson Plan Assignment 1 (Due Fri. Jan. 4&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Reading: TCI Chapters 4-6</strong></td>
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<tr>
<td>January 7, 2018</td>
<td>Declaration of Independence&lt;br&gt;Teacher Talk 2&lt;br&gt;<strong>DBQ 1</strong></td>
<td>Canvas Assignment 5 – Ind. HAT (Due Mon. Jan. 7&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Canvas Assignment 6 – Constitution (Due Mon. Jan. 7&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Reading: TCI Chapters 7-10</strong></td>
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<td>January 8, 2018</td>
<td>Constitution&lt;br&gt;Market Revolution&lt;br&gt;Westward Expansion</td>
<td>Canvas Assignment 7 – Preamble &amp; Bill of Rights (Due Tues. Jan. 8&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Lesson Plan Assignment 2 (Due Tus. Jan. 8&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Reading: TCI Chapters 11-14</strong></td>
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<td>January 9, 2018</td>
<td>The Worlds of Slaves&lt;br&gt;Seneca Falls to Suffrage&lt;br&gt;Teacher Talk 3</td>
<td>Canvas Assignment 8 – Slavery (Due Weds. Jan. 9&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Canvas Assignment 9 - Suffrage (Due Weds. Jan. 9&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Reading: TCI Chapters 15-17</strong></td>
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<td>January 10, 2018</td>
<td>Division and War&lt;br&gt;Life in the Civil War&lt;br&gt;<strong>DBQ 2</strong></td>
<td>Canvas Assignment 10 – Civil War (Due Thurs. Jan. 10th)&lt;br&gt;<strong>Lesson Plan Assignment 3 (Due Thurs. Jan. 10&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Reading: TCI Chapters 18-20</strong></td>
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<td>January 11, 2018</td>
<td>Slavery and Freedom&lt;br&gt;Reconstruction&lt;br&gt;Teacher Talk 4</td>
<td>Canvas Assignment 11 – Oh Snap! (Due Fri. Jan. 11&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Canvas Assignment 12 – History Podcasts (Due Fri. Jan. 11&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Reading: TCI Chapters 21-23</strong></td>
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<td>January 14, 2018</td>
<td>Urbanization&lt;br&gt;Industrialization&lt;br&gt;<strong>DBQ 3</strong></td>
<td>Canvas Assignment 13 – Urbanization (Due Mon. Jan. 14&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Lesson Plan Assignment 4 (Due Mon. Jan. 14&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Reading: TCI Chapters 24-26</strong></td>
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<td>January 15, 2018</td>
<td>Muckraking&lt;br&gt;Progressive People &amp; Boston M.&lt;br&gt;Teacher Talk 5</td>
<td>Canvas Assignment 14 – Progressive Era (Due Tues. Jan. 15&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;Canvas Assignment 15 – Get Social (Due Tues. Jan. 15&lt;sup&gt;th&lt;/sup&gt;)&lt;br&gt;<strong>Reading: TCI Chapters 27-28</strong></td>
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<td>January 16, 2018</td>
<td>Lesson Plan Presentations</td>
<td>Lesson Journals Due in Class (Due Wed. Jan. 16&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td>January 17, 2018</td>
<td>Lesson Plan Presentations</td>
<td>Canvas Assignment 16 – PLN (Due Thurs. Jan. 17&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td>January 18, 2018</td>
<td>Lesson Plan Presentations</td>
<td><strong>Lesson Plan Assignment 5 (Due Fri. Jan. 18&lt;sup&gt;th&lt;/sup&gt;)</strong></td>
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How to Purchase a TCI Student Subscription


2. Choose the “Student Subscription” link and select a 1-year, $27.00 subscription. Click “Add to Cart.”

3. Click “View Cart” on the left hand side of the screen. To complete your purchase, click on “Checkout.”

4. You will be directed through the purchasing process. When prompted to enter your school zip code enter “95192” and select “San Jose State University” or if not listed say “School is Not Listed” and type in “San Jose State University.”

5. On the New Customer Information page, enter the email address that you’d like to receive the order/subscription confirmation to. Continue with the payment process including your own shipping address and billing information.

6. You will receive an email with your subscription confirmation. This will be followed with another email that includes a link to login to your account. This second email may arrive in a few hours.

7. Once you receive the second email click on the “Student Account Setup” to walk through creating a student account. Be sure to include my email as your teacher email Wendy.Rouse@sjsu.edu so that you will be added to our class.

8. If you do not receive an email confirmation, please check your spam folder. You may also call TCI Customer Support at 800-497-6138, ext. 0 for assistance or email them at info@teachtci.com