

## CSUP Teacher Education Course Syllabus

### Political Science for Educators

#### **ED 501 CLDE**

##### **Catalog Description:**

This course will examine the political systems as they relate to society and education. Educators can no longer ignore politics and must realize how much politics affect their lives, education and school systems. This nonpartisan course will help teachers understand the complex political spectrum and examine their own perspectives in relation to political influences on educational school systems. Educators will research these issues from both sides of the political spectrum. Then they will develop writings, projects, plans or activities that help them self-diagnosis themselves in relation to the spectrum. Teachers will be able to assist students in social studies, science and other disciplines to compare and contrast issues so students can have balanced perspectives. Understanding of the vocabulary and definitions as applied to the political spectrum will make people educated and informed voters in the political system. (3 Credits)

**Credit Hours: ED 501:** This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as show in the Course requirements section as well.

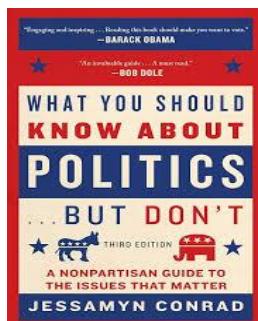
**Course Format:** Distance learning, independent Study Grad Course for working teacher license renewals.

**Instructor:** Joseph C'deBaca MAED [joseph@teacherslearningcenter.com](mailto:joseph@teacherslearningcenter.com) phone 727-273-4852

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**Required Text:** What you should know about Politics: A Nonpartisan Guide. by Jessamyn Conrad. 2019 New York, NY: Arcade Publishing. 4<sup>th</sup> Edition 347 pages.



## Course Objectives

1. Educators will evaluate the myths and realities of political parties, elections as well as economic, military and foreign policy as it relates to the media, education and social perspectives.
2. Teachers will examine the political issues as they relate to health care, energy and the environment as they will affect the social cultures and educational systems they work in and influence.
3. Educators will examine the political dynamics that affect Civil Liberties and the historical culture wars and those social and cultural issues currently taking place in society and educational institutions.
4. Students will analyze both sides of the political spectrum to “compare and contrast” the opposing perspectives to make informed, knowledgeable, independent and educated decisions.
5. Teachers will develop writings, create a lesson and/or projects that use “compare and contrasting” strategies to design activities for students and class implementation in educational settings.

**Student Learning Outcomes: (SLOs):** This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignments and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for students learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

## **Course Requirements:**

Read the book: What You Should Know about Politics: A nonpartisan Guide. by Jessamyn Conrad. Then write Chapter Reviews/Reflections of the chapters in the book. Research the topic using the internet, journal articles information and then write two Research Article Reviews regarding the various issues related to the course. Develop a project/activity or Lesson/Unit plans that can be utilized in classroom or educational settings. Watch the Political Plane PowerPoint video, study the graphic and vocabulary terms and write a video review. Write a Final Application Essay summarizing the key elements from the course content and experience. Write about how they can be applied to your teaching methods, instructional, academic discipline and classroom or school environment. See the assignment criteria Rubrics below this syllabus. Utilize Student Learning Outcomes in writings. (3 credits)

1. Book readings	2. Chapter reviews/reflections	3. Research Article Review
4. Project /Activity	5. Video PowerPoint Review	6. Final Application Essay

## **Student contact Hours Course Work Time 3 credits.**

<b>Requirement</b>	<b>Points</b>	<b>Student (hours)</b>
Reading Textbook (308 total pages)	20	22.5
Writing Chapter Reviews/Reflections	30	20
Power Point Political Spectrum Video Review	10	15
Write Research Article Reviews	15	20
Design Lesson/Unit Plans Project/Activity	15	15
Final Application Essay	10	20
Total	100	112.5

## **Attendance/Participation:**

Educators will choose and order their course/s at the CSUP website or [www.teacherslearning.com](http://www.teacherslearning.com) to enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to work.

## **Term Dates:**

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See your transcript. **Spring** – January 2<sup>nd</sup> to May 15<sup>th</sup> **Summer** – May 16<sup>th</sup> September 15<sup>th</sup>  
**Fall** – September 16<sup>th</sup> – December 31<sup>st</sup>

**Grading:** Grades automatically revert to an "F" if the course is not completed within a year.

<b>Percentage</b>	<b>Grade Level</b>	<b>GPA</b>
100% to 90%	A	4.0
89% to 80%	B	3.0
Not Allowed	No "C" grades	
Assignment	One Redo	

## **Course Rubrics**

## Political Science for Educators

### **Course Assignment Rubrics Chapter Reviews/Reflections**

<b>Chapter Reviews</b>	<b>Basic (30 pts.)</b>	<b>Proficient (40 pts.)</b>	<b>Advanced (50 pts.)</b>
<p>Read the book and write chapter reviews and reflections for the 12 chapters of your choosing</p> <p>Write 4 to 5 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Consider reflecting on a paragraph or a concept that was enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents. Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses the major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that may apply.</p> <p>Includes several quotations or examples.</p> <p>Error Free</p>	<p>Writes a complete narrative of the main points of each chapter. Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration. Includes national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.</p>

### **Video Review Rubric Assignment:**

<b>Video Review</b>	<b>Basic (10 pts)</b>	<b>Proficient (15 pts)</b>	<b>Advanced (20 pts)</b>
<p>Locate the link below for Video for the course and watch it for the 1st time just for entertainment. Then watch the movie a 2nd time pausing, taking notes as you go along.</p> <p>Then write your movie review with reflection</p>	<p>Write a basic review of the video with one or two reference information. Review only includes a minimal connection between course</p>	<p>Writes an expanded review of the video content with several video examples of information. Writing includes personal insight and explores the connection between course</p>	<p>Writes complete review of video with that includes previous columns requirements. Personal examples that thoroughly explore the connection between book and movie content.</p>

<p>connecting movie content, information and learning with the book content, research articles or other course concepts.</p>	<p>materials and movie content.</p> <p><a href="http://Political-education.com/Graphic-Plane-Poster-Power-Point-overview-presentation.html">Political-education.com Graphic Plane Poster Power-Point overview presentation .</a></p>	<p>readings and movie content.</p> <p>Writing has some critical analysis, solutions, personal reflection and school applications.</p>	<p>Includes content examples, critical analysis, and solutions with personal reflections. Writings are relevant to teaching and classroom applications in school environments and personal development.</p>
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### Research Article Review Assignments Rubric

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
<p>Research course topic and locate a relevant article that relates to the course content.</p> <p>We want to see what is happening in schools nationwide regarding this topic.</p> <p>Write an article review and personal reflection connecting article with the course content and school environment.</p>	<p>Writes review of articles with basic citation information and briefly shows connection between course and article content.</p>	<p>Writes review of article with a few references of information.</p> <p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching co</p> <p>*Submit Copies of the articles utilized in this assignment.</p>	<p>Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.</p> <p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>

## **Required Lesson/Unit Plan and Activity Rubric**

<b>Lesson/Unit Plan</b>	<b>Basic (5 pts.)</b>	<b>Proficient (10 pts.)</b>	<b>Advanced (20 pts.)</b>
<p>Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p> <p>Use ideas and concepts from the book.</p> <p>Error Free</p>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that may (if any) apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving achievement.</p>

## **Final-Application Essay Rubric Assignment**

<b>Final-Essay</b>	<b>Basic (5 pts.)</b>	<b>Proficient (7 pts.)</b>	<b>Advanced (10 pts.)</b>
<p>Write a 3-page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and</p>	<p>Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall</p>	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p>	<p>Writes a thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes students' personal and experiential reflections,</p> <p>Writing has critical analysis of the course's positive</p>

personal development.	school environment.	Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.	and/or limiting content and offers solutions as they apply to instructional applications in classrooms and schools.  Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students and achievement.
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**Late Work:** Assignments are late if they are not completed within 6 months. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student and instructor will develop a completion plan. If needed the Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) is located in OSC 201 and can be reached by phone (719-549-2648) email [csup\\_dro@csupueblo.edu](mailto:csup_dro@csupueblo.edu). As soon as possible to arrange servi

**Academic Dishonesty:** Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

See [Syllabus Reference Sheet](#) for full details on the following and more:

**Academic Misconduct:** Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

### **Institutional Equity Statement**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at [nicole.ferguson@csupueblo.edu](mailto:nicole.ferguson@csupueblo.edu), by phone at 719-549-2210, or in person at LARC 187.