

## SOC-917 – California: Reflecting America

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 3<sup>rd</sup> - 14<sup>th</sup> grade teachers  
**Course Access:** [ce-connect.fresno.edu](http://ce-connect.fresno.edu)

#### Course Description

Reflecting America, is designed primarily to introduce teachers to Dr. J.S. Holliday's study of past and present relationships which led him to conclude that California's present-day image as a "risk-taking society" is the result of its formative years, especially those years during the Gold Rush and the 1860s through the 1880s. The course will feature a series of oral interviews between the previous instructor and Dr. Holliday exploring topics such as California: America Only More So, Reflections on Rush for Riches, and Teaching Content Standards.

The Course text, Dr. Holliday's award-winning book, *Rush for Riches: Gold Fever and the Making of California*, will be supplemented by other materials dealing with the teaching of California's Gold Rush Period, State Standards, and Technology Integration. A significant portion of the course will focus on teaching history using primary sources. Students will explore technological applications to learn from and use as presentation tools. Teachers can utilize this course's assignment examples directly in their classrooms.

**Note:** Required textbook must be acquired separately.

#### Required Texts and Course Materials

**Textbook:** Holliday, J.S. (1990). *Rush for Riches: Gold Fever and the Making of California*, University of California Press. [https://www.amazon.com/Rush-Riches-Fever-Making-California/dp/0520214013/ref=sr\\_1\\_1?ie=UTF8&qid=1534819538&sr=8-1&keywords=Rush+for+riches6](https://www.amazon.com/Rush-Riches-Fever-Making-California/dp/0520214013/ref=sr_1_1?ie=UTF8&qid=1534819538&sr=8-1&keywords=Rush+for+riches6)

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Moodle:** Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

<https://moodle.org> // <https://moodle.org/demo> // <https://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 for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

## 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

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed in This Course*</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Confidently utilize a variety of technological tools in teaching of social studies and understand a need for the use of technology in social studies lessons.	NBPTS 1, 4, 5	CE 3, 5
2. Review and gain confidence in teaching history/social studies (Kindergarten through Grade 12) in accordance with state and national standards.	NBPTS 1, 2, 3, 4	CE 6
3. Integrate content knowledge in their narrative writings and practical applications.	NBPTS 2, 3, 4	CE 1, 2, 6
4. Utilize primary sources as a resource for teaching history/social studies.	NBPTS 2, 3, 4	CE 1, 2, 6
5. Discover ordinary and extraordinary people and places that affected the history of California.	NBPTS 2, 3, 4	CE 2, 6
6. Utilize historical thinking skills that differentiate between past, present, and future; seek and evaluate evidence; interpret historical records and myths.	NBPTS 2, 3, 4	CE 2, 6
7. Curating collections of books and other resources for students.	NBPTS 1, 2, 3, 4	CE 3, 5, 6
8. Write standard based lessons for use in classroom settings.	NBPTS 1, 2, 3, 4	CE 1, 2, 4, 5, 6
9. Review and use biographical sources when creating lesson plans to engage students,	NBPTS 2, 4	CE 2, 4, 5, 6

develop critical thinking skills, and construct knowledge.		
10. Acquire historical understandings of California and its communities – drawn from the record of human aspirations, strivings, accomplishments, and failures by means of oral histories, videos, readings, and online sources.	NBPTS 2, 4	CE 2, 4, 6
11. Understand the impact the California Gold Rush on its growth through history and today.	NBPTS 2, 4	CE 2, 4, 6
12. Understand the impact the California Gold Rush had on the land, relationships with farmers, miners, and businessmen.	NBPTS 2, 4	CE 2, 4, 6

\* 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 Module Title	Module Assignments and Activities	Points Possible for Each Assignment
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Introduce Yourself Forum</li> <li>• Moodle Online Tutorial</li> </ul>	
<b>Module 1 – Teaching History Using Primary Sources Blog</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter One: Before the World Rushed In</li> <li>• Read Article: Five Strategies for Using Primary Source Documents in the Social Studies</li> <li>• Read Article: Social Studies in the Spotlight Digital Collections, Primary Sources, and the Common Core</li> <li>• Watch: The Library of Congress is Your Library</li> <li>• Watch: Teaching with Primary Sources</li> <li>• 1.1 Assignment: Set Up Blog</li> <li>• 1.2 Forum: Primary Sources and California Gold Rush</li> </ul>	30 pts 20 pts
<b>Module 2 – Effects of the California Gold Rush on the State First Blog Post</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter Two: Free for All - Read Chapter Three: Worldwide Contagion</li> <li>• Listen: The Influences of the Gold Rush on California's Present-Day Economy</li> <li>• 2.1 Assignment: First Blog Post</li> <li>• 2.2 Forum: Effects of the Gold Rush on California</li> </ul>	50 pts 20 pts
<b>Module 3 – Careless Freedoms and Content Curation</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter Four: Careless Freedoms</li> </ul>	

<b>Module Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible for Each Assignment</b>
Pearltrees	<ul style="list-style-type: none"> <li>• Watch: Engaging Young Learners with Primary Sources</li> <li>• Watch: Engaging Students with Primary Resources</li> <li>• 3.1 Assignment: Pearltrees</li> <li>• 3.2 Forum: Careless Freedom and Content Curation</li> </ul>	50 pts 20 pts
<b>Module 4 – Get-Ahead Years GoodReads</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter Five: Get-Ahead Years</li> <li>• Listen: Reflections on Rush for Riches</li> <li>• 4.1 Assignment: Create a GoodReads Bookshelf</li> <li>• 4.2 Forum: Get-Ahead Years and GoodReads</li> </ul>	50 pts 20 pts
<b>Module 5 – Astounding Enterprises Adobe Spark</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter Six: Astounding Enterprises</li> <li>• Watch: American Experience: The Gold Rush</li> <li>• 5.1 Assignment: Adobe Spark</li> <li>• 5.2 Forum: Adobe Spark, Documentaries, and the California Gold Rush</li> </ul>	100 pts 20 pts
<b>Module 6 – Victims of Success Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Read: Rush for Riches: Gold Fever and the Making of California (J. S. Holliday) - Read Chapter Seven: Victims of Success - Read: Epilogue</li> <li>• 6.1 Assignment: Gold Rush Lesson Plan</li> <li>• 6.2 Turn in Final Blog</li> <li>• 6.3 Forum: Victims of Success – Lesson Planning and Content Standards</li> </ul>	100 pts 200 pts 20 pts
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>700 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

## Grading Rubrics

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

## Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.



- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

## **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 email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **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.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **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/registrars-office/academic-catalogs>

## 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. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to [https://docs.moodle.org/33/en/Student\\_FAQ](https://docs.moodle.org/33/en/Student_FAQ). There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

**Moodle Site Login and Passwords:** 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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at [prof.dev@fresno.edu](mailto: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 <https://col.fresno.edu/contact/request-services>. Please identify that you are with the "School = Continuing Education".

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## 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 <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.



<p><b>Written Communication:</b> 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.</p>
<p><b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</p>
<p><b>Reflection:</b> 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.</p>
<p><b>Critical Thinking:</b> 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.</p>
<p><b>Moral Reasoning:</b> 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.</p>
<p><b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.</p>
<p><b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.</p>
<p><b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.</p>
<p><b>Information Literacy:</b> 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.</p>