



Independent Study Course Syllabus

Course Number: SOC 940

Course Title: Washington D.C.

☐ Online ☒ Distance Learning

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Units: 3
Grade Level: 6-12

Course Description:

The names are heard every night on the news: the White House, the Pentagon, and Capitol Hill. We watch programs with the Lincoln Memorial, Jefferson Memorial or Washington Monument as backdrops. Articles are read from the Smithsonian, National Geographic, and the Library of Congress. There is no other place in this country that directly affects every citizen, as does Washington, D.C. No matter the curricular area, our capital will provide the educator abundant materials with which to approach most academic areas and to have the chance to adapt the treasures of our nation's capital to his or her own classroom. Travel to and experience the political, cultural, and social environment our capital offers.

In the lesson plans, students should identify specific state or district standards and explain how the lessons are aligned with the standards. Information in this course is in alignment with the McRel standards for United States History and Social Studies (www.mcrel.org).

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Primary Learning Outcomes:

Student will:

- Describe the foundation, development and historical significance of the area.
- Analyze the intention or purpose of various memorials and/or monuments.
- Relate the visitation materials to his/her curricular area and content standards- either state or national.
- Analyze anecdotal information about the White House and relate it to classroom curricula.
- Compare “behind the scenes” video information of Washington with first hand experience.
- Connect course content to national, state, and district standards for their grade level and use in the classroom.

Course Materials:

- **Text** –Students are required to obtain a copy of *Best Little Stories from the White House*. It is suggested that you can purchase a used copy at a greatly reduced price by going to a book retailer website. Prize winning journalist C. Brian Kelly has compiled a collection of more than 100 stories about the people who have lived and worked at the White House. This engaging book includes both the serious and not-so-serious happenings.
- **DVD** – *Washington, D.C., City Out of Wilderness*.
- **Course Binder** – This is a listing of all materials necessary, helpful information about your visitations and detailed explanation of each assignment.

Course Requirements:

- Students are required to complete a series of visitations to:
 1. Three monuments or memorials of choice
 2. Three museums of choice
 3. Three government buildings of choice
 4. One visitation of choice
- Students must complete visitation response sheets on each visit and must attach a brochure or ticket stub for each visitation.
- In order to gather useful information for their classrooms, students are asked to compile an annotated bibliography of books, software, videos or other useful materials for the sites that they visit.
- Students will read a minimum of 10 tales from the text *Best Stories from the White House*. Each tale will be summarized and analyzed for classroom application.

- Three age-appropriate lesson plans must be completed demonstrating how the information gleaned from the visits will be used in the classroom. He/she will be asked to tie their lessons to state or national standards.
- Three activities from the *Options Section* must be completed. These activities may be selected from a variety of ideas and may be done in conjunction with the lesson plan requirement.
- Create a response sheet from the course DVD appropriate for your classroom.
- Contact Time
The student is required to contact the instructor three (3) times, via e-mail, during the work period:
 1. Upon initial receipt of the course materials and inspection by the student.
 2. Halfway through the course as a form of progress report. This halfway period will be determined by the student.
 3. Upon completion of the course and prior to submission of materials to instructor.

Contact with the instructor via e-mail is encouraged at any time.

Evaluation Standards:

Evaluation will be based upon the completed assignment package. When completed correctly, assignment subsections will be comprehensive enough to be used as classroom material. Work of substandard quality will be returned to the student for completion.

For the grade of CREDIT, or for the letter grade of B, the student must send for evaluation:

- 100% completion of course binder work
- 100% completion of visitation responses
- Completed lesson plans
- 100% completion of bibliography
- 100% completion of 3 *Options* selections

For the letter grade of A, the student must send summaries of seven (7) additional tales from the textbook, in addition to the above listed work.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information,

and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.