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Modesto A. Maidique Campus
SSE 4118 - Social Studies and Foundations in Early Childhood Education
SYLLABUS

Instructor:
Office Hours:
Email:
Office telephone:
Location:
Time:

THE COLLEGE'S CONCEPTUAL FRAMEWORK

The desired future of the College of Education (COE) at *Florida International University* is *one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). This course complies with the College of Education Framework in engaging students in reflective inquiry as a form of personal, intellectual and social renewal.

The learning outcomes for the students are:

- (a) Stewards of the Discipline (knowledge) – having the necessary concepts, knowledge and understandings in their respective field of study.
- (b) Reflective Inquirers (skills) – knowing how to use the requisite generic skills needed to apply the content and pedagogical content.
- (c) Mindful Educators (Dispositions) – being able to apply the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent.

PURPOSE OF COURSE

Catalog Description:

Designed to explore the interdisciplinary understanding of early childhood practices in modern, urban, industrial, and global society and its implications in teaching young children Social Studies. The course is designed to help preservice early childhood education teachers internalize the

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knowledge, skills and dispositions to promote global minded citizens using developmentally appropriate learning experiences.

This course is part of the upper-division certification core for undergraduate early childhood with ESOL endorsement education program with designated as a global learning course. The course has a field component, students should apply to Office of Clinical Experiences of the School of Education to be placed in a school. Prerequisite: Students must be program admitted into the School Initial Teacher Education Program prior to registering for this course. This course will be required in the Early Childhood undergraduate program as part of state certification requirements. It is also recommended by the National Council for the Social Studies (NCSS) in its Standards for the Preparation of Social Studies teachers (2002).

FIU's Global Learning (GL) Goals and Outcomes

Global Learning *Graduation Honors*

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

GOAL A: Global Awareness

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

Outcomes: Students will be able to show:

- Knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems affecting early childhood education
- Insights into children's own lives, communities, and identities

GOAL B: Global Perspective

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems

Outcomes: Students will be able to gain:

- An ability to understand contemporary cultural and socio-educational issues and trends, at the local and global levels affecting the construction of cultural identities
- An understanding of how similarities bring people together, and how differences bring people even closer

GOAL C: Global Engagement

Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving

Outcomes: Students will be able to demonstrate:

- An ability to design classroom experiences where the students be able to gain self-awareness and identity to understand solve a local or global problem

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- An inclination and ability to make connections across context, time and place
- A range of communication skills, including telling stories and interacting with people from varied backgrounds
- A willingness to engage in problem solving at the local and global levels

COURSE LEARNING OBJECTIVES

Upon completion of this course, the student will have the following Knowledge, skills, and dispositions. The numbers in parentheses indicate the specific performance standards for ESOL teachers.

Stewards of the Discipline (knowledge):

Young children are in the process of learning ways to live in harmony with others, both adults and other children. Social Studies is related to self-understanding and how to get along with others. In this course the candidates will show their understanding of concepts:

Identify the nature, definitions, purpose of, and rationale for social studies and education in a multicultural, democratic society that is globally interconnected with other societies around the world.

- Understand developmentally appropriate practices from children's social emotional, personality theories.
- Identify contemporary cultural and socio-educational issues and trends affecting the teaching profession, and how they are interrelated at the local and global level
- Identify the role played by cultural identities in modern societies

Reflective Inquirers (skills)

- Integrate social studies with Language Arts, Math, Art and other subjects within early childhood to support a diversity, interconnectedness and problem solving.
- Analyze the rights of the children as a fundamental aspect of the teaching profession.
- Can plan, implement, and evaluate effective instruction focusing upon reflective inquiry, hands-on instructional strategies in early childhood social studies.
- Can identify, create, design, develop, and adapt appropriate instructional materials, including technology and other multimedia resources, for the effective teaching of social studies concepts.
- Can utilize their knowledge of child development, principles of learning, and effective teaching to design appropriate classroom contexts and evaluative instruments for all

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students including those with disabilities, varying exceptionalities, and diverse cultural and linguistic backgrounds.

- Apply his/her understanding and knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels

Mindful Educators (Dispositions):

- Is disposed to developing a positive attitude toward and enthusiasm for social studies and communicating same to their own students.
- Is disposed to continued professional growth in the fields of social studies and early childhood education.

KNOWLEDGE BASE:

The knowledge base for SSE4118 is drawn from, but not limited to the following research and literature relating to social studies and developmentally appropriate practices in early childhood. The focus of a Social Studies Curriculum for young children are developed with the students' cognitive, language, personality and social-emotional development in mind. Social Studies can be enriched by being integrated with other areas in meaningful contexts. The focus areas are:

1. Understanding Self and Family
 - a. Understanding self
 - b. Individuals have worth and dignity
 - c. Personal History
 - d. Expressing feelings
 - e. Death as part of life
 - f. Divorce and the young child
 - g. Coping with crisis situations
2. Understanding People and Society
 - a. Family unit is basic in a society
 - b. People have rights
 - c. People have responsibilities
 - d. People have needs and desires
 - e. Rules are necessary when people live in groups
 - f. People live in communities
 - g. People produce and consume goods and services
 - h. People do different types of work
 - i. People represent many cultures
 - j. Important people in the past and present
 - k. People come from different linguistic and cultural backgrounds
 - l. Values, customs and traditions
 - m. Responsibility for the Environment
 - n. Civic responsibilities

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3. Cultural and Social Foundations of Early childhood Education
 - a. Developing a sense of self and global self
 - b. Social, anthropological, social/psychological, political and economic contexts and theories of early childhood and schooling
 - c. Educational issues and perspective taking
 - d. Cultural identities in modern societies

The major philosophical framework for teaching SSE 4118 is the constructivist approach to teaching and learning common to early childhood education. Students are expected to become active learners as well as contributors of knowledge in the classroom. Young children should be involved in real experiences if they are to understand concepts about their social world. In addition, it is essential that prospective teachers constitute the primary source of content for the social studies. Preservice teachers also engage in examining the connections between social studies and other areas of the early childhood curriculum as a prerequisite for designing integrated curricular and instructional activities for their students (NAEYC & NAECS/SDE, 1991).

Since the central purpose of social studies education is preparation for citizenship in a multicultural, democratic, and globally-interconnected society, familiarity with multicultural and global teaching strategies is essential (Anderson et al, 1994; Banks, 1993, 1990, Derma-Sparks, 1991; Ellis, 1995, Gay, 1992; Handy, 1976; Stopsky & Lee, 1994). This purpose is also in accordance with the recommendations in the National Association for the Education of Young Children's position paper on linguistic and cultural diversity (NAEYC, 1996).

SSE 4118 emphasizes teaching social studies from a reflective inquiry, problem-solving, hands-on, minds-on approach. Collaborative strategies are modeled and practiced by the instructor throughout the course (Slavin, 1995). These strategies are then practiced by preservice teachers in the primary grade field experience classrooms, which is an integral component of the course (NCSS Standards for the Preparation of Social Studies Teachers, 1988).

The integration of technology and other curriculum resources is highlighted in SSE 4118. This emphasis is consistent with the recommendations of the National Council for the Social Studies (1988, 1994). Technology is used to help students develop the critical knowledge for accessing and using information from various sources such as the internet, word-processing, multimedia presentation, etc., and how these resources can be utilized in teaching social studies in early childhood classrooms. Students will be encouraged to adhere to the NAEYC guidelines for using technology for young children as a tool and as an adaptation for children with special needs (NAEYC, 1996).

Students are encouraged to engage in constructive reflection of their personal goal and philosophy, classroom activities, field experience observations and activities, readings, and their personal growth and development through reflective exercises, journal writing, lesson self-evaluation, classroom action research, and a rationale paper (Banks, 1990; Dewey, 1914; Eby & Kujawa, 1994; Pollard & Tann, 1987).

Students are encouraged to use their knowledge of child development and principles of learning, especially those grounded in the constructivist philosophy to develop developmentally-appropriate classroom activities and create communities that empower children to respect one

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another, celebrate diversity, and learn in a safe and caring environment (Fu et al, 1992; Seefeldt, 1993; Sunal, 1993; Sunal & Haas, 1993).

Students are encouraged to develop a positive attitude toward social studies and become enthusiastic in communicating this attitude to their own students. Students are also exposed to various literatures in social studies education, information about opportunities for their own professional growth and development. (NCSS, 1988, 1994).

Blackboard

This is a Blackboard web assisted course. Except for the required text, all other materials will be located on Blackboard in the appropriate folder. Click on the folder and then the specific items in order to access it.

Textbook:

Intellectual Emergencies Some Reflections on Mothering and Teaching, First Edition, Katz, Lillian G. and Katz, Stephen J. KPRESS, Lewisville, North Carolina, 2009.

Reading Package:

Cultural and Social Foundations in Early Childhood

Boix-Mancilla, V (2008). Integrative learning: Setting the stage for a pedagogy of contemporary. Peer Review Association for Association for American Colleges and Universities. 31.

<http://www.pz.harvard.edu/resources/integrative-learning-setting-the-stage-for-a-pedagogy-of-the-contemporary#sthash.nlze0Iq6.dpuf>

Underlying the significant social and technical changes of our increasingly global society is a profound transformation in the very nature of learning. Twenty-first-century learners view themselves as dynamic agents in multimedia and global environments. These learners create complex social networks and operate comfortably in them. They learn experientially in real and virtual worlds alike. They express their views and make their lives public with ease. Many of these learners show greater interest in the global environment and human rights than their immediate predecessors. As the recent elections suggest, many are increasingly willing to organize around public matters online and from the grassroots up. New learning presents important challenges as well. As the world “flattens,” global proximity can yield discomfort and sharp retreat to local values. Virtual spaces are misused, information misinterpreted, virtual identities misconstrued, social networks misguided. This generation experiences pressure to perform, to succeed, to move at a fast and efficient pace, with little time for self- reflection or developing deep understanding of the changing world in which we live. - See more at:

Boix-Mancilla, V. (2016) Interdisciplinary Learning: A Cognitive-Epistemological Foundation

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<http://www.pz.harvard.edu/sites/default/files/X%20Boix%20Mansilla%20Interdisciplinary%20Learning.pdf>

Preparing individuals to lead informed and fulfilling lives in dynamic knowledge societies requires that we nurture synthesizing minds. We must nurture individuals' capacity to knit together knowledge from vast and disparate sources into coherent wholes in order to address pressing issues of cultural and natural survival (Gardner 2006). Synthesis is a fundamental human capacity. It manifests early in life, when children engage in symbolic play, create artistic compositions, or learn the rules of a new game. To a certain extent, we learn to synthesize rather effortlessly by participating in societies where analogies, rich visual representations, and simple systems are ubiquitous. Interdisciplinary synthesis, however, presents heightened cognitive demands and requires deliberate instruction. It implies the integration of knowledge and modes of thinking in two or more disciplines in search for better understanding

Krechvsky, M., Rivard, M., Burton, F. (2010) Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom [Theory Into Practice](#). Winter 2010, Vol. 49 Issue 1, p64-71. 8p.

This article describes the changing culture of a public school as members of its community explore new ways of being accountable to progressive ideals in an age of skills-based learning and standardized testing. Using documentation makes adult and student learning visible in and outside the classroom, supporting three forms of accountability: (a) accountability to self (looking at what one intended to teach in relation to what actually happened); (b) accountability to each other (contributing to collective learning as well as one's own); and (c) accountability to the larger community (evaluating the relationship between the school's mission and classroom practice).

<http://www.pz.harvard.edu/resources/accountability-in-three-realms-making-learning-visible-inside-and-outside-the-classroom#sthash.9CJRHnWx.dpuf>

Teaching Social Studies

Boix-Mancilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing our Youth to Engage the World

<http://www.pz.harvard.edu/resources/educating-for-global-competence-preparing-our-youth-to-engage-the-world#sthash.yTJbBFpa.dpuf>

<http://www.edsteps.org/CCSSO/SampleWorks/EducatingforGlobalCompetence.pdf>

Boix-Mancilla, V (2015) Finding our way into each other's worlds: musings on cultural perspective taking. *Curriculum and Research*

<http://www.pz.harvard.edu/sites/default/files/FINDING%20OUR%20WAY%20INTO%20EACH%20OTHER%20%20%20WORLDS.pdf>

Boix-Mancilla, V. (2014). The many stories library project. Excerpted from Milestone Learning Experiences: a Guide for Teachers, Id---Global Project Zero.

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<http://www.pz.harvard.edu/sites/default/files/The%20Many%20Stories%20Library%20Project.pdf>

Krechevsky, M., Mardell, B. & Romans, A. (2014) Engaging City Hall: Children as Citizens, *The New Educator*, 10:1, 10-20, DOI: 10.1080/1547688X.2014.868212

<http://www.pz.harvard.edu/sites/default/files/Engaging%20City%20Hall%20-%20Children%20as%20Citizens.pdf>

Marshall, N. (2014). Quality early child care and children's development. *Early Child Care and Development*, Volume 13—Number 4

<http://www.psychologicalscience.org/pdf/cdps/childcare.pdf?origin>

Mardel, B., Fiore, L., Boni, M. & Tonachel, M. (2010). The rights of children: Policies to best serve 3, 4, and 5 year olds in Public Schools. Issue 1 *Obama and Education*

<http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1004&context=spe>

Mindes, Gayle (2005). Social Studies in Today's Early Childhood Curricula. *Beyond the Journal*. <https://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf>

NAEYC (2009) on responding to linguistic and cultural diversity
<https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

NAEYC (1995) Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education
<https://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF>

Neill, P. (2012) Moving from me to we: Social studies in preschool. VOLUME 29, NO. 1 1-22

http://www.highscope.org/file/NewsandInformation/Extensions/Extensions_Vol29No1_web-SocialStudies.pdf

NAEYC Position Statement

<https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

Erickson's theories

<http://www.isd361.k12.mn.us/schools/fhs/developments/erickson.pdf>

Kid Nation

<http://www.gse.harvard.edu/news/uk/15/04/kid-nation#sthash.1V23UbtY.dpuf>

Out of Eden

Boix-Mancilla, V (2015). Finding our way into each other's worlds. *Curriculum and Research*

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<http://www.pz.harvard.edu/sites/default/files/FINDING%20OUR%20WAY%20INTO%20EACH%20OTHER%20B9S%20WORLDS.pdf>

Introduction

<http://www.pz.harvard.edu/resources/an-introduction-to-out-of-eden-learn>

Platform

<http://www.pz.harvard.edu/resources/out-of-eden-learn-platform-tour>

Tishman Out of Eden Learn: An innovative model for promoting cross-cultural inquiry and exchange.

<http://www.pz.harvard.edu/sites/default/files/Out%20of%20Eden%20Learn%20white%20paper%20May%202016%20%28with%20links%29%281%29.pdf>

Out of Eden Learn Journey 1 Marblehead

<http://www.pz.harvard.edu/sites/default/files/ooel%20journey%201.pdf>

Out of Eden Learn Journey 2

http://www.pz.harvard.edu/sites/default/files/ooe_corelearningjourney2.pdf

Out of Eden Information Packet

<http://www.pz.harvard.edu/sites/default/files/Out%20of%20Eden%20Learn%20Info%20Packet.pdf>

Design for Change

<http://www.dfcworld.com/index.html##doit|2000>

Resources

NCSS (2015). National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers

<http://www.socialstudies.org/sites/default/files/NSPST-NCSS%20Website%20DRAFT.pdf>

TOPICS AND EXPERIENCES:

	Assignment	Group/Individual	points
1	Social Foundations in Early Childhood Video or presentation Proposal (5 points) Video (10 points) Reflection (5 points)	Single or Group (up to 5 people)	20
2	Service Learning (Out of Eden or Design for Change)	Single or Group (up to 3 people)	20

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3	Service Learning reflection	Individual	15
4	Classroom preparation and participation	Individual	20
5	Learning Experience design (Webquest) TASKSTREAM Artifact	Individual or Group (up to 5 people)	25

Grading: Total points that may be accrued are 100. Final letter grades will be assigned as follows:

94 - 100 = A
 90 - 93 = A-
 87 - 89 = B+
 84 - 86 = B
 80 - 83 = B-
 77 - 79 = C+

70 - 76 = C
 66 - 69 = D
 63 = F

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1. Social Foundations in Early Childhood (Video production, Prezy)	20 points
Learning Outcomes	
<ul style="list-style-type: none"> Gain knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems affecting early childhood education. An ability to understand contemporary cultural and socio-educational issues and trends, at the local and global levels affecting the construction of cultural identities A willingness to engage in problem solving at the local and global levels Analyze the rights of the children as a fundamental aspect of the teaching profession. Identify contemporary cultural and socio-educational issues and trends affecting the teaching profession, and how they are interrelated at the local and global level Identify the role played by cultural identities in modern societies 	GL (Awareness) GL (Perspective) GL (Engagement) NAEYC NAEYC, NACSS ESOL, NAEYC
Assignment Description	
This is a single or group experience. It invites students to learn about a specific topic and to synthesize their knowledge and understanding of it, using any Internet platform such as Prezy.com . Click to view tutorial - http://www.videoscribe.co/ . You can sign up for free. Click for a video	

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tutorial	
Assignment Instructions	
<p>Upon presenting a proposal, candidates should design a video or any other type presentation (other than power point) to develop their understanding of the selected topic to help someone else understand this topic (e.g., helping others understand the importance of recess, or children’s rights in education), solving a hypothetical problem (e.g., standardized testing, play versus academics), or addressing an actual issue affecting a community, a state, a country, or the world (e.g., teacher preparation in early childhood or developmentally appropriate practices and current public school policy).</p> <p>The final product takes the form of a link to a website that you create dealing with the issue of your choice. This website gives users an introduction to the topic, goals for using the website, and resources that users can access in order to understand the academic issue, solve the problem, or address the issue of concern to the community, etc.</p> <p>To conclude students should reflect on their research findings addressed in the video presentation.</p> <p>Possible topics</p> <ul style="list-style-type: none">Children’s RightsCommon Core State StandardsCritical ThinkingCulturally-Responsive TeachingDepartment of EducationDevelopmentally appropriate practices and policyEarly Childhood education around the worldEnglish-Only MovementsExperiential LearningEvery Student Succeed ActGlobalizationHigh-Stakes TestingHome SchoolingHomeworkInternational Comparison of SchoolingLinguistic MinoritiesPlayRacial and Ethnic MinoritiesReligion and EducationRecessSex EducationSchool ChoiceSocial JusticeSpecial Education	

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<p>Standardized Tests Teacher preparation in early childhood around the world Think Tanks Universal Voluntary VPK Urban education Violence in Schools Vouchers Zero-Tolerance Policies</p>	
<p>Tools</p> <p>There are various resources for building a website. You may already have your own domain, or you may choose to buy one. But there are free resources out there. Some of these include:</p> <p>Youtube video</p> <p>Prezy.com. Click to view tutorial</p> <p>Videoscribe</p> <p>http://www.videoscribe.co/. You can sign up for free. Click for a video tutorial</p> <p>weebly.com webs.com wix.com wordpress.com</p> <p>You can, of course, choose another website builder.</p>	
<p>Required components</p> <p>Students must include a variety of resources, at least five (5) different types of resources (e.g., research articles, non-fiction books, periodicals or newspapers, websites, YouTube videos, TED talks, poetry, novels, short stories, music, your own creations or activities, your own original research [e.g., interviews, surveys], etc.). In other words, you cannot rely on only one kind of resource; you must diversify your resources.</p> <p><i>Single projects must include a variety of at least 15 diverse resources; groups of two must include at least 30; and groups of three at least 45.</i></p> <p>(A) Project Proposal (5 points)</p> <p>This will take the form of a survey to be completed on Blackboard which, at a minimum, includes:</p> <ol style="list-style-type: none">1. The title of your project;2. Whether you are doing this singly or in groups;3. The names of the person(s) completing the project;4. If this is a group project, the role that each member will play in the project;	

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<ol style="list-style-type: none"> 5. A brief description of the topic (at least 150 words); 6. A list of course materials that have influenced you in choosing the topic or which gives some background or context to the issues (i.e., your “Prezy” must draw on the course materials); 7. The website builder you are using; 8. A description of the project’s goals and objectives; 9. If this is a single project, a sample of 3 resources or materials you will use in your project; 10. If this is a group project of two, then a sample of 6 resources or materials you will use in your project; 11. If this is a group project of three, then a sample of 9 resources or materials you will use in your project; 12. For these sample resources, please include either a link or reference; and 13. If this is a group project, then each member should submit a copy of the same <p>(B) Project Design (10 points)</p> <p>The “Prezy,” “Video Scribe,” “Youtube video” (20 points) This will take the form of a link to a website which, at a minimum, includes:</p> <ol style="list-style-type: none"> 1. The link to the website; 2. An explanation in the website of the project’s goals and objectives; 3. A variety of resources on the website, at least five (5) different types of resources (see above under Required Resources), clearly labeled so that users can see what they are about to access; 4. Single projects must include a variety of at least 15 diverse resources; 5. Groups must include at least 30-40 resources; 6. Groups of three at least 45 resources; and <p>Note that for this project, you are submitting only the link to your website.</p> <p>C. Reflection on the experience (5 points)</p> <ol style="list-style-type: none"> 1. This will take the form of a survey which, at a minimum, includes: 2. A brief explanation of what you learned by doing the project and what you still need to learn; 3. A brief discussion of how your project promotes critical perspectives on education at the local and global levels <p>Please follow the rubric for grading criteria</p>	
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2. Service Learning (Out of Eden Learn or Design for Change) A minimum of 15 hours working face-to-face with children	20 points
Learning Outcomes	
• Gain new insights into children’s own lives, communities, and	GL (Awareness)

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<p>identities</p> <ul style="list-style-type: none"> • An understanding of how similarities bring people together, and how differences bring people even closer • An inclination and ability to make connections across context, time and place • A range of communication skills, including telling stories and interacting with people from varied backgrounds 	<p>GL (Perspective)</p> <p>GL (Engagement)</p>
<p>Assignment description</p>	
<p>Students will have the option of either participating in an “Out of Eden Learn” experience in a classroom (to be provided) or lead a Design for Change project in a school, classroom or any other organization serving young children in the community.</p>	
<p>Out of Eden Learn</p>	
<p>Out of Eden Learn is a unique online learning community designed to accompany Paul Salopek’s Out of Eden Walk. Through Out of Eden Learn, students from around the world can engage in Paul’s journey and all that it represents. They explore their own neighborhoods, investigate contemporary global issues, and reflect on how they as individuals fit into a broader geographical and historical context. In addition, they share their perspectives and interact with one another on an exciting digital platform that uses social media as a springboard for deep, meaningful learning. The goal is to ignite students’ interest in the wider world and support them to become more informed, thoughtful, and engaged “global citizens.”</p> <p>Out of Eden Learn is an initiative of Project Zero, a research center at the Harvard Graduate School of Education, in collaboration with Paul Salopek. With generous support from the Abundance Foundation, Out of Eden Learn is open to all schools and students, free of charge.</p> <p>http://learn.outofedenwalk.com/about/</p>	
<p>Design for Change</p>	
<p>Design for Change is the largest global movement of Children driving change in their own communities by unleashing their 'I CAN' superpower. Design for Change (DFC) equips children with the tools to be aware of the world around them, believe that they play a role in shaping that world, and take action toward a more desirable, sustainable future. Design for Change offers a simple 4-step design process of Feel-Imagine-Do-Share, which develops the values of empathy, ethics, engagement and elevation. DFC received several awards such as Ashoka, Asia Society among others and is knowledge supported by Good Project at Harvard Graduate School of Education.</p> <p>http://www.dfeworld.com/whatwedo.html</p>	

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Assignment Instructions	
<p>1. Upon selecting either “Out of Eden Learn” or “Design for Change” students will become familiar with the selected platform and the nature of the project.</p> <p>“Out of Eden Learn” Students will participate in an Out of Eden Learn experience and facilitate children’s interaction with children and teachers in their walking party, performing the learning experiences that the platform provides, and document the experience. Depending on the setting the students can either lead the experience (should sign up for free) or work with a collaborating teacher. Students should document the experience with pictures, student work, conversations from the platform, etc.</p> <p>“Design for Change” Students will become familiar with the project by visiting the website. Select a group of children from 3-grade 3 to work on a Feel/Imagine/Do/Share with the children. Prepare a presentation of the impact of the project in the community. Document the experience.</p> <p>*In both cases, students should inform the children’s parents about the participation in the program and get a written consent form (provided by the course instructor)</p> <p>2. Keep a journal of the experience and submit your journal entries upon completing the experience.</p> <p>3. Attach a log with the host teacher or school personnel who supervised your school visits justifying the 15 hours of face-to-face interaction with the children.</p> <p>Please follow the rubric for grading criteria</p>	

3. Service Learning reflection (Reflection)	15 points
Learning Outcomes	
<ul style="list-style-type: none"> • Can identify, create, design, develop, and adapt appropriate instructional materials, including technology and other multimedia resources, for the effective teaching of social studies concepts. • Is disposed to continued professional growth in the fields of social studies and early childhood education. 	GL (awareness and perspective) GL (engagement)
Assignment Description	
Students will learn from the experience by reflecting on the experience and	

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making connections to prior knowledge.	
Assignment Instructions	
Students will use a Connect/Extend/Challenge thinking routine to reflect on the experience of their choice in 900 words (3 double-spaced font 12 pages). The students should use information from their Service Learning journal entries to justify their claims and connect with the course reading material and prior experiences. In their reflection student are about to explain how the experience pushed their thinking to new directions. Upon reflecting on this, students should address the challenges that he/she faced while doing their service learning. To conclude, students should reflect on how the experience contributed to their continued professional growth in the fields of social studies and early childhood education.	
Please follow the rubric for grading criteria	

4. Classroom preparation and participation: Compilation of reflective journal 5 (occasions) X 4 (points)= 10 points Class participation tracked by attendance	20 points
Learning outcomes	
The course is designed with cutting-edge research and practices that support Global Learning, Foundations of Early Childhood Education and developmentally appropriate practices. Students are expected to take advantage of these resources and be prepared for class	
Instructions	
<ul style="list-style-type: none"> • Students are about to come to class prepared with the reading material assigned for each session. • Students should keep a reflective journal using double-entry notes for each reading assignment. • A compilation of double entry notes should be uploaded in 5 occasions (please check the calendar) • Participation will be tracked by student attendance and professor's discretion 	

5. Learning Experience design (Webquest)		20 points
TASKSTREAM ARTIFACT		
Course Learning Outcomes(s)	<p>Knowledge Understands the nature, definitions, purpose of, and rationale for social studies education in a multicultural, democratic society that is globally interconnected with other societies around the world.</p> <p>Understands how social studies is integrated with Language Arts and other subjects within early childhood to support a multicultural population.</p>	

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	<p>Understands the scope and sequence, curriculum resources, and materials necessary for an integrated, developmentally appropriate social studies program for young children.</p> <p>Skills:</p> <p>Can plan, implement, and evaluate effective instruction focusing upon reflective inquiry, hands-on instructional strategies in early childhood social studies. (12, 14, 15)</p> <p>Can identify, create, design, develop, and adapt appropriate instructional materials, including computers and other multimedia resources, for the effective teaching of social studies concepts from a global perspective. (5,</p> <p>Can utilize their knowledge of child development, principles of learning, and effective teaching to design appropriate classroom contexts and evaluative instruments for all students including those with disabilities, varying exceptionalities, and diverse cultural and linguistic backgrounds.</p> <p>Apply his/her understanding and knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels</p> <p>Dispositions:</p> <p>Is disposed to developing a positive attitude toward and enthusiasm for social studies and communicating same to their own students.</p> <p>Is disposed to continued professional growth in the fields of social studies and early childhood education.</p>
Accomplished Practice(s) and Indicators	(a)1.b.:(a)2.g.:(a)2.i.; (a)3.a.
Subject Area Content Standards	NAEYC 1,2,3,4,5,6,7,8
Early Childhood Education Professional Standards	1.1;3.1.;3.4.;4.12.;5.2.;6.6.;6.7.;6.8.;9.4.;13.1.;13.2.;13.3.;13.4.
ESOL	1.1.a.;1.1.b
Global Learning	<ul style="list-style-type: none"> • Awareness: Insights into children’s own lives, communities, and identities • Perspective: An ability to understand contemporary

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	<p>cultural and socio-educational issues and trends, at the local and global levels affecting the construction of cultural identities</p> <ul style="list-style-type: none">• Engagement: An ability to design classroom experiences where the students be able to gain self-awareness and identity to understand solve a local or global problem
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FEAPs

(a)1.b.	Sequences lessons and concepts to ensure coherence and required prior knowledge
(a)2.g.	Integrates current information and communication technologies
(a)2.i.	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
(a)3.a.	Deliver engaging and challenging lessons

ESOL Standards

1.1.a. Understand and apply knowledge about cultural values and beliefs in the contexts of teaching and learning of ELLs/ from diverse backgrounds and varying English proficiency levels.

1.1.b. Understand and apply knowledge or concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels

Assignment description

This is a taskstream assignment. Students are about to design a “WebQuest” for any preK-3 level in any to the subtopics from the course knowledge base subtopics. The assignment will require students to use technology to design learning experiences that reflect their knowledge and understanding of developmentally appropriate practices. The students will apply knowledge about home/school/community connections to build partnerships with ELLs’ families.

<http://webquest.org/index-create.php>

Instructions

- Students should integrate course knowledge and communication technologies to design a WebQuest for any grade level from preK-3 grade including ESOL students and with Special Needs. The design should include tasks that deepen and enrich children’s understanding through an integrated curriculum including content

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area literacy strategies, verbalization of thought, and application of the subject matter; and sequences lessons and concepts to ensure coherence and required prior knowledge. Apply their understanding and knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels

1. Understanding Self and Family
 - a. Understanding self
 - b. Individuals have worth and dignity
 - c. Personal History
 - d. Expressing feelings
 - e. Death as part of life
 - f. Divorce and the young child
 - g. Coping with crisis situations
2. Understanding People and Society
 - a. Family unit is basic in a society
 - b. People have rights
 - c. People have responsibilities
 - d. People have needs and desires
 - e. Rules are necessary when people live in groups
 - f. People live in communities
 - g. People produce and consume goods and services
 - h. People do different types of work
 - i. People represent many cultures
 - j. Important people in the past and present
 - k. People come from different linguistic and cultural backgrounds
 - l. Values, customs and traditions
 - m. Responsibility for the Environment
 - n. Civic responsibilities

The design should include:

- Introduction (why is it worth learning about about the topic)
- Learners for whom the webpage is designed
- Standards
- Cognitive engagement interdisciplinary task
- Process
- Resources
- Student page
- Teacher page

Standard(s)	Mastery (3 points)	Proficient (2 points)	Limited (1 point)
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FEAP (a)1.b. Instructional Design and Lesson Planning. Sequences lessons and concepts to ensure coherence and required prior knowledge	Design developmentally appropriate sequences of lessons and concepts to ensure coherence and required prior knowledge	Design sequences of lessons and concepts superficially articulated to ensure coherence and some prior knowledge	Design lessons without logical sequence and irrelevant concepts with limited connection to students prior knowledge
FEAP (a)2.g. Instructional Design and Lesson Planning. Integrates current information and communication technologies	Develop an integrated unit that integrates current information and communication technologies	Develop an integrated unit that somehow integrates current information and communication technologies	Develop an integrated unit without integrating current information and communication technologies
FEAP (a)2.i. Instructional Design and Lesson Planning. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	Evaluate social studies software by utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	Superficially evaluate social studies software by utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	Does not evaluate social studies software utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
ESOL 1.1.a. Domain 1: Culture	Design an integrated unit where you show evidence that understand and apply knowledge about cultural values and beliefs in the contexts of teaching and learning of ELLs, from diverse backgrounds and varying English proficiency levels.	Design an integrated unit that vaguely shows evidence that understand and apply knowledge about cultural values and beliefs in the contexts of teaching and learning of ELLs, from diverse backgrounds and varying English proficiency levels.	Design an integrated unit that does not show evidence that understand and apply knowledge about cultural values and beliefs in the contexts of teaching and learning of ELLs, from diverse backgrounds and varying English proficiency levels.
ESOL 1.1.b. Domain 1: Culture	Designs a lesson that shows that you understand and apply knowledge or concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency	Designs a lesson that shows that superficially understand and apply knowledge or concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels	Designs a lesson that shows that does not understand and apply knowledge or concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds at varying English proficiency levels

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	levels		
Common Core or Florida State Standards	Effectively uses and articulates Common Core or Florida State Standards in lesson plans	Superficially uses and articulates Common Core or Florida State Standards in lesson plans	Overlooks and/or doesn't articulate Common Core or Florida State Standards in lesson plans

TaskStream Account Procedures

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is listed in the *Program Code List Fall 2012* at COE website)

Please sign up for an account in the first week of the class.

For help, go to TaskStream – 800-311-5656 or visit help@taskstream.com

(Monday – Thursday, 8:00 am – 11:00 pm ET

Friday, 8:00 am – 7:00 pm ET)

The COE TaskStream Website: <http://education.fiu.edu/taskstream/>

Or visit the COE IT Department, ZEB 269, 305-348-6305

coesupport@fiu.edu – for assistance visit the COE Computer Lab, ZEB 165; 305-348-6134.

Academic Misconduct:

"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook."

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Further information http://academic.fiu.edu/polman/provost_aannual.htm

CALENDAR

Date	Topic	Reading Assignments	Projects Due dates
Session 1	Introductions Course syllabus	Read syllabus	
Session 2	Pedagogy of Contemporary	Boix-Mancilla, V (2008). Integrative learning: Setting the stage for a pedagogy of contemporary. Peer Review Association for Association for American Colleges and Universities. 31. http://www.pz.harvard.edu/resources/integrative-learning-setting-the-stage-for-a-pedagogy-of-the-contemporary#sthash.nlze0lq6.dpuf	
Session 3	Interdisciplinary Learning	Boix-Mancilla, V. (2016) Interdisciplinary Learning: A Cognitive-Epistemological Foundation http://www.pz.harvard.edu/sites/default/files/X%20Boix%20Mancilla%20Interdisciplinary%20Learning.pdf	
Session 4	Global Perspectives	Boix-Mancilla, V (2015). Finding our way into each other's worlds. Curriculum and Research http://www.pz.harvard.edu/sites/default/files/FINDING%20OUR%20WAY%20INTO%20EACH%20OTHER%20WORLD.pdf	

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<p>Session 5</p>	<p>Rights of the children and policy</p>	<p>Mardel, B., Fiore, L., Boni, M. & Tonachel, M. (2010). The rights of children: Policies to best serve 3, 4, and 5 year olds in Public Schools. Issue 1 <i>Obama and Education</i></p> <p>http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1004&context=spe</p>	
<p>Session 6</p>	<p>Social Foundations</p>	<p>Class learning experience 1, please include double-entry notes for each of the readings from previous sessions</p> <p>Boix-Mancilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing our Youth to Engage the World http://www.pz.harvard.edu/resources/educating-for-global-competence-preparing-our-youth-to-engage-the-world#sthash.yTJbBFpa.dpuf</p> <p>chapter 9</p>	<p>Graded class experience. Upload reading from sessions 2-6</p>
<p>Session 7</p>	<p>Out of Eden Learn</p>	<p>Tishman Out of Eden Learn: An innovative model for promoting cross-cultural inquiry and exchange.</p> <p>http://www.pz.harvard.edu/sites/default/files/Out%20of%20Eden%20Learn%20white%20paper%20May%202016%20%28with%20links%29%281%29.pdf</p>	
<p>Session 8</p>	<p>Out of Eden Learn</p>	<p>Out of Eden Learn Journey 2 http://www.pz.harvard.edu/sites/default/files/oe_corelearningjourney2.pdf</p>	

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		Out of Eden Information Packet http://www.pz.harvard.edu/sites/default/files/Out%20of%20Eden%20Learn%20Info%20Packet.pdf	
Session 9	Out of Eden learn	Out of Eden Learn Journey 1 Marblehead http://www.pz.harvard.edu/sites/default/files/ooel%20journey%201.pdf	
Session 10	Design for Change	Explore the website http://www.dfeworld.com/ Select a story to share http://www.designforchange.us/pages/stories	
Session 11	Service Learning	Class experience 2	Graded class experience 2. Upload Out of Eden and Design for change double-entry notes.
Session 12	Social Foundations in Early Childhood	Social foundations in early childhood group work.	Social foundation project social proposal
Session 13	Social Foundations in Early Childhood	Social foundations in early childhood presentation	Social foundations video due to everybody on Blackboard Social foundations presentation
Session 14	Social Foundations in Early Childhood	Social foundations in early childhood presentation continued	Social foundations presentations continued
Session 15	Developmentally appropriate practices	Marshall, N. (2014). Quality early child care and children's development. Early Child Care and Development, Volume 13—Number 4 http://www.psychologicalscience.org/pdf/cdps/childcare.pdf?origin	
Session 16	Social-emotional and	Mindes, Gayle (2005). Social Studies in Today's Early Childhood Curricula.	

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	personality development	Beyond the Journal. https://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf Erickson's theories http://www.isd361.k12.mn.us/schools/fhs/developments/erickson.pdf	
Session 17	Social Studies in Early Childhood	Marshall, N. (2014). Quality early child care and children's development. Early Child Care and Development, Volume 13—Number 4 http://www.psychologicalscience.org/pdf/cdps/childcare.pdf?origin Intellectual Emergencies Introduction and Principles of teaching	
Session 18	Social Studies and DAP	NAEYC (1995) Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education https://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF	
Session 19	NAEYC	NAEYC Position Statement https://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf	
Session 20	Social Studies at young ages	Neill, P. (2012) Moving from me to we: Social studies in preschool. VOLUME 29, NO. 1 1-22 http://www.highscope.org/file/NewsandInformation/Extensions/Extensions_Vol29No1_web-SocialStudies.pdf Intellectual Emergencies	

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		Respecting the Learner	
Session 21	Integrating social studies and the curriculum	Boix-Mancilla, V. (2014). The many stories library project. Excerpted from Milestone Learning Experiences: a Guide for Teachers, Id--Global Project Zero. http://www.pz.harvard.edu/sites/default/files/The%20Many%20Stories%20Library%20Project.pdf	
Session 22	DAP and Social Studies	Class experience 3 Intellectual Emergencies The Last Class Notes Stories Behind the Songs Stephen Song's album	Class experience 3 double entry notes for each of the readings from session
Session 23	Making learning visible: Educational systems	Krechvsky, M., Rivard, M., Burton, F. (2010) Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom Theory Into Practice . Winter 2010, Vol. 49 Issue 1, p64-71, 8p. http://www.pz.harvard.edu/resources/accountability-in-three-realms-making-learning-visible-inside-and-outside-the-classroom#sthash.9CJRHnWx.dpuf	
Session 24	Educating for Global competency	Boix-Mancilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing our Youth to Engage the World http://www.pz.harvard.edu/resources/educating-for-global-competence-preparing-our-youth-to-engage-the-world#sthash.yTJbBFpa.dpuf Introduction Foreword chapters 1 & 2	Learning experience Webquest design

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<p>Session 25</p>	<p>Educating for Global competency</p>	<p>Boix-Mancilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing our Youth to Engage the World http://www.pz.harvard.edu/resources/educating-for-global-competence-preparing-our-youth-to-engage-the-world#sthash.yTJbBFpa.dpuf chapters 3, 4, 5</p>	
<p>Session 26</p>	<p>Educating for Global competency</p>	<p>Boix-Mancilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing our Youth to Engage the World http://www.pz.harvard.edu/resources/educating-for-global-competence-preparing-our-youth-to-engage-the-world#sthash.yTJbBFpa.dpuf chapters 6, 7, 8 Learning experience Webquest design</p>	
<p>Session 27</p>	<p>Global competencies and teaching social studies</p>	<p>Class experience 4</p>	<p>Class experience 4. Submit double entry notes for all Educating for Global Competency chapters</p>
<p>Session 28</p>			<p>Due for every body Be prepared to share</p>
<p>Session 29</p>		<p>Learning experience Webquest design</p>	<p>Service Learning Project and Reflection Due Webquest presentations</p>
<p>Session 30</p>		<p>Service learning presentations</p>	

RESOURCE LIST:

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Banks, J.A. (1993) Multicultural education for young children: Racial and ethnic attitudes and their modification, In b. Spodek (Ed.) Handbook of research on the education of young children (pp 236-251) New York: Macmillan.

Brophy, J. & Alleman, J. (1986). Powerful social studies for elementary students. Fort Worth, TX: Harcourt Brace College Publishers.

Derman-Sparks, L. (Ed.) Anti-bias curriculum: Tools for empowering young children. Washington, DC: National Education Association.

Dewey, J. (1916) Democracy and education: An introduction to the philosophy of education. New York: Macmillan.

Katz, Lillian G. and Katz, Stephen J. (2009) Intellectual Emergencies Some Reflections on Mothering and Teaching, (1st edition) KPRESS, Lewisville, North Carolina.

Massialas , B.G. & Allen R.F. (Eds) (1996) Crucial issues in teaching social studies K-12, Belmont, CA: Wadsworth.

Michaels, J.U. & Garcia, J. (1996) Social studies for children: A guide to basic instruction (11th edition) Boston: Allyn & Bacon

National Association for the Education of Young Children. (1995) NAEYC position statement: Technology and young children – Ages three through eight. Washington, DC: National Association for the Education of Young Children.

National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (1991) Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 46 (93): 21-38

National Council for the Social Studies. (1988) Standards for the preparation of social studies teachers in Social Education, January 1988, pp. 10-12.

Roberts, P.L. (1996) Integrating language arts and social studies for kindergarten and primary children. Englewood Cliffs, NJ: Prentice Hall, Inc.

Seefeldt, C. (2010). Social studies for the preschool-primary child (8^h edition). New York: Macmillan.

Slavin, R.E. (1995) Cooperative learning (2nd edition) Boston: Allyn and Bacon.

Stopsky, F. & Lee, S. (1994). Social studies in a global society. Albany, NY: Delmar.

Taskstream

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This course requires you to use a TaskStream account for uploading three critical assignments for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

Note: Blackboard grades are not equivalent to PASS/FAIL scores on taskstream.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course can be found in the following link:

https://w.taskstream.com/ts/chang28/COE_WEBSITE

Please sign up for an account in the first week of the class.

For help, go to:

TaskStream
800-311-5656
help@taskstream.com
(Monday – Friday, 8:00 am – 7:00 pm ET)

COE IT Department, ZEB 269
305-348-6305

coesupport@fiu.edu
COE Computer Lab, ZEB 165
305-348-6134

Quality of Work

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Please follow instructions. Students who do not turn in or present projects on time because they failed to follow instructions will miss 25% of the grade assigned to the project.

1. Assignments will reflect student's own thought and effort. Plagiarism will result in an F grade for the assignment (this includes exams or major projects). The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook.
2. Each assignment will be ready to be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. Grades will be lowered one rank on the rubric for each week that the assignment is late.
3. Assignments which have been turned in on time and which have earned a **DEVELOPING** may be re-worked and resubmitted once for re-evaluation no later than one class after it is returned. Assignments submitted on the last day the course meets are excluded from this option. The maximum grade possible for a resubmitted assignment is a **BASIC**.
4. All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.

Attendance/ Attitude

1. Students will arrive on time and stay the entire class session unless **prior** arrangements have been made. Students are expected to abide by **the student code of conduct and policies** as published in the *FIU 2002-2003 Student Handbook*. Beepers or cellular phones must be turned off prior to class. No laptops unless related to the course will be allowed. There will be a deduction of 2 points from the final grade for any interruption that disrupts the flow of the class for the use of this technology in class. If there are extenuating circumstances for which the communication device must be left on, the candidate must tell the professor prior to class. The student must take the call out of the classroom.
2. Students will attend ALL class meetings. For each absence from class missed after the first one there will be a 1 point deduction from the total grade. Any absences must be cleared with the instructor prior to the class meeting missed. After an absence, students are responsible for obtaining class notes, information, and/or instruction from classmates. Students may then request clarifications from the instructor.
3. Because much of the learning in this course is built around interactive sessions with classmates, if a pattern of absences and/or lateness and/or leaving before class concludes is established, a student will be have 1 point deducted from the course total for each instance.
4. A student can miss no more than three class meetings and not fail the course based upon attendance. Three tardies or early dismiss will constitute one absence. Students with more than three absences will fail the course.
5. Because professional behavior is expected, for each incident of **unprofessional behavior** on the part of the candidate when interacting with peers, with the

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professor, or with any FIU personnel, there will be a deduction of 10 (ten) points. Such behavior COULD result in the student not being allowed to continue in the class. A meeting with individuals involved must take place in the professor's office prior to the next class session.

I will abide to FIU's code of academic integrity from the following link.

<http://academic.fiu.edu/AcademicBudget/misconductweb/1acmisconductproc.htm>

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