



Syllabus Fall 2025
Teaching Methods I: Intro to Teaching Social Studies; EDUC 2386
2 Credit Hours

Instructor Contact Information

Instructor	Mr. Chad Christopher
Phone	319-273-3157
General Office hours and location	Mondays 10:30-2:30 PM Tuesdays & Thursdays- 9:30-12:15 & 2:00-3:30 PM Wednesdays & Fridays- 9:30-3:30 PM Seerley 328
Email Address	Chad.Christopher@uni.edu
Class Delivery	In Person
Preferred Communication	I will primarily communicate with students via email. Use my online calendar to request in-person appointments or Zoom rather than email.

The Mission of the UNI Educator Preparation Program:

“The UNI Educator Preparation Program provides an authentic and challenging education that empowers candidates to serve as reflective, professional educators who advocate for students, schools, communities, and the profession in a dynamic and changing world.

Course Information

Credit Hours:

UNI adheres to the federal definition of the credit hour in all courses, regardless of instruction mode, meeting pattern, or course format. One credit hour is an amount of work represented in course learning outcomes and verified by evidence of student engagement and achievement that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or,

- The equivalent amount of work in item (1) over a different amount of time; or,
- At least an equivalent amount of work in item (1) for other activities, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours/units of credit.

Course Description:

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools, as well as how to use them effectively to plan and differentiate instruction for a diverse range of students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education. Corequisite(s): EDUC 2486.

Belief Statements UNI Educator Preparation Program:

1. Candidates must deeply understand and reflect on their content and pedagogy.
2. Candidates must engage in rich, purposeful, and authentic field-based experiences to develop appropriate dispositions and practices.
3. Candidates have a responsibility to understand historical, social, cultural, and political contexts and how they impact education.
4. Candidates must understand the importance of diversity and equity and engage in opportunities to promote social justice.
5. Candidates must develop competence in the skills and dispositions that allow them to engage in effective leadership and advocacy.
6. Candidates must develop strong skills in order to effectively collaborate with all stakeholders for student learning.

Principles for Preparing Beginning Teachers:

The

INTASC Standards (Interstate New Teacher Assessment and Support Consortium, see: [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)), are principles for preparing beginning teachers. They reflect learner & learning, content, instructional strategies, and professional responsibilities needed to successfully teach today's P–12 students. Our course objectives are aligned with the 10 INTASC standards:

1: Learner Development	6: Assessment
2: Learning Differences	7: Planning for Instruction

3: Learning Environments	8: Instructional Strategies
4: Content Knowledge	9: Professional Learning and Ethical Practice
5: Application of Content	10: Leadership and Collaboration

Student Learning Outcomes:

History and Social Science Major

- Demonstrate an understanding of social science content necessary to advance student learning in a secondary social science classroom.
- Design their own instruction that actively engages secondary students in social science, that aligns with the recommendations of national and state standards.
- Use correct and accurate language when designing the lesson plan.
- Use accurate syntax and mechanics during class writings.
- Draw conclusions about how various experiences shape their practice.

Teacher Education

- The teacher will be able to demonstrate knowledge in a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs[Belief Statement 1 and 4; InTASC 7(k)].
- The teacher candidate will be able to understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. [Belief Statement 1; InTASC5(l)]
- The teacher candidate will be able to understand content and content standards and how these are organized in the curriculum. [Belief Statement 1; InTASC 7(g)]

Course Content Requirements

Required Texts/Readings/Other Content:

High Impact Teaching Strategies: Excellence in Teaching and Learning

<https://www.education.vic.gov.au/Documents/school/teachers/support/Expired/0000highimpactteachstrat-expired.pdf>

Supplemental Readings:

- Supplementary readings as posted on Blackboard

Instructional Methods

Since the goal of this course is to help prepare you to teach in a secondary social studies school setting, we will focus on models of learning and teaching techniques that can be applied to the teaching of social studies at the secondary science level. The course will consist of presentation, discussions, readings, videos, hands-on activities, demonstrations, and lesson planning.

Readings and Instructional Materials:

Readings are an independent means of providing concrete experience to prepare students for each class session or independent learning. Students are expected to carefully read and take the time to reflect upon the assigned readings.

Assignments/Projects:

All assignments must be completed and turned in before a passing grade will be issued. An uncompleted course will result in failure, unless an extension is granted (given only as the result of unexpected illness or emergencies which must be documented).

Evaluation Methods

Complete Course Work:

Assignment	Points	InTASC Standards
Join Iowa Council of Social Studies	5	● InTASC 9 (d)
Iowa Core/Standards Interaction	10	● InTASC 7(g)
Part 1 Lesson Plan for Internship I	25	● InTASC 7(k)
Weekly Quizzes	39	● InTASC 7(k)
Best Practices Module	20	● InTASC 8(n)
Technology Module	20	● InTASC 3(i), 10 (g)
Classroom Management research and modules	20	● InTASC 3(k)

Assignment	Points	InTASC Standards
Presentation and Post Resource Assignment	20	● InTASC 8(n)
Technology Integration Assignment	20	● InTASC 7(k)
Professional Portfolio	20	● InTASC 9 (k)
Attendance	16	● InTASC 9 (b & n)
Professionalism	10	● InTASC 9 (b & n)

- Assignments are due at the end of the day! Unless specified!!! Assignments can be handed to the instructor, put in the instructor's mailbox, slid underneath the instructor's office door, dropped into the assignment box on eLearning (Blackboard), shared via Google Drive, or e-mailed to the instructor
- **Late work.** Assignments between 1 day and 1 week will be docked 15 percent. More than a week late, and the assignment will be docked 25 percent.

Determination of Grades:

95-100% A	80-82% B-	67-69% D+
90-94% A-	77-79% C+	66-63% D
87-89% B+	73-76% C	62-60% D-
83-86% B	70-72% C-	< 60% F

Grades will be rounded up, ex. 86.5 % will be a B+.

Grades for each assessment will be posted in Blackboard Ultra's Gradebook. The total is figured into a percentage, and the Grading Scale determines the grade. Students are expected to monitor their grades on Blackboard and save all graded work on their computers.

Course Communication and Technology

Blackboard Component:

The Blackboard Ultra component of the course will include instructional materials, course content, and communication tools. This online component can be accessed through the [UNiLearning Suite](http://elearning.uni.edu/) (<http://elearning.uni.edu/>)

Students are advised to check the website and their email for communication. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard Ultra tutorials are also available:

- [Blackboard Learn Help for Students Ultra Course View](https://help.blackboard.com/Learn/Student/Ultra) website (<https://help.blackboard.com/Learn/Student/Ultra>)

Communication with Instructor:

I will primarily communicate with students via email, but I will also be available by appointment for in-person or Zoom discussions. Please send personal concerns to me via my personal email address and request appointments using my online calendar if you prefer to discuss concerns and questions live by phone or Zoom, rather than via email. Generally, it takes me up to 18 hours to respond to emails, except on weekends, when it may take up to 48 hours. I will provide feedback on assignment submissions only as needed, and I will do this as well as grade within one week of the submission.

Attendance, Late Work, and Makeup Work:

See UNI [Policy on Class Attendance and Makeup Work](https://policies.uni.edu/306) (<https://policies.uni.edu/306>)

In-Class Etiquette and Expectations:

1. Participation:

Students will be expected to demonstrate their understanding of the course material by actively participating in class discussions. Participation in this class includes, but is not limited to, completing assignments, engaging in class discussions, responding to questions, raising questions, volunteering to assist in class activities, and displaying a positive attitude about the class, the instructor, and the other participants.

2. Be present and/or communicate:

Regular attendance is required. Please inform the instructor beforehand if an absence is expected. Each class absence will result in 3 points being deducted from the attendance/participation score. If the instructor was not notified of the absence beforehand, 3 points will also be deducted from the professionalism score. The instructor does not consider “excused” or “unexcused” absences as different. Since the class meets only 10 times, **missing more than 3 classes will result in a failing grade for the course.** The

UNI catalog guidelines will be followed for students involved in school-sanctioned activities. Any student missing class or other classwork because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to religious holiday absences only.

3. Display Professional Competencies:

In this course, students will develop and model *professional competencies*.

The term, *professional competencies*, refers to all the knowledge, skills, and dispositions that teachers need to develop and master.

On occasion, students fail to demonstrate one or more important professional competencies within these basic areas:

- Skills (May include concerns with speaking, writing, reading, listening.)
- Content Knowledge (May include concerns factual accuracy, conceptual and procedural understanding of the content being taught.)
- Pedagogy (May include concerns executing instructional strategies, management response to diversity and or/rapport with students.)
- Dispositions (May include concerns attendance, rapport with school personnel, respect, responsibility, initiative, professional judgment, attire in clinical settings, honesty, collaboration skills, and emotional coping strategies.)

This creates a *Professional Competencies Situation*; a professor, advisor, administrator, or support staff member recognizes that you are not exhibiting the expected professional competencies. If this happens, there are consequences. The instructor will file a Teacher Education Referral with the Office of Teacher Education which will include an action plan for you to adhere to.

In order to student teach all Teacher Education Referrals must be resolved

Online Netiquette and Classroom Civility:

When communicating with the instructor or classmates through email, discussion forums, and other online platforms, it is essential to approach this interaction as a formal dialogue. Be sure that in all communication, you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard, not via email.

Finally, read [Albion's Core Netiquette Rules](http://albion.com/netiquette/corerules.html) and always remember to address your professor and other students in a respectful manner.

(<http://albion.com/netiquette/corerules.html>)

Technology Requirements and Digital Literacy:

The following information has been provided to help you prepare to use technology successfully in this course. You are required to have access to and the ability to use:

- UNI Gmail account
- Microsoft Office (UNI offers options for [Installing Microsoft Office on a Personal Computer](https://servicehub.uni.edu/docs/display/SH/Installing+Microsoft+Office+on+a+Personal+Computer) for free for current UNI students, faculty, and staff, using their CatID) (https://servicehub.uni.edu/docs/display/SH/Installing+Microsoft+Office+on+a+Personal+Computer)
- Reliable (High-speed) internet connection.
- Firefox and Chrome browsers are recommended.

The following may be required for your course:

- Zoom
- YouTube, setting videos to “unlisted” to share links
- Panopto (Viewing and/or student submission)
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Blackboard Ultra and eLearning Suite Tool Support:

If you experience any technical problems with Blackboard Ultra or any tools used in Blackboard Ultra, please contact [eLearning Suite Support - Service Hub](https://servicehub.uni.edu/servicedesk/servicedesk/customer/portal/1/create/1361) to request technology help or services

(https://servicehub.uni.edu/servicedesk/servicedesk/customer/portal/1/create/1361). If this is an online course, please contact Online Education.

It is helpful to provide the course instructor’s name and the course name, and the section number.

Important UNI Policies and Statements

Free Speech:

The University of Northern Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas.

All UNI employees, students, applicants, and campus visitors are welcome to disclose their personal pronoun preferences, though no one shall be compelled to do so.

Non-discrimination in Employment or Education:

The content in this class may be disturbing to some individuals due to their personal life experiences. If you ever feel the need to step out of the classroom or decline participation in an activity, please request an alternative learning experience.

UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation."

Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at safety.uni.edu and equity.uni.edu. Resources that provide free, confidential counseling are also detailed at safety.uni.edu.

For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, 273-2846, equity@uni.edu.

Equal Opportunity and Non-Discrimination Statement:

The United States Department of Education's Office for Civil Rights (OCR) requires that a notice of nondiscrimination be prominently displayed in any publications used in connection with the recruitment of students or employees. This also applies to electronic formats. Refer to [Policy 13.03](https://policies.uni.edu/1303) to view the University's approved statement. (<https://policies.uni.edu/1303>).

Affirmative Action Policy

The University is committed to a [policy](https://policies.uni.edu/1301) (Policy 13.01) of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community, as appropriate, to recruit and hire protected class members throughout the University, proportionate to their availability in the relevant labor market. These policies apply to all positions in the University. (<https://policies.uni.edu/1301>)

Campus Accessibility & Accommodations of Disabilities Policy:

No qualified individual with a disability shall, because of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to unlawful discrimination by the University. This policy applies to all aspects of campus activities, including employment, education, student programming, and services provided to the community at large. [Campus Accessibility & Accommodations of Disabilities Policy](https://policies.uni.edu/1315) webpage (<https://policies.uni.edu/1315>).

Student Accessibility Services:

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination based on disability. Students with disabilities who experience a barrier to access should contact Student Accessibility Services (SAS) to request accommodations. For more information about the accommodation process, please contact SAS at (319) 273-2677 Relay 711, accessibilityservices@uni.edu, or GIL 118. Additional information is also available at sas.uni.edu. (<https://sas.uni.edu/>).

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Office of Civil Rights Compliance:

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Title IX Officer Leah Gutknecht, Assistant to the President for Civil Rights Compliance, 117 Gilchrist, 319.273.2846, leah.gutknecht@uni.edu

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at civilrights.uni.edu. Resources that provide free, confidential counseling are also detailed at civilrights.uni.edu.

For additional information, contact the Office of Civil Rights Compliance, 117 Gilchrist Hall, 273-2846, civilrights@uni.edu.

The University of Northern Iowa does not discriminate in its employment or educational practices. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](https://policies.uni.edu/1303) for additional information. (<https://policies.uni.edu/1303>).

Academic Integrity:

To ensure academic integrity and in accordance with [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students are prohibited from plagiarizing, misrepresenting, fabricating, or cheating. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (regarding violations of these ethics policies, see: V. Academic Ethics Sanctions). (<https://policies.uni.edu/301>).

The Learning Center @ Rod Library:

The Learning Center @ Rod Library provides free tutoring for a variety of different areas (i.e., writing, math, science, business, Spanish, college reading, and learning strategies). The Learning Center @ Rod Library is open for walk-in assistance Monday-Thursday 10 am-10 pm, and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through Smarthinking. You will need your CATID and passphrase to gain access. Access the [Smarthinking platform](#) (<https://tlc.uni.edu/online>). For more information, please visit [The Learning Center](#) website (<https://tlc.uni.edu>), email TheLearningCenter@uni.edu, call 319-273-6023, or stop by the TLC desk located on the main floor of Rod Library.

Additionally, the Office of International Engagement provides complimentary coaching sessions with experienced staff, available both in-person and online, for international and multilingual students. Students can schedule time with an advisor for in-person assistance or simply walk in for services during established coaching times at The Learning Center in

Rod Library. For more information, please visit the [OIE Academic Coaching Website](https://internationalengagement.uni.edu/academic-coaching).
(<https://internationalengagement.uni.edu/academic-coaching>)

Learning Objectives

Educator Preparation Program Belief Statements	Course-level Objectives (CLO)	Student Learning Outcomes (SLO) <i>InTASC</i>	Course Assignments and Assessments <i>to Measure CLOs and SLOs</i>
Candidates must deeply understand and reflect on their content and pedagogy.	1. Demonstrate an understanding of social science content necessary to advance student learning in a secondary social science classroom.	1. The teacher will be able to demonstrate knowledge of a range of evidence-based instructional strategies, resources, and technological tools, as well as how to use them effectively to plan instruction that meets diverse learning needs [InTASC 7(k)].	Lesson Plan Rubric Best Practices Module Resource Assignment
Candidates must engage in rich, purposeful, and authentic field-based experiences to develop appropriate dispositions and practices.	2. Design their own instruction that actively engages secondary students in social science, that aligns with the recommendations of national and state standards.	2. The teacher candidate will be able to understand how to use digital and interactive technologies to efficiently and effectively achieve specific learning goals. [InTASC5(l)]	Technology Module and 2386 Lesson Plan
Candidates must develop strong skills in order to effectively collaborate with all stakeholders for student learning.	3. Use correct and accurate language during the lesson plan design.	3. The teacher candidate will be able to understand the content and content standards, as well as how these are organized within the curriculum. [InTASC 7(g)]	Standards Module & Lesson Plan
Candidates must develop strong skills in order to effectively collaborate with all stakeholders for student learning.	4. Use accurate syntax and mechanics during class writings.	4. The teacher candidate will be able to demonstrate the ability to collaborate with others (Belief Statement; InTASC: 9, 10)	Best Practices Module In-class PLC work
Candidates must deeply understand and reflect on their content and pedagogy.	5. Draw conclusions about how various experiences shape their practice.	5. The teacher candidate will be able to apply the different uses of assessment and evaluation, instructional	Lesson Plan Rubric

Educator Preparation Program Belief Statements	Course-level Objectives (CLO)	Student Learning Outcomes (SLO) <i>InTASC</i>	Course Assignments and Assessments <i>to Measure CLOs and SLOs</i>
		strategies, and state and national standards within your lesson planning and in your instruction. (InTASC: 1,2,6)	