



**Teaching Civics and Economics
in the High School
HIED 3001
Fall 2019**

Instructor - Jay Jester

Office – 142 Speight

Phone: (252) 531-9819

Email: JESTERJ@ecu.edu

Office hours: 4:10 – 4: 50on Thursdays, 12:10 – 12:5 o0n Mondays and Wednesdays, and by appointment

Class hours: Thursdays 5:00 - 8:00

Location: 211 Speight

Course description :

HIED 3001 is designed to increase student content knowledge of the Civics and Economics curriculum and subject- specific pedagogical knowledge for HIED majors planning to teach secondary Social Studies.

Course objectives : Students will develop skills and the knowledge to:

1. Investigate the makeup of the branches of the federal and state governments as related to North Carolina’s Civics and Economics Standard Course of Study. (NCC&E)
2. Evaluate the strengths and weaknesses of the Constitution and its system of checks and balances in terms of enabling and limiting governmental powers to enact, enforce, and interpret laws and policies.
3. Identify and discuss topical problems and issues related to the federal government’s domestic and foreign policies.
4. Discuss the relationship of historical events to the formation and development of legal, economic, and political systems in the United States.
5. Discuss issues related to the teaching of civics and economics in the 10th grade and be able to pose curricular and teaching practices intended to increase all students informed participation in society.
6. Develop short and long-range goals related to course, unit, and lesson planning for the 10th Grade Civics and Economics class.

7. Examine the function of a standards-based curriculum in the teaching of NCC&E.

Construct an NCC&E unit which incorporates knowledge gained from class activities.

Required Course Texts:

Oxford University Press. *A History of US: Book Eleven – Sourcebook and Index*
Burgess, Dave, *Teach like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator*

You will need ready access to an electronic device --- a laptop.

You will also need a Tenth Grade NC Civics and Economics textbook
(Do not buy one – these can be found online or in Joyner Library’s Teaching Resource Center)

Required Course Assignments:

1. Step 1 of Unit Analysis Map - this identifies the unit topic, the NC Essential Standards, and learner needs for a 3-day unit of instruction on a topic of your choosing plus the pre-assessment, prior knowledge, culminating activity, and performance indicators for that selected unit - **10%**
2. Step 2 of Unit Analysis Map - this is a comprehensive content outline detailing major topics, sub-topics and themes related to your unit of instruction, and a master list of the Academic Language (vocabulary, technical language, and instructional academic language) used in your unit – **10%**
3. Lesson Plan – we will examine the required lesson plan form and each student will create one lesson plan that relates to their UAM – **10%**
4. Revised and complete Unit Analysis Map - Each of the steps (1-2 + the lesson plan) indicated above will be created and assessed individually. Once you have feedback on these pieces individually, you will revise the unit based on the feedback and turn in a complete Unit Analysis Map - **15%**
5. Whole Class Seminars using A History of US - **10%**
6. Teach Like a Pirate – this book is divided into three sections and we will read each section and hold a seminar on each section; you will have a culminating activity that will be placed on Blackboard’s discussion board – **12% (4 parts 3% each)**

7. Individual Seminar - using a primary source from A History of US; each student will select a primary source document from a list of sources and lead a class seminar – **10%**
8. Civics and Economics tests – we will examine the basic facts regarding C&E and take quizzes on each section – **10%**
9. Class Participation - the amount and quality of your involvement in class related activities will be evaluated. **10%**
10. Final Exam – **3%** (this will be due the last regular class meeting Nov. 21)

*****Upper division interview – Participation is mandatory, and it will occur during the final exam period (Thursday December 5, 5:00 – 7:30).

Grade Scale

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-72	2.0
*C-	70-72	1.7
*D+	67-69	1.3
*D	63-66	1
F	below 60	0

***Students must receive a grade of a C or better in this class to be eligible to take subsequent HIED Courses.**

***NO INCOMPLETES WILL BE GIVEN.**

***All assignments must be word-processed using standard size font (10 or 12), double-spaced when appropriate, and in a legible, professional font.**
***All class requirements must be completed.**

Expectations / Guidelines

Class attendance is expected as we will be engaged during class in activities specifically designed to insure your success. One unexcused absence per student will be allowed and after that two points will be deducted from the final grade for each unexcused absence beyond the one that is granted. While I am convinced of the necessity of meeting I recognize that life happens. So, contact me prior to class (email, text, voicemail, phone call) if your absence becomes necessary. Reasonableness will be the watch word for all of us with regard to attendance.

Outside work will be assigned and your efforts to diligently complete these activities is essential to the success of our Thursday night meetings. These activities will usually be reading and will be applied to class discussions and activities. So these activities directly relate to your class participation grade and will be evaluated accordingly.

Be on time and be prepared for class: two late arrivals or early departures will equal to one unexcused absence. Again, reasonableness and communication are essential.

Classroom participation is needed for this class to be as useful as I hope for it to be. Questions need to be asked if they exist and, because I will often be modeling how to / or not to instruct, your enthusiastic engagement from 5:00 to 8:00 is essential.

Cellphones and laptops need to be silenced during class unless we are using them. I am vain; I require your undivided attention. Keep your laptops on our material and keep your cellphones off and out of site when we are working.

Breaks will occur, and we will determine, together, how we are going to do them.

Follow the Honor Code of East Carolina University; don't cheat, don't plagiarize.

Americans with Disabilities Act -- go to Slay 138 or call 252- 737-1016 for assistance with requesting accommodations.

Weather and Emergency Information - information regarding class cancellations can be found on the University Website or the ECU Hotline (252-328-0062).

All assignments are due on the date indicated on the syllabus or stated in class. Any Blackboard Discussion post is due by 11:00 PM of that due date. Assignments turned in late will be lowered five points for each day past the due

date. Work will be due at the start of class so work turned in late will have two points deducted from the final grade. Please give yourself ample time to get your material printed.

Communication with me prior to the class meeting is imperative. If an emergency has arisen which has delayed completion of an assignment I need to know. Explaining what occurred “after the fact” is strongly discouraged. Please realize I see my role as that of a **Benevolent Dictator**.

The course calendar is posted in this document and on Blackboard as a separate entity. It is subject to discussion and to change as needed.

Additional Information

Starfish

I care about your success in my course and am using Starfish (an early alert and connection tool) to keep you informed of your academic performance. Through Starfish, I will be able to send you a kudos (reflecting positive work performance), raise flags (indicating poor work performance) and/or send attendance related warnings. These notifications are sent to your ECU email account and a copy of the email is sent to your academic advisor. If you should receive a Starfish notification regarding this course and have questions, please make an appointment to see me or visit me during my posted office hours.

You can find a student’s guide to Starfish at
<http://www.ecu.edu/advising/retentioninitiatives.cfm>

East Carolina University Mission

To serve as a national model for public service and regional transformation by:

- Preparing our students to compete and succeed in the global economy and multicultural society,
- Distinguishing ourselves by the ability to train and prepare leaders,
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
- Saving lives, curing diseases, and positively transforming health and health care, and
- Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.

Approved by the UNC Board of Governors – November 13, 2009

College of Education Mission

The mission of the College of Education is the preparation of professional educators and allied practitioners, including professionals in business information systems, counseling, electronic media, and librarianship. Significant to this mission is a strong commitment to three important related areas, all of which are realized through partnerships and other endeavors. These three areas are:

1. the encouragement and nurturing of professional growth for educators and allied practitioners at all levels and in all areas of the educational endeavor;
2. a continuing emphasis on and support for scholarship and research/creative activity;
3. and service in all areas of professional education.

Critical to such commitment is the promotion of effective teaching; staff participation in the improvement of schools; and, in concert with other state agencies, the development and creation of educational policy for North Carolina

Disabilities:

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services, located in Brewster A-114 (252 328-6799), to verify the disability before any accommodations can occur. Any student with a disability that may affect class activities should inform the instructor. The instructor reserves the right to adjust the grading procedure accordingly.

The ECU Code of Conduct and its relation to you as a future educator:

As individuals who plan to be members of academic communities for a significant portion of your lives, academic integrity is integral to the work you do. As we all know, **cheating** [“the actual giving or receiving of any unauthorized aid or assistance or the giving or receiving of any unfair advantage regarding any form of academic work” (*ECU Code of Conduct*)], **plagiarism** [“copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work” (*ECU Code of Conduct*)], and **falsification** [a “statement, either spoke or written, of untruth regarding any circumstances relative to academic work” (*ECU Code of Conduct*)] are intolerable offenses in an academic community.

Should we become aware of a possible infraction of academic integrity, we will confer with the student immediately and follow the procedures outlined in the Student Handbook (found at www.ecu.edu/studenthandbook/policies.htm). Should we determine that an academic integrity violation has taken place, we reserve the right to assign a grade penalty up to and including an F for the course.

Should it come to our attention that a student has had a prior academic integrity violation, or if there are other aggravating circumstances, we reserve the right to refer the student's case directly to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The Academic Integrity Board may assign a grade penalty, and/or any other sanction allowed under the Student Code of Conduct, up to and including expulsion from the University system.

Continuity of service:

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe, we will strive to continue instruction to those who are able to participate. If and when face-to-face classes are suspended, we will send an email and post a Blackboard Announcement that detail how we will communicate, where you can locate course information, and what you can expect during this time period. We realize that some of you may be affected by the event and not able to participate; however, we will continue to provide instruction to those who are able to continue.

Teacher Education Requirements:

All candidates in teacher education programs are required to follow the guidelines and stipulations outlined in the "Welcome to Educator Preparation Handbook." These requirements and guidelines range from GPA requirements and professional dispositions to Upper Division, practicum, and internship policies and procedures. It is the responsibility of all teacher education candidates to know the requirements and guidelines stated in the "Welcome to Educator Preparation Handbook."

HIED 3001 Calendar for 2019

Date	Topic	Assignment	Due
8/22	Syllabus reviewed Assignments discussed An explanation of the Upper Division Process What are Future Ready Students? What is a professional educator?	Readings assigned Read Declaration of Independence	Due 8/29
8/29	American History: The Founding Principals, Civics and Economics (standards, unpacking, & crosswalks) Lecture: "Why do we have governments?" Overview of UAM and the lesson plan Introduce Socratic Seminar	Readings assigned Read the US Constitution	Due 9/5
9/5	Explain individual seminar assignment – pick topics by next week Sept. 19 start Discuss the UAM Lecture: "Types of government" Key academic concepts considered New Bloom's Taxonomy Formative Assessment Summative Assessment Essential Questions Anchor Charts	Look over <i>A History of US</i> and select several potential topics to use for your individual seminar – NO TOPIC WILL BE SELECTED MORE THAN ONCE Read Bill of Rights	Due 9/12
9/12	Discuss Part I of the UAM Discuss activities and how to create them Bloom verbs activity Discussion of primary sources Assign individual seminars delivery dates	Part I of UAM is due the next week Read first section of TLAP	Quiz on Why we have government and the types of government
9/19	Classroom procedures and management discussed Controversial Subjects 1	Assign reading – NC Law Forbidding the teaching of slaves to read and write	Part I of the UAM is due 2 individual seminars due Seminar One for TLAP

Date	Topic	Assignment	Due
9/26	Discuss Part II of the UAM Discuss and assign resource notebook Lecture: "philosophers" Controversial Subjects 2	Readings on controversial subjects Part II of UAM is due next week	3 individual seminars
10/3	Bell-ringer Controversial Subjects #3 (guidelines) Discuss lesson plan Discuss learning styles – read Lecture: "3 Branches of government" – notes online	Home Football game – no class - work to be placed in Blackboard will be assigned Read second part of TLAP	Please bring UAM II to my office sometime this week <u>Office is 142 Speight</u> <u>I will check for work at noon on Friday 10/4 – work turned in after that time will be counted late</u>
10/10	Discuss the lesson plan Discuss Upper Division Application Process Discuss the Lecture		TLAP Seminar 2 3 individual seminars
10/17	Discuss Economic vocabulary Reflection on Progress	View Upper Division video Lesson plan is due next week	Quiz on government philosophers and 3 branches of government 4 individual seminars
10/24	Discuss Final UAM Discuss Upper Division video Lecture: Econ #1 Lecture: Poverty #1	Discuss Upper Division video Read about Andrew Carnegie	Lesson Plan due 4 individual seminars
10/31	Lecture – Econ #2 Seminar on Carnegie	Upper division applications due next week Read part 3 TLAP	4 individual Seminars
11/7	Discuss the Upper Division process and collect applications	Mr. Morgan guides you through application process TLAP paper due next week	Final UAM due TLAP Seminar 3 2 individual seminars
11/14	Lecture: Poverty #2	Assign final exam Interview sign-up sheet done	TLAP Paper due Econ Quiz 4 individual seminars

Date	Topic	Assignment	Due
11/21	Teacher Code of Ethics Discuss interviews		Final Exam due 4 individual seminars
11/28	No Class - Thanksgiving Holiday		
12/5	Upper Division Interviews Final exam	Room Speight 211 5:00 to 7:30	

*This calendar is, because of Mother Nature, Academic Necessity, and Issues beyond our current knowledge, subject to change.