

EDU 905 – Holidays, History and Values

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: K - 12th grade
teachers, all subjects
Course Access: ce-connect.fresno.edu

Course Description

Holidays are enjoyed by most everyone, but few clearly understand the meanings, traditions, and values behind these special days. Holidays tell us much about the past, and also about the values that those in the present find worth preserving for the future. Using holidays to teach in a variety of subject areas across the K-12 curriculum can be an enriching and interesting way to communicate content standards and values. This course examines over 30 holidays observed in America, explains their history, and stimulates thoughtful analysis about the values these days of celebration and remembrance promote. Through a concise and helpful historical resource book authored by the instructor and by means of a variety of learning activities, students will gain a new appreciation for holidays and their potential as a significant interdisciplinary teaching tool.

Required Texts and Course Materials

Textbooks and Readings: All materials will be provided in the course learning management system – Moodle. Students will need access to the internet for research purposes.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

National social science curriculum standards (see *Curriculum Standards for Social Studies, National Council for the Social Studies, Bulletin 89, 4th printing, 1994*) include 10 thematic “strands,” of which this course touches upon eight. These are:

- I Culture
- II Time, Continuity, and Change
- III People, Places, and Environment
- V Individuals, Groups, and Institutions
- VI Power, Authority, and Governance
- VII Production, Distribution, and Consumption
- IX Global Connections, and
- X Civic Ideals and Practices

This course is also designed to meet the State of California standard for Grade One which States in Section 1.3: *Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time; Sub-section (2): Students understand the significance of our national holidays and the heroism and achievements of the people associated with them.*

This course is also designed to encourage teachers to develop State Common Core Standards appropriate to one’s location, as well as grade level and subject areas taught.

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Describe the people, places, events, and locations important to the historical background of significant holidays celebrated in the United States.	I, III, V, IX, X	CE 1, CE 2, CE 6
2. Explain the importance of holidays in shaping and transmitting cultural traditions and values.	I, II	CE 4
3. Identify opportunities to use holidays to teach values and civic ideals.	X	CE 3, CE 5
4. Analyze the historical processes by which meanings and values associated with holidays have both changed over time and remained constant.	II, X	CE 2, CE 6
5. Analyze the emotional impact (and hence the potential teaching-learning impact) of holidays in the lives of people of all ages; identify how holidays impact the human spirit and present opportunities for serious reflection about major issues in life.	I, V	CE 4, CE 5
6. Identify opportunities for utilizing holidays as an interesting way to teach about various disciplines within the curriculum.	I, III	CE 3, CE 4
7. Describe the impact of powerful individuals and/or institutions in developing holidays and how they have been celebrated.	V	CE 1, CE 2
8. Compare and celebrate the global connections, as well as cultural differences, that holidays demonstrate.	I, IX	CE 2, CE 4
9. Describe the impact that certain holidays have on the national economy.	VII	CE 2
10. Articulate the personal impact of holidays on one's world view and experiences.	I, V	CE 1, CE 4
11. Make connections within lessons designed around holidays to various curriculum content standards	VI, X	CE 2, CE 4

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Welcome Module	<ul style="list-style-type: none"> Instructor Intro Introduce yourself forum Moodle online tutorial Course syllabus, forms, and Policies 		5 hrs
Module 1 – History Behind the Holidays	Module 1 <ul style="list-style-type: none"> Personal Reflection Essay: Before reading <i>The History Behind the Holidays</i>, write a 1-2 page essay on the topic “Why I Believe Holidays are Important.” Discussion Forum and reply – Post one paragraph item summarizing the most important reason for the importance of holidays, from your essay, to share with other course participants. Holiday Survey: Read History behind the Holidays For each holiday, complete the following: <ul style="list-style-type: none"> Write a clear, concise, one-or-two sentence explanation of the holiday geared to persons the age of those you normally teach. Write a sentence or two in which you suggest the one principal value that can be learned from this holiday. Locate and list one Internet resource for each holiday along with a brief description. 	20 pts 5 pts 40 pts	4 hrs 1.5 hr 35 hrs
Module 2 – Holiday Character Analysis	Module 2 <ol style="list-style-type: none"> Holiday Character Analysis: Identify 3-5 positive character traits that would be good material for lessons on values. Write a paragraph describing these traits for each individual. <ul style="list-style-type: none"> Martin Luther King, Jr. Abraham Lincoln St. Valentine George Washington St. Patrick Christopher Columbus Jesus Christ Discussion Forum and reply – post a fully developed paragraph about your 	30 pts 5 pts	8 hrs 1.5 hr

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
	most favorite character, and why you chose that person.		
Module 3 – Holidays and Values	<p>Module 3 Exploring Holiday Values:</p> <ol style="list-style-type: none"> 1. Select eight of the following holidays and write a paragraph on each in which you list and describe as many values (including the principal value you identified in module #2) as you think might be useful in your teaching situation. <ul style="list-style-type: none"> • New Year's Day • Arbor Day • Cinco de Mayo • Memorial Day • Flag Day • Independence Day • Labor Day • Veterans' Day • Thanksgiving • Christmas • Kwanzaa 2. Discussion Forum and reply – post a fully developed paragraph about your most favorite holiday, and why you chose it. 3. Holidays Across the Curriculum: Using the "Index of 50 Holiday Features" in this assignment, select two holidays for which you list 8-10 different lesson topics (for each holiday) that could be developed for different subjects. 	<p>30 pts</p> <p>5 pts</p> <p>30 pts</p>	<p>10 hrs</p> <p>1.5 hr</p> <p>5 hr</p>
Module 4 – Develop and Teach a Lesson	<p>Module 4</p> <ol style="list-style-type: none"> 1. Develop and Teach a Lesson (using a holiday to teach values and/or positive character traits): Please respond to the following questions: <ol style="list-style-type: none"> a) Before you teach the lesson, briefly describe your objectives and how you plan to accomplish them. b) Indicate what state or local standard(s) you are attempting to meet with your lesson. c) How did the students respond to the lesson? d) How well did the lesson meet your 	40 pts	9 hrs

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
	<p>expectations?</p> <p>e) What changes, if any, would you make to this lesson to make it more effective?</p> <p>f) What potential do you see for utilizing holidays as a tool in your future teaching?</p> <p>Options available as alternative assignment if you are unable to teach a lesson to classroom students.</p> <p>2. Discussion Forum and reply – post a fully developed paragraph about your lesson to share with other course participants, and why you chose that particular lesson.</p>	5 pts	1.5 hr
Module 5 – Interviews and Creating Your Own Holiday	<p>Module 5</p> <p>1. Interviews: Interview at least four students individually in the general age group you teach (or would like to teach). Select any four holidays covered in this course and ask the students to tell you briefly what they know about the reason for/significance of each holiday and what main value (phrase this however they can best understand it) they understand from each holiday. Write up a summary of each interview (it need not be a word-for-word transcript).</p> <p>2. In a discussion forum, summarize your own thoughts about the interviews in a concluding paragraph. Were the results what you expected?</p> <p>3. Create a Holiday - Invent a holiday to teach values that you think do not receive enough attention through existing holidays. Do this assignment in no more than two typed, double-spaced pages. Also indicate why you think a similar assignment would be useful for your students, at an age-appropriate level.</p> <p>4. Discussion Forum and reply – post a fully developed paragraph about your holiday, and why you chose it.</p>	<p>30 pts</p> <p>5 pts</p> <p>20 pts</p> <p>5 pts</p>	<p>7 hrs</p> <p>1.5 hr</p> <p>3 hrs</p> <p>1.5 hr</p>
Module 6 – Religious Holidays and Public Schools	<p>Module 6</p> <p>1. Research a public school district's policy toward how to handle the religious aspects of holidays with religious roots.</p>	20 pts	7 hrs

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
	If you do not teach in a public school setting, choose one in your area to research.		
	2. Internet Research on Islamic Holidays: of at least five sites (in addition to the site you selected for "Ramadan" in module #1) that you believe will give students, teachers, or both, a better understanding of Islamic holidays and culture.	20 pts	4 hrs
	3. Professional Development Presentation: Create a 30-minute presentation designed for colleagues (you need not actually present it for this assignment) using 9-12 power point slides and arguing the case for using holidays as a means of effectively teaching history and values. You may include examples of how holidays lend themselves to learning	30 pts	35 hrs
	4. Application and Evaluation	10 pts	2 hrs
	TOTAL POINTS / HOURS	500 points	135 hours

Grading Policies and Rubrics for Assignments

The final grade will be calculated as follows:

Students requesting a letter grade must earn a grade of "A" or "B" to receive credit for the course. Students selecting a pass/no pass option must earn at least a "B".

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to receive credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional

educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements

- Assignments are to be typed and double-spaced, and mailed to the instructor all together when the course is completed.
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Discussion Forum Requirements

- **Superior:** Response met expectations as described in the assignment (fully developed paragraphs). Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response suggested in assignment (paragraphs not fully developed). Answered all the questions but did not provide an in-depth analysis or support, followed some of the assignment directions. The organization is generally good.
- **Sub-standard:** Response was not adequate and/or too brief in length. (paragraph not developed or sketchy). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

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: (https://docs.moodle.org/30/en/Student_FAQ). 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 <https://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. or email prof.dev@fresno.edu.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm 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 "School = Continuing Education".

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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 at <http://ce.fresno.edu/cpd/policies/>

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

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.