
Independent Study Online Course Syllabus

Course Number: SOC 953A
Course Title: Map Skills (Methods and Activities)

X Online

Instructor: Marvin Harms Phone number: (559) 222-7384 Email: marvinwharms@gmail.com Web Page: http://www.hands-on-experiments.com	Units: 3 Grade Level: K-12
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Course Description:

This online methods course is designed to explore how relevant Map Skills are to our lives. The participants are required to complete and evaluate a planned series of lessons and/or experiences with their students. This course is in alignment with the California State and/or National Social Studies Standards. Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects are included in lesson plans and assignments. All of these lessons and/or experiences may be used with children in the classroom, home, and/or neighborhood.

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.

Course Materials

All of the materials are found online.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Course Requirements

1. The teacher is to complete the assignments including 15 lessons and/or experiences with his/her class. When you finish a lesson, come back to the computer and post the answers particular lesson you completed in the Forum underneath the Lesson..
2. The teacher may write lessons of her/his own. Post the completed lessons along with other required materials in the Forum section.
3. The teacher is to list the State and/or National Social Studies Standards Common Core Literacy Standards in Social Studies that were met teaching each lesson when requested in the Forum section.
4. Post a one page report describing how this class enhanced your curriculum. Grading: Grades will be assigned based on points earned during the course.

Assignments

Take a look at the curriculum required by your district. Perform the lessons and/or experiences included in this course that are appropriate to meet the needs of your district. By doing the

lessons and/or experiences, you will be able to become more proficient in your ability to communicate with your students, parents, fellow teachers and administration. Lessons and/or experiences are designed with the busy life of a teacher in mind. The lessons are designed to give you a basic format from which to develop the concepts. The Forums are designed so that you may evaluate your teaching strategy. “Built into the course requirements, are several contacts between the course instructor and the student. Questions are addressed and assistance is offered through these contacts between the instructor and student following the posting of each Forum.”

1. On-track students – (Teachers with students) choose 15 Lessons from the materials included with this course and present them to your class or a group of students. Complete 15 Forums based on the Lessons taught. Check the complete assignment list on the Grading Rubric.
2. Off-track students - (Teachers without students) review 30 Lessons using the Forum prompt for that particular Lesson. You do not need to actually present these Lessons to students. Check the complete assignment list on the Grading Rubric.
3. Upon completion of your Forum assignments, your instructor will contact you via phone or e-mail to discuss your work. Responses will be made by the Instructor each day that posts are made.

Content Standards

The standards from the National Social Studies Standards that are addressed by this course include:

Learn about Global Connections Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. The physical processes that shape the features of the Earth’s surface. The characteristics distribution, and migration of human populations on the Earth’s surface.
3. How to apply geography to interpret the present and plan for the future. The processes, patterns, and functions of human settlement.
4. The characteristics, distribution, and migration of human population in the United States.
5. <http://corestandards.org/the-standards>

Download Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Go to pages 60 - 66 to see the Common Core Standards for this Class.

Primary Learning Outcomes

Students will:

1. Gain a thorough knowledge of the National and/or State Standards in Map Skills.
2. Recognize the rationale as to why these standards are important in meeting the requirement set forth in the State and/or National Social Studies Standards.
3. Develop confidence as teachers see their role in this task.
4. Share their enthusiasm about Social Studies-Map Skills with their students who in turn will see school as a meaningful place to be.

Evidence of Learning

Instructor will assess student's learning based on evaluation of work submitted by students based on class participation, reflective writing, and criteria established for each assignment and/or experiment or experience.

Grading and Rubrics

Grades will be assigned based on points earned during the course. Grades will be given on the following basis: A=99-110 points, B=88-98 points. For a credit grade you must have at least 88 points. Check the Grading Rubric for points given.

Instructor/Student Contact

Built into the course requirements, are several contacts between the course instructor and the student. You may call anytime. Questions are addressed and assistance is offered through these contacts between the instructor and student. When you post your responses, I will respond within 1 week.

Online Courses

Throughout the course students will be communicating with the instructor on a regular basis through the use of Forums. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are resubmitted. I will contact the student within twenty four hours after they have posted an assignment.

Common Core

To help English language learners attain the competencies stipulated in the Common Core State Standards (CCSS), educators need to both plan and deliver rigorous instruction both in the

content areas and in promoting English language proficiency. Effective instruction in content areas involves recognizing the challenge, and teaching effectively, including implementing and evaluating sheltered instruction, and incorporating the teaching of academic language. Academic language should of course be incorporated into ELD instruction. Other practices to promote English language proficiency include daily language instruction, structured student talk, grouping, encouragement of verbal interactions, and sufficient duration of services. Moreover, school and district factors, such as "coherent school-wide goals, ongoing assessment of student learning, strong leadership, and ongoing professional development linked to goals and assessments" play a positive role in English language learners' achievement.

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 *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.