1. **COURSE TITLE\*:**  Social Studies for the Young Child
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1163
3. **PREREQUISITE(S)\*: EDUC 1140**   **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*: 3**   **LECTURE HOURS\*:**   **3**

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to provide students with the natural and social science concepts that are taught in the early childhood and elementary classroom. This course will focus on the relevance of history and geography, the study of people, and the interaction of people with others and the world around them. The course will touch upon children’s sense of self and the importance of developing social skills. Strategies for engaging and empowering young learners to become active, democratic citizens will also be presented.

1. **LEARNING OUTCOMES\*:**

After completing the course, the student should be able to do the following:

1. Develop thinking skills that will assist them and their future students in understanding their world and their roles as citizens in a diverse world.
2. Learn planning and assessment procedures for effective, integrated, and functional social studies lessons.
3. Examine the Ohio Department of Education Academic Content Standards for social Studies and utilize those standards for instructional planning.
4. Gain exposure to social studies curriculum, scope and sequence.
5. Enhance their social studies knowledge base relative to content.
6. Develop skills in utilizing appropriate and creative instructional formats, strategies, and assessment instruments for teaching social studies in the preschool and early elementary classroom.
7. Develop instructional skills that speak to higher order thinking, diversity, varied learning styles, varied academic abilities, and divergent student behaviors.
8. **ADOPTED TEXT(S)\*:**

*Social Studies for the Preschool/Primary Child*; 9th Edition

Carol Seefeldt, Sharon Castle and Renee Falconer

Pearson Publishing (2014); ISBN: 978-0-13-286798-2

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-356076-3

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\*** None
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Discussion Questions (11x5) | 55 | 18% |
| Video Discussions (11x5) | 55 | 18% |
| Tests (3x40) | 120 | 40% |
| Lesson Plans (2x20) | 40 | 14% |
| Project (30) | 30 | 10% |
| Total | 300 | 100% |

**Assignments:**

**Discussion Questions (55 points); (5 points for each 11 chapters)**

You will answer the discussion question(s) assigned in the chapter found on Canvas. Your response to each question should be at a minimum 250 words. You need to respond to one other student's answer. The minimum for your response to another student is 150 words.

**Video Discussions (55 points);** (**5 points for each 11 chapters)**

You will watch the video(s) assigned for each chapter and post your responses for each video on Canvas in the designated forum for the chapter. Your response should consist of what knowledge you gained from the material presented in the video. You must respond to another student.

**Lesson Plans (40 points); (20 points for each of 2 lesson plans)**

Students will be given a lesson plan template to follow when developing their lesson plan. Each lesson plan must focus on the theme of a chapter in the book.

**Tests (120 points); (40 points for each of 3 tests)**

Tests will consist of essay questions with minimum number of words required for each answer.

**Virtual Field Trip Project (30)**

Students will develop a virtual field trip. The student will take a trip and video and narrate what they see and what they are learning. The field trip should be relevant and appropriate for young children. Students can run their ideas by the faculty member. Students will post their virtual field trip on Canvas. Students must respond to all the virtual field trips loaded on canvas by other students.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Course Outline/Schedule**

**Week 1**

**Chapter 1: These Are the Social Studies**

Chapter Overview:Preparing children to be productive citizens in a democratic society and to integrate knowledge, skills and attitudes within and across disciplines are the two main purposes of the social studies.<LINK LINKEND=”PH.01.001”><PHOIND NUM=”1” ID=”PH.01.001”/></LINK></P> <Only when social studies are integrated, meaningful and of interest to children will the discipline fulfill its purpose. </P><P>Today’s social studies are also grounded in current thinking about social studies education. Using current theories of learning, developmentally appropriate practices, NCSS and discipline standards and current curriculum models, teachers have a basis for fulfilling the primary goals of the social studies: to prepare children to fulfill their role as citizens of a global world and to integrate the total curriculum. </P></SUM>This chapter describes Overview<H1>past approaches to teaching social studies. <PG></PG></H1>Heavily influenced by Mitchell and Dewey, progressive education and the <H2>here-and-now curriculum changed the more fact driven curriculum existing before the 1930s. Social skills development was the goal of Patti Smith Hill’s <PG></PG></H2><H2>social-living curriculum.<PG></PG></H2> The <H2>holiday curriculum is often the corner post of social studies for young children, but this has many weaknesses. <P>In the middle of the 20th century, two major social forces influenced the social studies curriculum: the Soviet Union’s launching of Sputnik and the civil rights movement of the 1960s. Theories, especially those of Piaget (Piaget & Inhelder, 1969) and Vygotsky (1978), also influenced the curriculum.

</P><PG></PG></H2>

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=KrUNBfyjlBk>

<https://www.youtube.com/watch?v=TQanyOvGumg>

<https://www.youtube.com/watch?v=QhnhzQA3x5Y>

<https://www.youtube.com/watch?v=ePC2m6FU1b8>

<https://www.youtube.com/watch?v=db3iVdZN41U>

<https://www.youtube.com/watch?v=PJ3TWHvLMvE>

**Week 2**

**Chapter 2: Planning and Assessment**

Chapter Overview: <H1>Knowledge of children, their development, life experiences, and the community, in which they live, is essential to bring children and the social studies together. The social studies curriculum must hold meaning and interest for each child and be based on children’s firsthand interactions with their immediate environment. Children are alike; they have similar needs, they are active learners, and they pass through the same stages of thought; however, although they are so alike they are also <H2different</H2> <P>as individuals. Each child has unique experiences, interests, abilities and some have special needs. </P><H1>Knowledge of the culture and values of the community is as essential for teachers as knowledge of child growth and development. They cannot successfully implement a social studies curriculum without being aware of the child’s physical world as well as their cultural knowledge and values. Knowledge of the social studies disciplines and their key concepts is important so that teachers can make this enormous amount of information accessible to children. National and state standards provide a framework for planning. Teachers will still need to adjust the standards to provide for the needs of individual children, match the resources in the community, and offer developmentally appropriate learning experiences. Teachers must do both short-and long-term planning. This includes involving the children, which implies cooperation between teacher and child. It does not mean that children take over. <H2><PG></PG></H2>Teachers must also p<H2>lan for the spontaneous “teachable moment.” When teachers ignore the changing interests, immediate needs or incidental experiences of children, they miss too many opportunities for teaching; and children miss opportunities to follow their curiosity and have their needs for knowledge met. *Lesson plans*</ITAL> are created for short-term, day-to-day learning experiences, while *units* or <ITAL>*projects*</ITAL> are planned for learning experiences that extend over time. Learning experiences are the heart of the unit or project. These experiences are not isolated activities but are planned to foster the goals and objectives of the unit. Ways to plan lessons, units and projects are described.</P>

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=u6QsG5Q3PHA>

<https://www.youtube.com/watch?v=xS9IctqCoLw>

**Week 3**

**Chapter 3: Resources for Learning: School, Family, Community**

Chapter Overview: Humans learn best by doing; therefore the social studies curriculum demands that children be able to learn through firsthand experiences in the classroom and community. The here-and-now environment includes interaction with adults and children. The unique experiences and skills of the children serve as resources for the social studies curriculum, and they can be involved in many ways. Probably all of the content, attitudes, values and sills included in the social studies could be fostered through study of the family, geography, history, location and occupations can be addressed through looking at the children’s families. Parents can be involved in the curriculum informally and formally, and also through group meetings. Suggestions are given on how to involve parents/guardians and how to convey respect for them. Teachers have always valued taking children on excursions into the community. This can be done through field work, guest speakers, and community service. Learning centers are an essential part of this process, and the chapter addresses how to introduce centers, the various types of centers possible and how to use vicarious materials in the classroom. Technology is part of children’s here-and-now world.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=FUO2vIQ5NEQ>

<https://www.youtube.com/watch?v=9lNklvdIsHI>

<https://www.youtube.com/watch?v=Hg2ZX0PF-jI>

**Week 4**

**Chapter 4: Thinking and Concept Formation**

Chapter Overview**:** We know that young children use all of the same processes involved in adult thinking. They question and sense problems, locate information, see relationships between ideas and things, organize and summarize information and reach conclusions. Play is the foundation for developing the thinking processes. Teachers can foster children’s thinking by planning f<H2>irsthand experiences that involve others and require language. Fostering the thinking processes of questioning and sensing problems, locating information, organizing and interpreting information, seeing relationships, generalizing and reaching conclusions can be planned through activities. <PG></PG></H2><H1> <PG></PG></H2>Concepts are the basis for thinking. <C

Concept formation is essential to avoid memorizing millions of facts.<PG></PG></H1> <H2>Key concepts, or “big ideas”, are the underlying structure of all subject areas. Concept development takes place through assimilation, accommodation and adaptation (Piaget). Concepts cannot be taught; they can only be constructed by each individual. Teachers can nurture concept formation by providing a rich environment and conditions that will foster the development of concepts. Teaching must be matched to a child’s development and personal experiences. <PG></PG></H2>

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=N3a_4471DEU><H2>

<https://www.youtube.com/watch?v=uHBQbEP23kY>

**Week 5**

**Test (Chapters 1-4)**

**Week 6**

**Chapter 5: Self, Others, and the Community: Social Skills**

Chapter Overview: <H1><PG></PG></H1>The major theories <H1>of socialization are behavioral, erikson’s, and social cognitive.<PG></PG></H <H2>Behavioral theories are based on external control of behavior. Erikson’s theory is based on life stages, and social-cognitive theories focus on the cognitve aspects of social maturity in which context the learner is in control. <PG></PG></H2><H2> <PG></PG></H2><PG></PG></H2><H1>Factors affecting social development are the family, culture and the school. The main influence is the family and the child’s attachment binds are important. Developing social skills are affected by the culture of the family and community. The school helps the child become an individual while learning to function as part of a group. <PG></PG></H1

<PG></PG></H2>Self- concept, self-esteem and self-identity are defined. <H2>A child’s name is an important identity foundation. The child’s understanding of their physical being is essential to self-esteem, and this includes an understanding of their gender and sexuality. Believing that they are capable, self-efficacy, is important at the pre-school and primary grade stages. Ideas are provided to help teachers assess the development of a child’s self-concept, self-esteem, and self-efficacy. <PG></PG></H2>

<H1>Relating to o <PG></PG></H2>thers in a positive way is essential to becoming a member of a group. This is aided by becoming competent in communication, role-playing, sharing, and cooperating. A wide range of social experiences encourage these traits. Reinforcement has a positive effect; conversely a large school and competition have negative effects. Making and having friends are critical parts of developing a positive self-concept. Teachers can help with this process by teaching conflict resolution skills.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=D9OOXCu5XMg>

<https://www.youtube.com/watch?v=krpuDnkmbjo>

<https://www.youtube.com/watch?v=_JI2r6BB6GA>

**Week 7**

**Chapter 6: Culture, Diversity, and Values**

Chapter Overview: The chapter begins with a definition of culture as a concept, and outlines how it is manifested in social groups. Ways to adapt curriculum content so that it is more inclusive and reflects many different perspectives on ideas, concepts and skills are addressed. The concept of diversity is addressed and the benefits of a diverse school population is examined through the views of Dewey, who believed that learning can occur only through free exchange and communication with others whose views and lives differ from one’s own. T<P>he teachers’ own feelings, knowledge and attitudes toward those who differ from them are the critical issue when adapting to diversity. These attitudes determine how teachers behave toward and treat children and their parents. Questions for teachers to help them assess their attitudes, and ideas for how to demonstrate respect for children and their families are included. </P><How children learn about others is addressed and ideas for how to help them celebrate diversity are outlined. The importance of addressing democratic values in the classroom is stressed and the controversy over what and how values should be taught is addressed. <P>Prerequisite to understanding the role of attitudes and values in the social studies is knowledge of (1) how attitudes and values are learned, (2) current methods and strategies for teaching attitudes and values and (3) which attitudes and values should be taught in schools for young children. Research also suggests that attitudes and values are learned in much the same way that knowledge and skills are gained, through modeling, reinforcement and/or learning. The theories of indoctrination, value clarification and value analysis are examined. Ways to encourage anti-bias values in the classroom and teaching peace/ war concepts are discussed.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=Emhv4t63jyI&t=21s>

<https://www.youtube.com/watch?v=0OgYf8hDlcQ>

<https://www.youtube.com/watch?v=sQuM5e0QGLg&t=25s>

<https://www.youtube.com/watch?v=3WKlaMJaE0g>

**Week 8**

**Chapter 7: Children’s Study of Time, Continuity, and Change: History**

Chapter Overview: Human beings seek to understand themselves by understanding their past. Young children are highly interested in their past. Dewey (1966) recognized children’s interest in the study of history. <PG></PG></H1>The study of history has been defined as a time-oriented study that refers to what we do know about the past. Standard II of the national council of social studies (1998) is <ITAL>*time, continuity and change.*</ITAL> Key concepts are time, change, the continuity of human life, the past, and the methods of the historian. The authors of the national history standards believe that when history is presented to them in ways that are appropriate to their development, children, even in the earliest grades, can begin to build historical understandings and perspectives and to think historically. <H2>Development of time concepts in young children is intuitive rather than chronological. Limited to their perception of the succession and duration of time and to their ability to sequence and organize daily experiences, children’s intuitive ideas of time are subjective. Not until children enter formal operations, near the beginning of adolescence, are they able to master operational time. A chart showing how time concepts develop is provided. <PG></PG></H2> <H2>Routines can teach time, and in preschool and primary grades there are regular routines. Children in the primary grades can chart their own routines and take more responsibility for scheduling their day. You can prepare children for measuring time with a clock by giving children meaningful experiences with concepts of duration, sequence of events and temporal order, which will prepare them to tell time in the traditional way. Ways to do this are suggested. <H1> <H2>In school, whether in a child-care center, a kindergarten or a primary classroom, things are constantly changing. <P>Leaving the school building and yard helps the children recognize the many changes in their immediate neighborhood. Watching changes in natutre can provide many opportunities to experience the concept of change. Children’s study of history can begin with the study of children themselves. Focus on how they change. <PG></PG></H2>Engaging children in developing inquiry skills and the habit of questioning can begin developing the skills of the historian.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=g0UXjdZd9GU>

<https://www.youtube.com/watch?v=HrxZWNu72WI>

**Week 9**

**Chapter 8: People, Places, and Environments: Geography**

Chapter Overview: <P>The national geography standards, <ITAL>*Geography for Life*</ITAL> (Geography Education Standards Project, 1994), lists five skills that children begin developing during their preschool and primary years;asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, answering geographic questions. *Geography for life*</ITAL> (geography education standards project, 1994) and the national council for the social studies (1998) have identified major themes and concepts key to the study of geography. <H1>The first of these concerns is that earth is the place where we live , and this includes <PG></PG></H1><H2>our environment, <PG></PG></H2><H2>land and water, <PG></PG></H2><H2>caring for our earth, and an understanding that the earth is round and is part of the solar system <PG></PG></H2><. <PG></PG></H2>A sense of <H1>direction and location develops as the child experiences his/her place in space as a result of <PG></PG></H1><H2>movement exploration, and this leads to learning <PG></PG></H2<H2>directional terms. The concepts of distance and measurement are important to the study of geography as well as for day-to-day living. Experiences with the measurement of distance should be informal, arbitrary, incidental and based on actual experiences; children who cannot conserve quantities cannot understand measurement. Maps are abstractions of reality, and the skills needed to read and use them do not develop completely until children reach the age of 11 or 12. Playful and exploratory experiences with maps will provide a foundation. Geographers study how humans and environments are related, what advantages and disadvantages are present for human settlement and how people modify and adapt to the environment. Young children can be introduced to the ideas that humans have taken control of their environment but, at the same time, are also controlled by their environment. A part of the study of geography is that people interact with others far from them. We depend on other places for food, clothes and even items like pencils and paper <PG></PG></H2>

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=pqEO5r-Vlpo>

<https://www.youtube.com/watch?v=UZaTK7B0doE>

<https://www.youtube.com/watch?v=dsTgyb_ITtk>

**Week 10**

**Test (Chapters 5-8)**

**Week 11**

**Chapter 9: Production, Consumption, and Decision Making: Economics**

Chapter Overview: Young children experience economic concepts daily. Children enter the preschool-primary classroom knowing that it takes money to make purchases; and that they can offer some service or product to get money. According to the National Council on Economic Education (1997) and the National Council for the Social Studies (1998), it is critical that all children be economically literate in order to function in today’s and tomorrow’s global economy. <H1><P><ITAL>Economics</ITAL> is the study of how goods and services are produced and distributed and the activities of people who produce, save, spend, pay taxes and perform personal services to satisfy their wants for food and shelter, their desire for new conveniences and comforts, and their collective wants for things such as education and national defense.</P> <P>Children experience economic concepts when they observe parents exchanging money for goods, and they receive money as gifts. It takes a while for them to develop these concepts fully. Using knowledge of children’s awareness of economic concepts and their direct experiences, teachers can introduce preschool-primary children to economic principles and <H1>key concepts. Teachers can introduce children to these main ideas; scarcity, wants and needs, economic production, and preparing for careers.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=bmyzRf3bV3k>

<https://www.youtube.com/watch?v=FpNyTKgi1Io>

**Week 12**

**Chapter 10: Developing Citizenship: Civics and Government**

Chapter Overview: Teachers and schools manifest several democratic and governance principles on a daily basis: rights and responsibilities, the individual vs. the common good, rules and laws, participation, fairness, multiple perspectives, power and authority and the role of authority figures to maintain order and ensure that basic needs and wants are meet. Free societies rely on the knowledge, skills, values and involvement of its citizens. Therefore, civics education is essential to the preservation and improvement of a democratic society. Key concepts are learned through the daily routines and expectations of community school life and civic ideals and practices are experienced through activities such as helping to set classroom expectations, examining experiences in relation to ideals, conducting service projects, participating in class meetings, and considering how to balance the needs of the individual and the group.Young children explore their developing sense of fairness, rules and order through relationships with others. They develop an awareness of rights and responsibilities in specific contexts (NCSS, 1994). They develop notions of power and authority as they interact with their teachers. Democratic values are experienced <P>in preschool and primary programs, where children are not just preparing to become members of a democratic society, but contribute to building and fostering a democratic society and receive the benefits of belonging to this society. In a democratic group teachers share control; children make decisions; discipline is firm and consistent but does not revolve around force, coercion, embarrassment or threat; freedom of thought and speech are fostered; children are never overwhelmed by the power of other; a sense of community is built; teachers model respect for others and teachers elicit respectful, caring behaviors from the children. .<*The National Standards for Civics and Government*</ITAL> (Center for Civic Education, 1994) indicate that, by the end of grade 4, children should have developed the following civic participation skills: influencing decisions by working with others, clearly articulating interests and making them known to decision makers, building coalitions, negotiating, compromising and seeking consensus, and managing conflicts. This development takes place throughout preschool and primary grades. .

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=QYa_DmgBUAk>

<https://www.youtube.com/watch?v=CnIk-ciTHBU>

**Week 13**

**Chapter 11: Global Connections**

Chapter Overview: The young children we teach now will be the citizens and change agents of the future. Social studies in the early childhood years have traditionally focused on the immediate life and environment of the young child; however, it is possible to help them explore global connections by relating those connections to their own experiences and lives. There are four Key concepts for global connections. Interconnectedness and interdependency, which emphasizes that <P>we need to live with others, and others need to live with us. Similarities can be emphasized.Humans have many things in common. Resources for learning about others arechildren’s own backgrounds and experiences, other people in the community, the Internet and children’s books and other literature and media. Global education happens throughinvestigation into the lives and perspectives of others. Peace education can introduce the children to the idea of helping others. Within the context of the home, children experience the idea of interdependency and interconnectedness, and </ <in the preschool-primary classroom, young learners can examine and explore their connectedness with and interdependency on others. <P>A focus on similarities rather than differences is recommended because children can already identify differences are more likely to concentrate on them rather than on how people everywhere are similar. This can lead to stereotyping other groups. Art forms can build awareness of the common heritage between people. As children begin to realize that group rules are necessary, they can understand how groups function successfully. All human beings live in some type of group or social organization. People the world over have the same basic needs. Language is used by all people. These are all ideas to explore. The children’s own heritage and backgrounds of experience provide resources from which you can build their knowledge and understanding of international concepts. Other resources are people who have lived in or visited other countries or who are citizens of other nations.

**Canvas Assignments:**

* + Complete the Discussion Question on Discussion Forum
  + Complete Reflection on videos

<https://www.youtube.com/watch?v=aISXCw0Pi94>

<https://www.youtube.com/watch?v=U-k08r_EnDc>

<https://www.youtube.com/watch?v=RhF3WgFjT88>

**Week 14**

**Test (Chapters 9-11)**

**Week 15**

Work on Virtual Field Trip

**Week 16**

Virtual Field Trip due

Grading rubric will be given to students.

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have

with children, families, and colleagues

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the

requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.