

UTeach – Liberal Arts
Course Syllabus – General Information
Teaching in Secondary Schools – UTL 640 Social Studies

Professor Dan Nguyen

Prerequisites

- Successful completion of UTL 101
- A grade of A or B (84 or above) in UTL 202
- A grade of A or B (84 or above) in UTL 640
- Overall UT GPA of 2.75 or above and GPA of 3.0 in certification area

Course Description

UTL 640 is a twice-weekly three-hour seminar introducing you to the concepts and practices necessary to design and deliver effective instruction in secondary Social Studies courses. In this course, students develop a deeper understanding of effective methods for teaching through—

- Readings, seminar discussion, and active participation.
- Written assignments and reflections
- Fieldwork experience which includes 40 hours of observations, lesson planning and implementation, reflections, and assessment of professional growth.
- Throughout the semester, students will study for their **state certification exams** outside of class. Full participation in seminars and field experience is a vital part of exam preparation, but students must review for these exams on their own. Subscribing to test prep materials is highly recommended.

Learning Outcomes

By the end of the course, students will be able to

- Design and implement effective curriculum based on cognitive science and well researched strategies.
- Exhibit the characteristics of highly effective teachers.
- Effectively manage a classroom to reduce misbehaviors as much as possible.
- Prepare and implement learner-centered instructional strategies that meet the needs of a diverse student population.
- Use self-reflection in addition to cooperating teacher (CT) and university field supervisor (FS) evaluation feedback to improve performance over time.

How You Will Succeed In This Course

UTL 640 demands more of your time and physical energy than 101 or 202. *Successful time management and self-care are of utmost importance.*

- **Attend seminar regularly.** Five points will be deducted from your final average for every seminar absence after the first absence and every fieldwork absence after the first. Arrive on time. A 15-minute late arrival is considered an absence. **Two tardies will count as one absence.**
 - **Communicate with your UTL Professor** regarding an absence or potential late arrival to seminar as soon as possible. You can find more information about UT's absence policy at the following web address:
<http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php>

- **Covid-19:** If the pandemic taught us anything, it is that health should be treated seriously. If you are sick, please communicate with your CT and myself and plan on staying home. We can work together to make up your hours.
- **Turn assignments in on time.** Completing assignments on time reflects the professionalism required of a future educator. All late assignments will be accepted with a starting grade of 80%. Work more than 48 hours late will result in a 0/no credit. Be sure to keep track of what's due and when.
- **Complete readings** as listed on your detailed syllabus before the seminar.
- **Follow the Pacing Guide** to complete all field work in a timely manner.

Communication

- **Email Lesson Plan drafts 48 business hours in advance of teaching** to your professor, CT, and FS (if being observed) so you can receive feedback and make changes if necessary.
- **Read the pacing guide, communicate with your CT about the expectations,** and use the guide to structure your calendar and stay on schedule.
- **Due date extensions for Lesson Plans/teaches** occur *rarely* but may be granted with the reason for the extension is an *unavoidable school-based issue* and occurs *outside of the student intern's control*.
 - Avoid school-based scheduling misalignments by communicating effectively with your CT to schedule your teaches before the school/CT's calendar becomes an issue.
 - Failure to schedule lessons due to not managing your time or communicating with your CT could lead to the implementation of a Student Development Plan.
 - Know when testing and school holidays/professional development days are scheduled.
 - Note: at times, CTs and PLCs are developing or changing teaching calendars as the semester progresses. Patient/professional communication is vital. Ask what you can do to prepare for teaching in the meantime.
- **Submit Lesson Plans to Canvas and then "Comment" on the assignment with any changes and thoughts you make to the lesson based on feedback from your UTL Professor, FS, and CT to get full credit for the assignment** (a 7 is assigned until you make your comments)

Standards for Texas Educators

As part of the four-semester UTLA teacher certification program, this course incorporates and expands on the following standards.

- [Pedagogy and Professional Responsibilities](#) for Teachers (EC-Grade 12)
- [Social Studies, grades 7-12](#) or [History, grades 7-12](#) certification standards
- [ISTE Standards for Educators](#)
- [Texas Approved Educator Standards Adopted in Chapter 149](#)
- [Technology Applications \(EC-Grade 12\)](#) (Standards 1-7)
- [English Language Proficiency Standards](#) (ELPS)
- [Code of Ethics and Standard Practices for Texas Educators](#)

Required Text

- **Smart Teaching Stronger Learning: Practical Tips from 10 Cognitive Scientists** by Pooja K. Agarwal
ISBN-13: 979-8991819107

NOTE: The instructor maintains the right to change the syllabus and will inform you during seminar. You are responsible for changes even if you are absent. **Check Canvas frequently.**

I understand the financial considerations that textbooks have on student budgets. This text was chosen for both its low cost and condense nature. I think it is a guide you will keep at your classroom desk and actually reference in the coming years during your professional practice.

Digital copies of other required readings will be available in Canvas.

Recommended Texts

You are not required to purchase these texts, but I personally recommend them as being great resources for aspiring teachers:

- ***The First Days of School: How to be an Effective Teacher, by Harry K. Wong (any edition)***

This is considered one of the essential guides by teachers to learn the essential strategies and behaviors teachers should utilize to set up effectively managed classrooms. The advice is timeless and easy to implement. Several of the ideas I share in class will come from this source, but the entire book is well worth your time.

- ***Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom, by Daniel T. Willingham***

Many of our class readings will come from Willingham. He has a clear writing style that summarizes the research into how the brain works and how teachers should utilize those truths in their curriculum. If you enjoy the classes where we delve into cognitive science, I suggest picking up this book to get a fuller understanding of building student memory and comprehension.

- **Study guide(s) of your choice for certification exam preparation.**

At the end of this semester or year, passing your certification exams will be critical. I suggest beginning your preparations early, utilizing study resources, and forming study groups in your cohort.

How will you learn?

Field Experience

UTL 640 will provide students with field experience in a high school classroom. The field experience is accompanied by a twice-weekly seminar on the UT campus.

You will attend at least **FIFTY** participatory **observation hours** and write a minimum of **6 lesson plans**. This will enable you to complete the following:

Field Experience Assignments:

- **4 Observations where you observe your CT and reflect on pedagogical issues.**
 - Particular emphasis in your observations will be how you observe the strategies we learn about in class are applied in your placement classroom
- **6 Lesson plans for the lessons you deliver in your placement. (If necessary, a 7th lesson plan might be required of students who need to demonstrate further curriculum making skills.)**
- **Video recording yourself teaching 2 separate times so I can provide feedback.**
 - 1st video over Lesson Plan 3 or 4
 - 2nd video over Lesson Plan 5 or 6

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- o 3 Lesson Reflections where you reflect on how your teaches went.
 - o First reflection will be due after you deliver your first 2 Lesson Plans.
 - o Second reflection will be due after Lesson Plans 3 and 4.
 - o Third reflection will be due after Lesson Plans 5 and 6.

Field Placement Protocols

- o Include your UTL professor on all written correspondence between you and your CT.
- o Observe in the field at least **4-5 hours** each week in order to earn **50 hours** within **~10-12 weeks**.
- o Aim to go in twice a week for about 2-2.5 hours each to observe THE SAME period each time. Doing so will let you know your students much better so you can better deliver your lessons.
- o Field hours earned will be reported on a weekly basis using the [UTEACH-LA UTL 640 Weekly Hours Log \(Social Studies\)](#) form submitted via DocuSign. Log your hours **every** time you are in the field.
- o **Demonstrate sound professional judgement.** Be on time and prepared. If you are unable to fulfill a scheduled observation or lesson presentation, contact your CT and UTL instructor immediately.
- o **Dress professionally.** Consider that your appearance asserts a thesis on your regard for your role in the classroom. Avoid t-shirts and any clothing with political messages. Avoid wearing hats. If physically on campus: avoid inappropriate footwear (i.e., flip-flops), jeans or items in conflict with the employee dress code.
- o **Immediately communicate any placement-related issues to your UTL instructor.**

Lesson Plans

- o You will receive ample feedback from your **Cooperating Teacher (CT), Field Supervisor (FS)** and professor to help you grow. As a novice, you should EXPECT to have lots of room to grow!
- o **6 teaches:** Each lesson should cover at LEAST one 45-minute class period or ½ of a 90-minute block. I recommend that you teach for the entire class period by lesson 4.

o Lesson plans (LPs) must be emailed to your CT and Professor 48 business hours before teaching.

- o Failure to submit the lesson 48 business hours in advance of teaching may result in 20 points deducted from the initial grade and your CT denying your teaching that particular day.

If I plan to teach at 8AM on:	My lesson plan must be submitted BEFORE 8AM on:
Monday	Thursday
Tuesday	Friday
Wednesday	Monday
Thursday	Tuesday
Friday	Wednesday

- o **Communicate with your TEA Field Supervisor:** It is the student's responsibility to initiate communication with the FS. Submit lesson plans to your FS 48 hours before your observation.
- o **Tests and Test Reviews:** Giving a test does not count as a lesson. You may however, be asked to plan a test review. If so, your review must meet required lesson plan standards and the 3E format. Games such as Kahoot! do not count as a lesson plan, but you may design or incorporate games as part of your 3E lesson.

Lesson Evaluations

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- o You will receive **evaluative, constructive, and specific** feedback **from the CT** for each of your **teaches**.
 - At least 24 hours in advance of each lesson's delivery, initiate the [UTEACH-LA UTL 640 Evaluation Form - Cooperating Teachers \(Social Studies\)](#) that your CT will complete.
 - *For detailed instructions on how to use this important electronic form, consult page 1 of [THIS](#) document.
- o You will receive feedback **from the FS** over at **least two lessons/teaches** to meet UTL 640 requirements. Additional observations may be required or requested.
 - Initiate communication with your FS to schedule observations and respond to correspondence sent by your FS professionally and in a timely manner.
 - Submit LPs to your FS **at least 48 hours** prior to scheduled observations and provide a print copy for her convenience if she comes to observe you in person or provide information as to how she will access the technology platform of the placement school and classroom when she observes remotely.
 - **Participate in a 30- to 45-minute, post-lesson debrief** with your FS after each of her observations. Your CT is neither required nor expected to participate in this post-lesson debrief.
 - Following these debriefing meetings, **acknowledge via email receipt of her electronic observation evaluation form as soon as you receive it from DocuSign.** **These official documents are not complete until you acknowledge them,** meaning they are not submitted to the UTL Instructor until you execute this step.

Lesson Reflections. You will

- o **Write 3 Full Reflections**
 - o For each Lesson Plan, pick one of our goals to work on for that lesson.
 - o Produce and submit three analytical reflections on your lesson design and teaching practice—one reflecting on lesson plans 1 and 2, one on lesson plans 3 and 4, and one on lesson plans 5 and 6 on how well you implemented your goal and how the lesson went overall.
 - o There will be an assignment in Canvas where you submit these full reflections.

Grading

Performance evaluation is based on the UTL 640 Professional Educator Fitness Spectrum.

Grade Breakdown:

A	94%-100%	B+	87%-89%	C+	77%-79%	D+	67%-69%
A-	90%-93%	B	83%-86	C	73%-76%	D	63%-66%
		B-	80%-82%	C-	70%-72%	D-	60%-62%
						F	59% and below

- 40%** **Field Experience:** Attendance to placement campus; cooperation with CT and students; lesson plans; observations; video and lesson reflections; required program documentation
- 45%** **Seminar:** Attendance in seminar; Reading responses and Writing Assignments; Presentations; Participation
- 5%** **TEA Required Learning Modules and Documents**
- 10%** **Professional Educator Fitness Spectrum**

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Near the Mid-term, you will complete a self evaluation of yourself based on the Educator Fitness Spectrum. We will set goals for you, and then you will reflect on how you achieved those goals. I will give you an evaluation based on your demonstrated ability to design effective curriculum as part of this process.

Important: 5 pts. are deducted from the total grade for each absence in the seminar after the 1st one.

Individual Development Plans (IDPs)

Interns must complete the fieldwork satisfactorily to receive credit for this course.

- Please note that inadequate performance or professionalism during seminars and/or your field experience may result in the development of an IDP.
- The purpose of an IDP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance.
- Failure to achieve the goals of an IDP could result in termination of your field experience.
- Your final grade will reflect the entire semester's work, including any pre-IDP performance.

Academic Integrity / Generative AI Use Policy

The use of generative artificial intelligence tools (or Large Language Models [LLMs]) such as CoPilot or ChatGPT in this class shall be permitted on a limited basis. In general, you may use them to -

1. Create articles you plan on using in a lesson plan.
2. Help you create a Slide Presentation you plan on using in a lesson plan.
3. Help you brainstorm activity ideas (although my experience is that they do these weakly – you will be far more successful using what you actually learn in 640 for your lesson activities.
4. Ask an AI tutor to help you understand a topic you are weak on, whether it is a topic we are reading about or a topic you are preparing to give a lesson over.

You are **NOT** allowed to use generative AI to write your reading responses, lesson reflections, or field observation reports. You are expected to read our assignments yourself and then apply those readings to your own experiences or what you observe in your CT's class.

You are also welcome to seek my prior-approval to use generative AI on any assignment. In either instance, generative AI should be used with caution and proper citation, as the use of generative AI must be properly attributed. Using generative AI tools without authorization or failing to cite generative AI use according to the citation policy in this course, even where permitted, may constitute a violation of UT Austin's Institutional Rules on academic integrity and may be referred to student conduct for resolution.

If you are considering the use of generative AI but are unsure if you are allowed or the extent to which they may be utilized responsibly, please ask.

Students' Rights and Responsibilities

You have a right to

- Respect.
- Be assessed and graded fairly.
- Freedom of opinion and expression.
- Privacy and confidentiality.
- Learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

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Educator Code of Ethics

Pursuant to the Texas Administrative Code Chapter 247 Educators' Code of Ethics, all UTeach-Liberal Arts Students are responsible for reading, understanding, and adhering to the Code of Ethics and Standard Practices for Texas Educators (247.2) while participating in the UTeach-Liberal Arts courses, events, and program. Participation in UTeach-Liberal Arts requires all students sign and comply with the Educators Code of Ethics (247.2).

Seminar Schedule

Seminar	Seminar Topics	Readings/Assignments/Pre-work Will always be due before the NEXT class period
1 1/12 Mon	Course Over-View Introductions and Building Relational Capacity Basic Educator Skills Best and Worst Examples Experiment #1	Read Students Remember...What They Think About and complete response on Canvas
2 1/14 Wed	Curriculum Building Lesson 1 The Importance of Thinking Learning Experience Evaluation: What will the student think about? Evaluating Different Note-Taking Systems Unit Planning and the TEKS Nuts and Bolts Continued Backwards Design: Working from the TEKS to your Learning Objective/Finding the Core Concept of a Lesson Essential Questions: How do I determine what to teach on a given day? How do I create effective learning objectives?	Listen/Read to Cult of Pedagogy podcast, ep. 108: " To Learn, Students Need to Do Something " and complete response on Canvas
TExES Soc St 7-12 standards: II, III PPR EC-12 standards: I, III		
3 1/21 Wed	Curriculum Building Lesson 2 The Basic Lesson Plan: The 3E Model Apply 3E Model to Scientific Revolution Lesson	Read Field Placement Pacing Guide located under Modules page on Canvas
4 1/26 Mon	Curriculum Building Lesson 2 The Basic Lesson Plan: The 3E Model Apply 3E Model to Scientific Revolution Lesson Meet your Field Supervisors Delivering Content Over-View and Writing an Article Essential Question: How do I use the 4E model to plan my learning experiences? How should I evaluate my lessons to ensure students remember what I want them to?	Begin your Field Placements at your schools. Read Why Every Teacher Should Use Dual Coding and complete response on Canvas Complete "Write an Article (Using Self or ChatGPT) to be used in a Lesson Plan Assignment," due on 2/11
TExES Soc St 7-12 standards: II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III		
5 1/28 Wed	Curriculum Building Lesson 3 Delivering Content: Designing Effective Powerpoints: Dual Coding, Questions into Concepts, CLT and bullet points	Read Intro and Principle 2 of Rosenshine's 10 Principles of

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	<p>Make a Dual Coded Presentation over a topic of your choice.</p> <p>Essential Questions: What modalities can I convey information through and how to I make each efficient?</p>	<p>Instruction</p> <p>Complete response on Canvas</p>
<p>TEXES Soc St 7-12 standards: II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>6 2/2 Mon</p>	<p>Curriculum Building Lesson 4</p> <p>Delivering Content: *Professor Nguyen's bad economics example Cognitive Load Theory and the Segmenting Principle</p> <p>Essential Questions: How do I structure my learning experiences? How does Cognitive Load Theory give me a guide to avoid teaching mistakes?</p>	<p>Listen/Read to ep. 54 of the <i>Cult of Pedagogy</i> Podcast – "Is your lesson a Grecian Urn?" and Complete response on Canvas</p>
<p>TEXES Soc St 7-12 standards: II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>7 2/4 Wed</p>	<p>Curriculum Building Lesson 5</p> <p>Finish Segmenting Lesson</p> <p>Essential Questions: How can I design lectures to be most effective for student learning?</p>	
<p>TEXES Soc St 7-12 standards: II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>8 2/9 Mon</p>	<p>Curriculum Building Lesson 6</p> <p>What was the Most Engaging Lesson you ever encountered? Student-centered Learning and Engaging Activities Toolbox</p> <p>Essential Question: How do I create engaging learning experiences?</p>	<p>HW: Read The Privileged Status of Story and complete response on Canvas</p> <p>"Write an Article (Using Self or ChatGPT) to be used in a Lesson Plan" Assignment is due next class</p>
<p>TEXES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>9 2/11 Wed</p>	<p>Curriculum Building Lesson 7</p> <p>Present Article you wrote.</p> <p>Finish Engaging Activities Toolbox</p> <p>The Power of Story and structuring lessons like a story</p> <p>Discussion Activities Toolbox</p> <p>Essential Question: How do I create engaging learning experiences?</p>	<p>Read/Listen to "Connecting to Students" and complete response on Canvas</p> <p>Create a Presentation where you structure Content like a Story – Due 3/2</p>
<p>TEXES Soc St 7-12 standards: II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>10</p>	<p>Curriculum Building Lesson 8</p>	

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<p>2/16 Mon</p>	<p>Tips for Conducting Discussion Activities Discussion Activity Examples</p> <p>Essential Question: How can I use the basic structure of stories to create engaging learning experiences that endure in memory?</p>	<p>Read pages 56 – 66 of “Smart Teaching Stronger Learning” over “Concept Mapping” and submit response on Canvas</p>
<p>TExES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>11 2/18 Wed</p>	<p>Classroom Management Lesson 1</p> <p>The 5 Pillars of Management Building Relational Capacity and Organization</p> <p>Curriculum Building Lesson 9</p> <p>Schema Building and the Efrat Furst Model Elaborate Phase: Generative Activities Toolbox</p> <p>Essential Question: How do I design meaningful activities for the Elaborative Phase? What do effective teachers do to manage their classrooms?</p>	
<p>PPR EC-12 standards: II</p>		
<p>Classroom Observation #1 due in Canvas by 11:59pm on 2/22</p>		
<p>12 2/23 Mon</p>	<p>Classroom Management Lesson 2</p> <p>Explicit Directions and Modeling 2x10 Practice Share your Signal Power Zone practice</p> <p>Essential Question: What do effective teachers do to manage their classrooms?</p>	<p>Read chap 3 + 4 of “Smart Teaching, Stronger Learning” and complete response on Canvas</p>
<p>PPR EC-12 standards: II</p>		
<p>13 2/25 Wed</p>	<p>Curriculum Building Lesson 10</p> <p>Spaced Learning and Practice The Cornell Note system Other Ways to Space Learning</p> <p>Essential Question: How do effective teachers utilize cognitive science to promote deep learning and memory formation?</p>	<p>Read pg 42-43, 46-47 of Teaching WalkThrus and complete response on Canvas</p> <p>“Present Content Structured like a Story” assignment due next class.</p>
<p>TExES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>14 3/2 Mon</p>	<p>Classroom Management Lesson 3</p> <p>Present “Content Structured like a Story” assignment.</p> <p>Positive Reinforcement Redirection when Needed</p>	<p>Read Chapter 1 of “Smart Teaching, Stronger Learning,” and complete response on Canvas</p>

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	<p>Essential Question: What do effective teachers do to manage their classrooms?</p>	
PPR EC-12 standards: II		
<p>15 3/4 Wed</p>	<p>Curriculum Building Lesson 11</p> <p>Retrieval Practice: How to Ensure Enduring Memory? Retrieval Practice Toolbox</p> <p>Essential Question: How do effective teachers utilize cognitive science to promote deep learning and memory formation?</p>	<p>Complete Professional Educator Fitness Proficiency Spectrum Formative Self-Eval before 1 on 1 meeting.</p>
PPR EC-12 standards: II		
<p>Classroom Observation #2 due in Canvas by 11:59pm on 3/8</p>		
<p>16 3/9 Mon</p>	<p>No Class -</p> <p>1 on 1 Meetings to discuss Fitness Spectrum and Outline Semester Goals to be scheduled for Mon - Tuesday</p> <p>Use extra time to complete your Dyslexia Modules and other TEA Assignments</p>	
<p>TEXES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>3/11 Wed</p>	<p>No Class -</p> <p>Use extra time to complete your Dyslexia Modules and other TEA Assignments</p>	
<p>Dyslexia Module 1 Due by 11:59pm on 3/15</p>		
<p>17 3/23 Mon</p>	<p>Curriculum Building Lesson 12</p> <p>Spaced Retrieval Practice Toolbox Last Lesson, Last Week, Last Month</p> <p>Essential Question: How do effective teachers utilize cognitive science to promote deep learning and memory formation?</p>	<p>Complete – Design a complete Learning Experiences assignment due 4/15</p> <p>HW: Read Principle 3 of Rosenshine's 10 Principles of Instruction</p>
<p>TEXES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III</p>		
<p>18 3/25 Wed</p>	<p>Great Teacher Qualities Lesson 1</p> <p>The Power of Questioning and Feedback In class – pg 88-109 of Teaching WalkThrus</p> <p>Essential Question: How do effective teachers use questioning?</p>	<p>Read Analogy: The Trusted Tool of Teacher Talk and complete assignment in canvas.</p>

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Dyslexia Module 2 Due by 11:59pm on 3/29

19 3/30 Mon	Great Teacher Qualities Lesson 2 Explaining and Modeling Efrat Furst – meaningful Connections – making concepts understood I do, We do, You do Essential Question: How do effective teachers provide direct instruction as a precursor to student practice?	
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TEXES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject)
 PPR EC-12 standards: I, III

20 4/1 Wed	Great Teacher Qualities 3: Assessing Students Review of Formative Assessment Tools Summative Assessment Writing – Tie in to What Did They Do and Think About in your Class? Backwards design – is the summative aligned to the TEKS and your lessons? Essential Question: How do effective teachers utilize assessment?	Read How Praise can Motivate...or Stifle and submit response to Canvas
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TEXES Soc St 7-12 standards: II
 PPR EC-12 standards: I, III

Classroom Observation #3 due in Canvas by 11:59pm on 4/6

4/6 Mon	No Class – You will be taking a practice TEXES Social Studies Composite certification test on a Saturday this semester. This seminar is cancelled as a way of “paying you back that time.” In addition, you can use this time to work on your Dyslexia Modules.	
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21 4/8 Wed	Great Teacher Qualities 4 Ambitious Goals – Achievable Steps – how this is seen in teaching Writing and the DBQ Essential Question: How can I teach students how to write essays and DBQs that align with higher level Social Studies skills?	Read English language Proficiency Standards (ELPS) assignment and submit response to Canvas.
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Dyslexia Module 3 Due by 11:59pm on 4/12

22 4/13 Mon	Great Teacher Qualities 5: Using Primary Sources in the Social Studies Classroom Wide Variety of Perspectives Evaluating Sources: the APPARTS or SOAPS process Addressing Current Events and the Law Essential Questions:	Next Class: present your “Best 3E Learning Experiences Plan”
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	What are the essential skills and strategies that I learned this semester? How can I teach students document analysis to align with higher level Social Studies skills?	
TexES Soc St 7-12 standards: I, II, III PPR EC-12 standards: I, III		
23 4/15 Wed	Putting it All Together Learning Experiences Presentation Due! Present Best Lesson utilizing all strategies: *Learning Goal focused on Core Concept *3 Phases Learning Experiences Essential Question: How do I make effective learning experiences?	
TexES Soc St 7-12 standards: I, II, III, IV-VIII (depending on subject) PPR EC-12 standards: I, III		
Register/pay for (\$10) and complete the full-length PPR EC-12 practice test online via the link available in Canvas. Save and upload your results in Canvas by or before 11:59PM on 4/19		
24 4/20 Mon	Primary Sources Continued: Visit to Blanton Museum	HW: Read A Few Ideas for Dealing with Late Work and complete reading assignment in Canvas
TexES Soc St 7-12 standards: I, II, III PPR EC-12 standards: I, III		
25 4/22 Wed	Course Summation Assignment To be completed in class. Extra Credit Presentations: Design an Activity for a Toolbox!	
TexES Soc St 7-12 standards: I, II, III PPR EC-12 standards: I, III		
26 4/27 Mon	End of Semester Student Teacher Expectations Class Evaluations Essential Question: What policies and practices should I follow in my class that support all learners?	
TexES Soc St 7-12 standards: I, II, III PPR EC-12 standards: I, III		
Classroom Observation #4 AND Professional Educator" Goals Reflections AND All TEA required Modules		

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Due in Canvas by 11:59pm on 5/3

THE UNIVERSITY OF TEXAS NOTIFICATIONS

Official Policy Statements per The University of Texas at Austin

Land Acknowledgment:

We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, we would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Accessibility:

We are committed to creating and maintaining an accessible and inclusive learning environment for all students. Please let us know if you experience any barriers to learning so we can work with you to ensure you have equal opportunity to participate fully in this course. The University is committed to creating an accessible, inclusive learning environment for students with disabilities consistent with university policy and federal and state law. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to your content-area professor as early as possible in the semester so they can discuss your approved accommodations and needs in this course with you directly.

Academic Integrity Expectations:

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom Safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.

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- [Proactive Community Testing](#) has been an important part of the university's efforts to protect our community. These fast, free tests remain available until August 15, 2022, and will likely be offered again in the future if necessary.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, **to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, refer to the university's [COVID-19 Exposure Action Chart](#).**
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Emergency Evacuation Policy

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at www.utexas.edu/emergency

Carrying of Guns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, TexasSenate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would liketo speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not

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subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **We are a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with one of us or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

University Resources for Students:

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities (SDS)

We are committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so we can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to your content-area professor as early as possible in the semester so the two of you can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources.

Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit

<https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS)

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Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Libraries: <http://www.lib.utexas.edu/>
- ITS: <http://www.utexas.edu/its/>

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.