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Fall 2015

EDCI 3160

Brooke Muntean
University of New Orleans

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College Mission

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.
Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
   1. Managing classroom procedures (COMPASS 2c)
   2. Managing student behavior
   3. Organizing physical space
   4. Organizing classrooms to integrate technology
   5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:
   1. Using cultural contexts in the classroom
   2. Demonstrating knowledge of diversity among students
   3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION
A. They understand and use curriculum and instruction by:
   1. Knowing content
   2. Knowing pedagogy
   3. Setting instructional outcomes (COMPASS 1c)
   4. Designing coherent instruction
   5. Designing student assessments
   6. Incorporating knowledge of diversity in the classroom
   7. Planning for the use of technologies in curriculum and instruction
   8. Demonstrating knowledge of resources, including technologies
   9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:
   1. Incorporating effective written communication in the classroom
   2. Incorporating effective oral communication in the classroom
III. EFFECTIVE TEACHERS DELIVER INSTRUCTION AND ASSESS LEARNING
A. They engage students in active learning (COMPASS 3c) by:
   1. Interacting effectively with students
   2. Demonstrating flexibility and responsiveness
   3. Integrating technology and other resources
B. They integrate disciplines into instruction by:
   1. Applying connections to multiple disciplines
   2. Demonstrating connections to real life
C. They use assessment in instruction by:
   1. Incorporating performance tasks in the classroom
   2. Using questioning and discussion techniques (COMPASS 3b)
   3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
D. They embed diversity in decision-making by:
   1. Selecting resources
   2. Delivering instruction
   3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES
A. They advocate for children, in terms of services and supports by:
   1. Communicating with families
   2. Demonstrating knowledge of resources in school and the community
B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available technology
C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.

Course Description

The College of Education recognizes its mission to prepare professionals to teach in culturally diverse settings. This course is designed to facilitate disciplined reflective inquiry into the education process through the interaction of theory and practice. In this course, students will begin to understand learning processes, as well as recent trends, issues, methods, and materials used in elementary social studies instruction to prepare children and youth for active citizenship in a global community.
This course seeks to integrate theories of social studies education with the practice of classroom teaching in a meaningful manner for all students.

Course Format/Instructional Strategies

This course will include the following format/strategies:

A. Moodle
B. Email updates, announcements, etc.
C. Electronic Handouts & Electronic Submission
D. Independent Readings, Assignments, etc.
E. Video Reflections
F. Case Studies
G. Discussion Board Forum
H. Chapter Quizzes

STUDENT LEARNING OUTCOMES

At the conclusion of this course, candidates should know and be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish and participate in a community of learners.</td>
<td>UNO: 1,2,4,5; State: IA, IIA, IVB, AECI: 1.0, 5.1, 5.2; NCSS: 1, 2, 5.6</td>
</tr>
<tr>
<td>2. Reflect upon their own experiences with social studies and how these will influence their future teaching and learning.</td>
<td>UNO: 4, 5; State: IVB, IA; AECI: 2.4, 5.1; NCSS:5</td>
</tr>
<tr>
<td>3. Understand the interaction of theory and practice as it relates to interdisciplinary, culturally sensitive social studies curriculum and instruction.</td>
<td>UNO:1,2,3,4;State:IA,IIA,IIB,IIIC,IIID,IVB,VB;AECI:1.0,2.1,2.4,3.1,3.2,3.3,3.4,3.5,4.0,5.1; NCSS:1,3,4a,4b,4c,4d</td>
</tr>
<tr>
<td>4. Practice the methods of various social scientists.</td>
<td>UNO:1,2,3,4;State:IA,IIA,IIB,IIIC,IIID,IVB,VB;AECI:1.0,2.1,2.4,3.1,3.2,3.3,3.4,3.5,4.0,5.1; NCSS:1,3,4a,4b,4c,4d</td>
</tr>
<tr>
<td>5. Explore personal, family, and community resources, technological resources, and journals and professional organizations, available for enhancing elementary social studies.</td>
<td>UNO:4;State:2.1,2.4,5.2; NCSS:2,5</td>
</tr>
</tbody>
</table>
Required Texts:


Course Assignments:

Activities/Assignment
Each week of the semester we will cover approximately one chapter in your textbook plus supplemental material from outside sources. You may use any resource available, including the Internet, your textbook, etc. to complete the assignments. All assignments should be completed and submitted by midnight of their due date. The due dates in this course will fall on each Tuesday night. Assignments are to be submitted electronically via Moodle.

Discussion Board Posts and Responses
The Moodle discussion boards are the primary area of class participation.

A discussion board forum will be assigned on the majority of the Tuesdays throughout the semester. Students are always welcome to work ahead on any future discussion boards that might be available. You are required to thoroughly participate in each forum. More information can be found on this in the document entitled “Online Discussion Board Expectations”, which is located on blackboard under “Course Documents”. As part of your first day’s assignment, please print, read, and thoroughly internalize these “Expectations”, as the blackboard discussion boards make up a significant portion of your course grade.

Students should reply to the discussion board forum as early in the day as possible, if not earlier, giving everyone a chance to respond over the course of the day that the board is due. Late questions and responses may be accepted at the instructor’s discretion, but for no more than 50% of the grade. Discussion responses must be thoughtful and complete and be based on the readings and research done that week.

Reflections/Assignments
Throughout the course of the semester, you will be assigned several reflection assignments. These reflections will be based on the two course textbooks and should demonstrate that you have thoroughly internalized all preliminary materials. Responses
should be complete and thoughtful, including clear details that support your ideas and opinions.

In addition, we will complete other weekly assignments, such as chapter quizzes, unit plans, etc. Links to all of these assignments can be found in each week’s folder.

**Quizzes**
Chapter quizzes will be assigned based on the course textbook.

**Field Experience:**
UNO:1,2,4,6;State:IA,IIA,IIB,IIC,IIIA,IIIB,IIID,IVB,VB;AECI:1.0,2.1,2.4,3.1,3.2,3.3,3.4,3.5,4.0,5.1; NCSS:1,3,4a,4b,4c,4d,5

**Field Experiences are required for ALL students enrolled in this course.** You should log all of your hours into Live Text.

**Strategies Implementation Experience: (4-6 field hours)** Each of you will teach four mini-lessons to a small group of students at the site of your choice. These mini-lessons will center around one of the fifty strategies that can be found in our additional textbook. I am flexible with where you complete these small group mini-lessons (e.g., this could be at your child’s school, an afterschool camp, your church, a tutoring service, with your neighborhood children, with young relatives.)

**Field Experiences and Live Text:** Students enrolled in courses with field experiences will be required to upload demographic information and artifacts related to field experiences in Live-Text. **Uploading this information is the responsibility of the individual student** and should occur throughout the semester with all required information entered one week after the last field experience of the semester.

**Names Paper: (1 field hour)**
As a way for students to introduce themselves to their classmates, each student will complete a 1-2 page paper about his/her name and share this name story **in a discussion board:**

**Names Paper:** Respond to the following questions

- Who named you?
- What are the meanings of your names?
- Were you named after someone? If so, who and why?
- What would you have been called if you had been born the other sex?
- What are your nicknames and what do they mean?
- Have you ever changed your name(s)? If so, when and for what reasons?
- Would you like to change your name now? Why?
- What would you change your name to? Why
- How do you feel about your name(s)?
- Have you ever had any memorable experiences, positive or negative, related to your name?
- What do you know about the origins of your surname?
- What is the historical and cultural significance of names?

**Oral History Project: (3 field hours)**
Each student will conduct an oral history interview, compile the data collected, and share the findings with the class through a **Power Point slideshow**.

**Oral History Instructions**
See these websites for helpful suggestions:
http://www.oralhistory.org/web-guides-to-doing-oral-history/
http://library.ucsc.edu/reg-hist/oral-history-primer

Steps in Conducting the Oral History Interview
- Choose a person to interview.
- Develop a list of interview questions.
- Schedule interview (approximately one hour).
- Conduct/tape record interview.

Final paper **(1.5 – 3 pages)** should include:
- date, time, and place of interview
- name and brief biography of storyteller
- reason you chose to collect this particular story
- summary of story collected from interview
- what you think this story meant to the storyteller
- how you think the storyteller felt about being interviewed
- your reaction to story
- your feelings about process
- ideas for connecting the story you collected to a study of history/geography/social studies

**Power Point Slideshow** should include:
- minimum of 8 slides
- combination of text and pictures to tell story you collected
- special effects of your choice (not required)

**Turn in papers and a copy of PowerPoint presentation**

**Field Trip Plan: (2 field hours)**
For part of your class experience, you will be asked to prepare one hypothetical field trip for elementary social studies students. It is also recommended that you take the field trip to insure the accuracy of your plans. In order to fulfill this assignment, you will complete the following tasks:

- Design a field trip for students in grades 1-5 to a historical location in the state of Louisiana. (LA state capital, The French Quarter, the Lafayette Cemetery,
The Cabildo, St. James Plantations, a tour of famous statues in the city of New Orleans, Chalmette Battlefield, etc.). You must specify the grade level in your plan.

- The written plan for your field trip (1.5 - 3 pages) should contain the following information:
  o Introduction and rationale for the trip
  o Background information needed by students before taking trip (a description including GLE’s)
  o Description of field trip activities prior to the field trip.
  o Description of activities that students will be involved in during the trip
  o Skills to be covered during the field trip
  o Contact person
  o Costs, if any
  o Evaluation form to be used by students after they return from the field trip

**Final Project:**
The final project will be to create a Social Studies themed unit plan. You will work on this project through the semester, sharing your work in four phases via Moodle discussion boards. Extensive directions for this project can be found in Moodle.

**Guidelines for Communicating and Submitting Assignments** – All assignments must be submitted on time via Moodle. Assignments are due by 11:59 p.m. on the specified date. I do accept late work at my discretion, but points will be deducted. You also may post your discussion board responses after the due date, but you will only receive ½ credit. Late assignments/tests are accepted at the instructor’s discretion and for partial credit.

**An important note:** please be sure to keep up with turning all assignments in on time – online courses are quite work-intensive, and once students fall behind, they tend to struggle significantly with keeping up their grades.

Due to the nature of online courses, all assignments and communication must take place via Moodle and/or email. Candidates must regularly check their UNO email address for the entire length of the class. Please send all emails through your UNO email account or from Moodle – emails from personal addresses often get filtered out of my inbox.
**Professionalism and Participation:**
Minimum expectations for professional behavior include reading all assigned texts by the date listed, participating in class online discussions, and completing all course assignments on time. Students are responsible for all of the material included in the readings, whether or not it is discussed online. Additionally, students are expected to interact respectfully throughout the duration of the semester.

**Guidelines for Written Work**

The ability to communicate effectively in writing is critical to overall graduate student performance. Consider this class an opportunity to practice your best writing in preparation for other endeavors. Your best means that writing should be edited for clarity of argument, organization, spelling, grammar and punctuation. Generally, narratives are to be coherent and concise, typed, double-spaced, and with numbered pages and appropriate headings and subheadings. APA style of writing is to be followed, including one-inch borders, 12-point print size, and double spacing.

**University Requirements**

Students in all programs should become aware of policies of the University of New Orleans. These are accessible through the UNO website: [www.uno.edu](http://www.uno.edu). You may also obtain copies of the UNO Student Handbook, either online or in print. Some relevant policies include, but are not limited to:

**Attendance**

Attendance is required at the University of New Orleans, whether the course is taught in-person, hybrid, or online. Regular attendance is incorporated within the grading structure listed on the syllabus. For an online course, regular postings are expected.

**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at [http://www.studentaffairs.uno.edu](http://www.studentaffairs.uno.edu).

**Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to [http://www.ods.uno.edu](http://www.ods.uno.edu).
Student Verification Procedures

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online-proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.
# TENTATIVE SCHEDULE – EDCI 3160 Online

All assignments should be submitted by 11:59 p.m.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Chapter 1: Social Studies Education: What and Why</td>
<td>□ Social Studies in Elementary Education, Ch. 1 (PDF available in Moodle)</td>
<td>□ Discussion Board #1: The Name Assignment (10 points)</td>
</tr>
<tr>
<td>August 25</td>
<td></td>
<td>□ PowerPoint Presentation, Ch. 1</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Chapter 2: Teaching Diverse Children</td>
<td>□ Social Studies in Elementary Education, Ch. 2</td>
<td>□ Discussion Board #2: Phase 1 of the Final Project (15 points)</td>
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<tr>
<td>September 1</td>
<td></td>
<td>□ PowerPoint Presentation, Ch. 2</td>
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<tr>
<td><strong>Week 3:</strong></td>
<td>Chapter 3: Democratic Citizenship Education</td>
<td>□ Social Studies in Elementary Education, Ch. 3</td>
<td>□ Discussion Board #3: Review of Ch. 1-3</td>
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<tr>
<td>September 8</td>
<td></td>
<td>□ PowerPoint Presentation, Ch. 3</td>
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<tr>
<td><strong>Week 4:</strong></td>
<td>Social Studies Strategies # 1 – 10</td>
<td>□ 50 Social Studies Strategies: Skim/Scan Strategies 1 – 10, Part I: Overarching Social Studies Instructional Strategies</td>
<td>□ Discussion Board #4: Implementation/ Discussion of Strategies 1-10 (Fieldwork required - 10 points)</td>
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<tr>
<td>September 15</td>
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<td>□ Quiz: Ch. 1-3</td>
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<td><strong>Week 5:</strong></td>
<td>Chapter 4: History, Geography, and the Social Sciences</td>
<td>□ Social Studies in Elementary Education, Ch. 4</td>
<td>□ Discussion Board #5: Oral History Project (20 points)</td>
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<td>September 22</td>
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<td>□ PowerPoint Presentation, Ch. 4</td>
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<td><strong>Week 6:</strong></td>
<td>Chapter 5: Powerful Tools: Maps, Globes, Charts, and Graphics</td>
<td>□ Social Studies in Elementary Education, Ch. 5</td>
<td>□ Discussion Board #6: Implementation/ Discussion of Strategies 11-23 (Fieldwork required - 10 points)</td>
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<tr>
<td>September 29</td>
<td>Social Studies Strategies # 11-23</td>
<td>□ PowerPoint Presentation, Ch. 5</td>
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<td><strong>Week 7:</strong></td>
<td>Chapter 6: Current Events and Public Issues</td>
<td>□ Social Studies in Elementary Education, Ch. 6</td>
<td>□ Discussion Board #7: Review of Ch. 4-6</td>
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<tr>
<td>October 6</td>
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<td>□ PowerPoint Presentation, Ch. 6</td>
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<tr>
<td>Week 8:</td>
<td>Review of Ch. 4-6 Phase 2 of the Final Project: Social Studies Unit</td>
<td>☐ No additional readings</td>
<td>☐ Discussion Board #8: Phase 2 of the Final Project (15 points) ☐ Quiz: Ch. 4-6</td>
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<tr>
<td>October 13</td>
<td>Social Studies in Elementary Education, Ch. 7</td>
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<td>PowerPoint Presentation, Ch. 7</td>
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<td>Week 9:</td>
<td>Chapter 7: Assessing Student Learning</td>
<td>☐ Social Studies in Elementary Education, Ch. 7</td>
<td>Discussion Board #9: Field Trip Plan (15 points)</td>
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<tr>
<td>October 20</td>
<td>Social Studies in Elementary Education, Ch. 8</td>
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<td>PowerPoint Presentation, Ch. 8</td>
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<td>Week 10:</td>
<td>Chapter 8: Planning Units, Lessons, and Activities</td>
<td>☐ Social Studies in Elementary Education, Ch. 8</td>
<td>Discussion Board #10: Implementation/Discussion of Strategies 24-37 (Fieldwork required - 10 points)</td>
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<tr>
<td>October 27</td>
<td>Social Studies in Elementary Education, Ch. 8</td>
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<td>PowerPoint Presentation, Ch. 8</td>
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<tr>
<td>Week 11:</td>
<td>Chapter 9: Five Great Teaching Strategies</td>
<td>☐ Social Studies in Elementary Education, Ch. 9</td>
<td>Discussion Board #11: Review of Ch. 7-9</td>
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<tr>
<td>November 3</td>
<td>Social Studies Strategies # 24-37</td>
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<td>Week 12:</td>
<td>Review of Ch. 7-9 Phase 3 of the Final Project: Social Studies Unit</td>
<td>☐ No additional readings</td>
<td>Discussion Board #12: Phase 3 of the Final Project (20 points)</td>
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<td>November 10</td>
<td>Social Studies in Elementary Education, Ch. 9</td>
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<td>Quiz: Ch. 7-9</td>
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<td>PowerPoint Presentation, Ch. 9</td>
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<tr>
<td>Week 13:</td>
<td>Chapter 10: The Literacy—Social Studies Connection</td>
<td>☐ Social Studies in Elementary Education, Ch. 10</td>
<td>Discussion Board #13: Implementation/Discussion of Strategies 38-50 (Fieldwork required - 10 points)</td>
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<tr>
<td>November 17</td>
<td>Social Studies in Elementary Education, Ch. 10</td>
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<td>PowerPoint Presentation, Ch. 10</td>
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<td>Week 14:</td>
<td>Chapter 11: Social Studies as the Integrating Core</td>
<td>☐ Social Studies in Elementary Education, Ch. 11</td>
<td>Discussion Board #14: Phase 4 of the Final Project (20 points)</td>
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<td>November 24</td>
<td>Social Studies in Elementary Education, Ch. 11</td>
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<td>PowerPoint Presentation, Ch. 11</td>
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<tr>
<td>Week 15:</td>
<td>Chapter 12: Four Great Resources</td>
<td>☐ Social Studies in Elementary Education, Ch. 12</td>
<td>Discussion Board #15: Review of Ch. 10-12</td>
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<tr>
<td>December 1</td>
<td>Social Studies in Elementary Education, Ch. 12</td>
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<td>Quiz: Ch. 10-12</td>
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<td>PowerPoint Presentation, Ch. 12</td>
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<tr>
<td>Final Exam Week</td>
<td>Final Project Presentations: Social Studies Units</td>
<td>No additional readings</td>
<td>Discussion Board #16: Final Project Prezis (15 points)</td>
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<tr>
<td>December 8</td>
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<td>Unit plan due (20 points)</td>
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<td>Course Evaluations: Extra credit opportunity:</td>
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<td>Please complete the following two course</td>
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<td>evaluations in Blackboard, (if you haven’t</td>
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<td>already done so):</td>
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<td>Green/Yellow/Red Light (2.5 points)</td>
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<td>UNO Course Evaluation (2.5 points)</td>
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</tbody>
</table>
## Fall 2015 Student Evaluation Sheet
### EDCI 3160 Online

<table>
<thead>
<tr>
<th>Assignment</th>
<th>DUE DATE</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board #1: The Name Assignment</td>
<td>8/25</td>
<td>10</td>
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<tr>
<td>Discussion Board #2: Phase 1 of the Final Project</td>
<td>9/1</td>
<td>15</td>
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<tr>
<td>Discussion Board #3: Review of Ch. 1-3</td>
<td>9/8</td>
<td>5</td>
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<tr>
<td>Discussion Board #4: Implementation/ Discussion of Strategies 1-10 (Fieldwork required)</td>
<td>9/15</td>
<td>10</td>
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<tr>
<td>Quiz: Ch. 1-3</td>
<td>9/15</td>
<td>10</td>
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<tr>
<td>Discussion Board #5: Oral History Project</td>
<td>9/22</td>
<td>20</td>
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<tr>
<td>Discussion Board #6: Implementation/ Discussion of Strategies 11-23 (Fieldwork required)</td>
<td>9/29</td>
<td>10</td>
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<tr>
<td>Discussion Board #7: Review of Ch. 4-6</td>
<td>10/6</td>
<td>5</td>
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<tr>
<td>Discussion Board #8: Phase 2 of the Final Project</td>
<td>10/13</td>
<td>15</td>
<td></td>
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<tr>
<td>Quiz: Ch. 4-6</td>
<td>10/13</td>
<td>10</td>
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<tr>
<td>Discussion Board #9: Field Trip Plan</td>
<td>10/20</td>
<td>15</td>
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<tr>
<td>Discussion Board #10: Implementation/ Discussion of Strategies 24-37 (Fieldwork required)</td>
<td>10/27</td>
<td>10</td>
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<tr>
<td>Discussion Board #11: Review of Ch. 7-9</td>
<td>11/3</td>
<td>5</td>
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<tr>
<td>Discussion Board #12: Phase 3 of the Final Project</td>
<td>11/10</td>
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<td>Quiz: Ch. 7-9</td>
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<td>Discussion Board #13: Implementation/ Discussion of Strategies 38-50 (Fieldwork required)</td>
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<td>Discussion Board #14: Phase 4 of the Final Project</td>
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<td>Discussion Board #15: Review of Ch. 10-12</td>
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<td>Quiz: Ch. 10-12</td>
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<tr>
<td>Discussion Board #16: Final Project Prezis</td>
<td>12/8</td>
<td>15</td>
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<tr>
<td>Final Project/Unit Plan due</td>
<td>12/8</td>
<td>20</td>
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<td><strong>Course Evaluations: Extra credit opportunity:</strong></td>
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<tr>
<td>□ Green/Yellow/Red Light (2.5 points)</td>
<td>12/8</td>
<td>+5</td>
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<tr>
<td>□ UNO Course Evaluation (2.5 points)</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>12/8</td>
<td>250</td>
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