



College of Education
Department of Teaching & Learning

COURSE SYLLABUS

Course Prefix and Number: SSE 4334, 3 Credit Hours

Course Title: Teaching Secondary Grades Social Science (Undergraduate)

Course Prefix and Number: SSE 5332, 3 Credit Hours

Course Title: Methods & Strategies in Social Science Education (Graduate)

Semester: Spring 2026

Class Meeting Days: Thursday

Class Meeting Time: 6:00pm-8:45pm

Class Meeting Location: EDU 413 and via MS Teams

Instructor: Kelly R. Miliziano, Ph.D.

Office Hours: By appointment

Phone Number: (813) 453-5003

Email: miliziano@usf.edu

Welcome!

I hope you are excited about this Social Studies Education methods course! I look forward to working with you. This course is designed to help pre-service social studies teachers (i.e., SSE students) grow their knowledge of curricular and instructional best practices for high school social studies education so that they are equipped and empowered to teach their future students.

University Course Description

SSE 4334: This course is a continuation of SSE 4333 with further development of the instructional techniques and strategies and the information, skills, and modes of reasoning unique to the social sciences with an emphasis on the secondary school environment. The teaching profession, school settings, legal, and classroom management issues are also studied. **10 hours of fieldwork in a high school is required.**

SSE 5332: Social studies methods and strategies are examined with an emphasis on the secondary school environment. The teaching profession, school settings, and current issues are discussed. **10 hours of fieldwork in a high school is required.**

Suggested Course Prerequisites

SSE 4333: Teaching Middle Grades Social Science

SSE 5331: Foundations of Curriculum & Instruction of Social Science Education

Description: This course is designed to study techniques and strategies employed by social sciences teachers that are effective in motivating teenage youth to acquire the information, skills, and modes of reasoning unique to the social sciences. Students are expected to plan and present instructional plan(s) demonstrating use of various methods, techniques, and material that achieve concrete outcomes. Theoretical foundations of social studies are also studied.

Credit Hours: 3

Course Purpose

This course will further develop your instructional techniques and strategies and the information, skills, and modes of reasoning unique to the social sciences with an emphasis on the secondary school environment. The teaching profession, school settings, legal, and classroom management issues are also studied. Fieldwork in secondary schools is required. The readings, activities, assignments, and observation hours of this course are designed to help you become an engaging, competent, and effective teacher. The things you learn in this class will transcend the classroom and help you prepare for a rewarding career in education.

How to Succeed in this Course

To succeed in this course, you will need to attend class, so you can participate in discussions about methods and content that you will need to apply on multiple assignments. You will need to do the assigned readings before each class session, analyze what you read, and be able to discuss it and apply it to your future practice.

Course Topics

Upon successful completion of this course, the preservice teacher will:

- explain the various teaching strategies and teacher behaviors associated with effective social studies instruction;
- identify and evaluate current trends in social studies education;
- complete a minimum of 6 hours of field experience in High School social studies classes;
- assess various strategies for effectively meeting the needs of all learners;
- explore strategies to mediate and supplement the classroom textbook;
- identify methods for fostering positive home-school-community relations;
- become conversant in the legal responsibilities, rights, and professional ethics of teachers;
- understand how teachers are assessed in the field;
- create a resource file with teaching ideas and materials.

Student Learning Outcomes

The basic premise of the Social Science Education program is that education is not something that is done to you, but something you do for yourself. As a major in social science education, it is the student who is responsible for doing those things during his or her courses and the program that demonstrates that he or she has acquired the *Pedagogical Content Knowledge* and *Professional Disposition* that the faculty believe demonstrates readiness to enter the profession.

A. Competency in *Pedagogical* and *Content Knowledge* You are expected to demonstrate content and pedagogical knowledge through a combination of objective and subjective assessments by:

1. Demonstrating a command of terminology, concepts, facts, applications and major theories for both social sciences content and social science education pedagogy through class participation, examination, reflective papers, journals, etc.; and,
2. Completing projects, tasks, assignments, etc. that demonstrate an ability to apply pedagogical knowledge to content knowledge.

B. Professional Disposition. You are expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor, colleagues, and students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor and program faculty and will play a major part in determining your grades. These behaviors must be consistent with:

1. Accomplished practices adopted by the State of Florida. These accomplished practices have established what teachers should know and be able to do upon completion of our **FDOE** (Florida Department of Education) **Approved Social Science Education Program** (http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_AccredationDocument.html);
2. The democratic beliefs and ethical conduct espoused in the NCSS Code of Ethics for the Social Science Education Profession at <http://www.socialstudies.org/positions/ethics>; and,
3. *Florida Code of Ethics* for teachers (http://www.fldoe.org/edstandards/code_of_ethics.asp), and consistent with the ability to perform the duties of a practicing teacher as the following:

Required Texts and/or Readings and Course Materials All readings will be provided by the instructor via Canvas.

Readings available through Canvas or USF Library.

USF photo ID on lanyard for field experience in schools.

Supplementary (Optional) Texts and Materials

- Daily local news (e.g., *Tampa Bay Times*, *Bay News 9*, *TampaBay.com*, etc.)
- National newspaper or weekly news magazine that provides alternate perspectives and in-depth coverage/analyses of news events.
- *Social Education*. Subscription available through the National Council for the Social Studies. <http://www.socialstudies.org>
- *FCSS E-Newsletter*. Subscription available through the Florida Council for the Social Studies. <http://www.fcss.org>
- Professional SSE journals such as *The History Teacher*, *The Social Studies*, and *Theory and Research in Social Education* (available through the USF Library)
- Teaching resources available for free at TCI's "Teacher Genius" web site: <https://www.teachtci.com/current-connections/social-studies/>

Grading Scale

Grading Scale (%)	
94-100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Grade Categories and Weights

Assessment	Percent of Final Grade
Reading Reflection Log	[20% of grade]
Field Experiences Log	[20% of grade]
Resource File	[20% of grade]
Final Exam	[20% of grade]
Professional Disposition	[20% of grade]
<u>Attendance and Participation</u>	<u>[Mandatory]</u>
	100%

Course Assignments

Note that all assignments are required to be word-processed and submitted to the appropriate portal in Canvas.

Reading Reflection Logs

Reading Reflection Logs are to include reactions to, reflections on, and critical analyses of assigned readings. Additionally, student-teachers are encouraged to relate personal experiences/observations/examples/anecdotes to the readings. In submission # 2, students will also reflect on their teaching philosophy in relation to course readings.

Due Dates: 2/26/26 by 11:59 pm & 4/9/26 by 11:59 pm

Field Experiences Log

The **Field Experiences Log** (will include all reflections and observations by the student-teacher during the minimum **ten hours** of field experience at their high school placement. The field experience hours will entail hands-on field experiences agreed upon with your supervising teacher, such as: one-to-one tutoring; small group tutoring/instruction; coteaching; conducting bellwork/lesson “hooks”; reviewing homework/quiz results; facilitating a discussion, demonstration, presenting key terms/vocabulary; writing on board/projector for Cornell Notes; bringing closure to a lesson; other activities as determined by the supervising teacher. All pre-service teachers must undergo a criminal background check/fingerprinting clearance (contact Dr. Jenn Jacobs (jjacobs8@usf.edu, for assistance). Observations must be logged via the template provided by the instructor and verified by signatures on the "Field Experiences Log." **This is a state-mandated requirement and must be completed! Due: 4/16/26 by 11:59 pm**

Resource File

The **Resource File** will include a minimum of 10 practical teaching ideas and/or resources for each of the following school subjects:

- U.S. History
- Florida History
- European History & Cultures
- Latin American History & Cultures
- Asian History & Cultures
- African History & Cultures
- Middle Eastern History & Cultures
- Geography
- Government/Political Science
- Economics
- Psychology/Sociology
- First Week of School (only 5 items needed)

Ideas and resources may be obtained from newspapers, journals, magazines, memorabilia, fiction, and realia (among other sources). Details will be discussed in class.

Due: 4/2/26 by 11:59 pm

Final Exam

The **Final Exam** will be a cumulative, take-home, open-book final. It is to be word-processed and submitted to Canvas by **6 pm Thursday, May 7, 2026**.

Attendance and promptness are mandatory! In the "real world" teachers are expected to be in their classrooms and on time. Repeated tardiness and absences will be reflected in the student's final grade. It is expected that students will call/email the instructor when they will be absent. When a student misses two classes, the present course requirements are canceled and the student must renegotiate his/her class requirements or drop the class. Students who anticipate being absent from class due to a major religious observance must provide written notice of the date(s) and event(s) to the instructor by the second class meeting.

Professional Disposition. You are expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor, colleagues, and students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor and program faculty and will play a major part in determining your grades. These behaviors must be consistent with:

Accomplished practices adopted by the State of Florida. These accomplished practices have established what teachers should know and be able to do upon completion of our **FDOE** (FL Department of Education) **Approved Social Science Education Program** (http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_AccredationDocument.html); the democratic beliefs and ethical conduct espoused in the NCSS Code of Ethics for the Social Science Education Profession at <http://www.socialstudies.org/positions/ethics>; and, *Florida Code of Ethics* for teachers (http://www.fldoe.org/edstandards/code_of_ethics.asp), and consistent with the ability to perform the duties of a practicing teacher as the following:

- Professional Disposition Indicators
- Self-initiative
- Self-sufficiency
- Ability to complete work autonomously
- Timely submission of assignments
- Following directions (e.g., Cameras on during Teams Sessions)
- Careful preparation
- Organization skills
- Attendance and punctuality
- Civility, diplomacy, & Sensitivity to others
- Thoughtful participation
- With-it-ness
- Honesty
- Enthusiasm for ideas & intellectual curiosity
- Openness to new ideas

- Positive response to feedback

It is the student's responsibility to take those affirmative steps to demonstrate to the satisfaction of the professor that their disposition is appropriate to the profession. Profession Disposition points are assigned at the end of the course.

Extra Credit

Extra credit opportunities will be provided to students at the discretion of the instructor.

e-Portfolio

The Social Science Education Program of the USF College of Education (COEDU) is a CAEP, FDOE, and NCSS approved program. For students to have the benefits of such a program there are special reporting requirements that students and instructors must meet. A number of required COEDU courses (not courses in other colleges) will have assignments identified as Critical Tasks. *For this course, the Critical Task is:*

Final Exam

The Final Exam must be submitted to the instructor through Canvas based on the deadline date in your syllabus. Late submission will affect your professional disposition grade as well as your overall grade in the course. Any late submissions must be approved by the instructor first.

Course Schedule [Note: The Course Schedule is subject to revision.]

Date & Session Types	Topics to be Discussed in Class	Readings & Assignments Due
Session 1 1/15/26 Meeting Location: Face-toFace Session	• Overview of Course; Review of Syllabus Introductions • Unit 1 Civil Rights Across Space & Time: Indian Independence Movement	<u>Assignments Due Today:</u> • Review Course Syllabus

Session 2 1/22/26 Meeting Location: Face-to-Face Session	- Unit 1 Civil Rights Across Space & Time: Indian Independence Movement & Civil Rights Movement - Lectures in Social Studies Education	<u>Reading Assignments Due Today:</u> - In Pursuit of Freedom and Citizenship: The Unsung Experiences of Black Americans during World War II (2024) by Clarence V. Walker, Jr. - Robinson on the Boycott Leaflet Campaign in The Montgomery Bus
---	---	--

		Boycott and the Women Who Started it (1987) by Jo Ann Gibson Robinson Preface to “Stride Toward Freedom: The Montgomery Story” (1958/1986/2010) by Martin Luther King, Jr.
Session 3 1/29/26 Meeting Location: Face-to-Face Session	- Unit 1 Civil Rights Across Space & Time: Civil Rights Movement - LOC’s Analyzing Motion Pictures in Social Studies Education	<u>Reading Assignments Due Today:</u> - The Tallahassee Bus Boycott in Historical Perspective: Changes & Trends (1989) by Leedell W. Neyland - Swimming not Allowed: Teaching about Segregated Public Beaches and Pools (2012) by Bárbara C. Cruz, Michael J. Berson, & Donald Falls

Session 4 2/5/26 Meeting Location: Face-to-Face Session	- Unit 1 Civil Rights Across Space & Time: Civil Rights Movement and Apartheid in South Africa - Music in Social Studies Education	<u>Reading Assignments Due Today:</u> 1. Apartheid on Trial: Mandela's Rivonia Speech from the Dock, Half a Century Later (2014) by Howard Kaplan 2. Robben Island Maximum Security Prison, 1964-1982 (introduction) in The Prison Letters of Nelson Mandela (2018) Edited by Sahm Venter
--	---	--

		3. Robben Island Maximum Security Prison, 1963: To the commanding officer, Pretoria Local Prison 8th October, 1963 in The Prison Letters of Nelson Mandela (2018) Edited by Sahm Venter
Session 5 2/12/26 Research/Observation Day #1		<u>Assignments Due Today:</u> Make progress on Reading Reflection Log #1

Session 6 2/19/26 Meeting Location: Face-to-Face Session Class Visit to USF Contemporary Art Museum 3821 USF Holly Drive, Tampa, FL 33620	- Unit 1 Civil Rights Across Space & Time: <i>BRIAN MAGUIRE: LA GRANDE ILLUSION</i> - Personal Responses Tours in Social Studies Education	<u>Reading Assignments Due Today:</u> “I Have Never Witnessed Students So Engaged”: The Art of Democracy in Schools (2015) by Bárbara C. Cruz, Cheryl R. Ellerbrock, & Noel M. Smith - The Online “Personal Responses Tour”: Adapting an Art Museum–Based Activity for a Virtual Setting (2021) by Kelly-Hedrick et al.
Session 7 2/26/26 Meeting Location: Face-to-Face Session	- Unit 1 Civil Rights Across Space & Time: Apartheid in South Africa - Foldables in Social Studies Education	<u>Assignments Due Today:</u> Reading Reflection Log #1 due by 11: 59 pm (Inclusive of all readings from <u>1/22/25-2/19/25</u>) <u>Reading Assignments Due Today:</u> Visualizing Social Studies Literacy:

		Teaching Content and Skills to English Language Learners (2012) by Bárbara C. Cruz & Stephen J. Thornton 2. Helping Students Negotiate Prior and New Knowledge about Africa (2017) by Ashley N. Woodson & Oscar Medina 3. Robben Island Maximum Security Prison, 1963: To the commanding officer, Pretoria Local Prison 25th October, 1963 in The Prison Letters of Nelson Mandela (2018) Edited by Sahm Venter
Session 8 3/5/26 Meeting Location: Face-to-Face Session	- Unit 2: Revolutions Across Space & Time: Industrial Revolution and The Meiji Restoration - Gaming in Social Studies Education	<u>Reading Assignments Due Today:</u> 1. Tokugawa Japan and Industrial Revolution Britain: Two Misunderstood Societies (2013) by Lucien Ellington 2. Letter from President Millard Fillmore to the Emperor of Japan (2004) by Marvin Pinkert & Lee Ann Potter

Session 9 3/12/26 Research/Observation Day #2		<u>Assignments Due Today:</u> 1. Make progress on Field Experiences Log 2. Make progress on Resource File
3/19/26	**Spring Break**	

Session 10 3/26/26 Meeting Location: Face-to- Face Session	- Unit 2: Revolutions Across Space & Time: Haitian Revolution - Unit 3: Genocides and Global Conflict: Armenian Genocide LOC's Analyzing Primary Sources in Social Studies Education	<u>Reading Assignments Due Today:</u> 1. Teaching the Haitian Revolution (2020) by Jennifer Pontius Vandenberg 2. Teaching about Genocide in a New Millennium (2007) by James G. Brown 3. A Brief History of the Armenian Genocide (2005) by Sara Cohan
--	--	---

Session 11 4/2/26 Meeting Location: On-line via TEAMS	- Unit 3: Genocides and Global Conflict: The Holocaust - NARA's Analyze an Artwork	<u>Assignments Due Today:</u> 1. Resource File due by 11:59 pm <u>Reading Assignments Due Today:</u> - For Better or Worse: Using Film in a Study of the Holocaust (2001) by Judith Doneson - A German Woman Reflects on Her Upbringing in Nazi Occupied Germany (2009) by Toni Fuss Kirkwood-Tucker - The Voyage of the St. Louis (2016) by Facing History & Ourselves - Student as Worker in Coming to Understand Modern Genocide: From KWL to Stanton's Ten Stages to Case Studies to Engaging in a Debate (2019) by Keith Eaton
--	---	--

Session 12 4/9/26 Meeting Location: On-line via TEAMS	• Unit 3: Genocides and Global Conflict: The Holocaust and The Rwandan Genocide • Professional Dispositions in Social Studies Education • Final Exam (take-home, open-book, cumulative assessment) distributed/released	<u>Assignments Due Today:</u> 1. Reading Reflection Log #2 due by 11:59 pm (Inclusive of all readings from <u>2/26/26--4/2/26</u>) <u>Reading Assignments Due Today:</u> 1. The Hutu Ten Commandments (2015) in MYP by Concept 4 & 5 History edited by Jo Thomas & Keely Rogers 2. A Tutsi Student Recalls Her Schooldays (2015) in MYP by Concept 4 & 5 History edited by Jo Thomas & Keely Rogers
Session 13 4/16/26 Research/Observation Day # 3		<u>Assignments Due Today:</u> 1. Field Experiences Log Due by 11:59 pm 2. Make progress on final exam

Session 14 4/23/26 Meeting Location: On-line via TEAMS	- Unit 3: Genocides and Global Conflict - Role-play in Social Studies Education - Mock Interviews via Teams	<u>Reading Assignments Due Today:</u> To Simulate or Not to Simulate? Investigating Myths about Social Studies Simulations (2013) Lorrei DiCamillo & Jill M. Gradwell <u>Assignments Due Today:</u> Mock Interview via TEAMS (one-on-one)
Session 15	Mock Interviews via Teams	<u>Assignments Due Today:</u>
4/30/26 Meeting Location: On-line via TEAMS (one-on-one)		Mock Interview via TEAMS (one-on-one)
Session 16 5/7/26 Final Exam Week, No Class	No Class	<u>Assignments Due Today:</u> Final Examination: Take-Home, Open-Book, Cumulative Exam Due to Canvas by 6pm.

Integration of This Course into Your Academic Experience

SSE 4334/SSE 5332 builds on the skills you have learned throughout the program and introduces to subject specific content, curriculum, and methods to use in your practicum, internship, and future classroom. The things you learn in this class can be directly applied to your practicum and internship experience and are designed to help you become a highly effective teacher.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that apply to all courses at USF. Be sure to review these online: usf.edu/provost/facultysuccess/resources-policies-forms/core-syllabus-policy-statements.aspx

Course Policies: Grades

Late Work Policy:

Work turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. The exam will not be accepted if overdue by more than seven days, and will only be accepted late with prior approval of instructor.

Extra Credit Policy:

As listed in the course schedule, you will have an opportunity to earn extra credit. If extra credit is granted, the additional points will be added to the final reading/reflection log.

Grades of "Incomplete":

For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses:

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

For USF Tampa graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Essay Commentary Policy:

Commentary on assignments will be delivered via Canvas in written format, in the body of the text and at the end of the assignment.

Group Work Policy:

This class does not have a group project; however, I encourage you to work with your peers to discuss readings, educational experiences, curriculum and methods that will help you become a better educator. In-class collaborative learning activities will also be conducted.

Final Examinations Policy:

The Final Exam must be submitted through Canvas based on the deadline date in your syllabus. Late submission will affect your professional disposition grade as well as your overall grade in the course. Any late submissions must be approved by the instructor first. Failure to submit the Final Exam after one week of deadline will result in failure in the course.

Honor Policy

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Students who plagiarize will be removed from class, given an FF grade and reported to University authorities for further disciplinary actions. Citing sources for ideas can be a part of every submission, but the ideas must be transformed into your original work. Former or current students or their assignments may not be used as a source. Furthermore, helping another student plagiarize by sharing with them your work products is also a violation of the honor policy.

Course Policies: Technology and Media

Canvas Use: options such as e-mail, discussion boards, etc. must conform to the standards for the Social Studies Education Program and may not be used for non-course related communication or activities that would disrupt the proceedings or collegiality of the course. You should not state anything in an e-mail, discussion board, etc. that you would not be willing to state in class to the entire class with the professor present.

Laptop Use & Text Messaging in Class: If you have a laptop in class, it may only be used for note-taking, unless otherwise instructed. Close all programs except your word processor. Students who appear to be using it for other purposes will lose significant professional disposition points. Handheld devices and cell phones may not be used in class; there will always be a break scheduled midway through the class during which time students can check messages, make phone calls, etc.

Phone Usage: As a responsible adult please use your device in a way that will enhance your education. You are welcome to take pictures of activities we do in class, but please ask permission prior to taking a photograph of people. I understand that you have responsibilities beyond the classroom and may need to text or take an emergency phone call; please alert the instructor prior to class if you are monitoring a family situation or other important event. Please excuse yourself and return to class as soon as possible.

Modification of Course Sequence and Expectations: The instructor reserves the right to alter the syllabus during the term by announcement to the class.

Assistance with Canvas: I will be using Canvas to access some course readings, post additional teaching resources, make announcements, and post grades. For help with Canvas you may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

USF email: Please get in the habit of checking your USF email daily. I will use this method of communication to alert you to any possible changes in the course schedule, extra credit opportunities, and to issue reminders from time to time. I will be checking my email at least twice per day during the business week; it is the best way to contact me.

Course Policies: Student Expectations

See the Provost's website for standard USF policies on the following topics:

- **Academic Grievance Procedure**
- **Academic Integrity**
- **Disruption to Academic Process**
- **Disability Access**
- **Religious Observances**
- **Sexual Misconduct/Sexual Harassment Reporting**
- **Statement of Academic Continuity**

(<https://www.usf.edu/provost>)

Attendance Policy: Attendance and promptness is mandatory! In the "real world" teachers are expected to be in their classrooms and on time. Repeated tardiness and absences will be reflected in the student's final grade. It is expected that students will call/email the instructor when they will be absent. When a student misses two classes, the present course requirements are canceled, and the student must renegotiate his/her class requirements or drop the class. Students who anticipate being absent from class due to a major religious observance must provide written notice of the date(s) and event(s) to the instructor by the second class meeting.

Professionalism Policy:

You are expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor, colleagues, and students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor and program faculty and will play a major part in determining your grades. These behaviors must be consistent with:

Accomplished practices adopted by the State of Florida. These accomplished practices have established what teachers should know and be able to do upon completion of our **FDOE (Florida Department of Education) Approved Social Science Education Program** (http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_AccredationDocument.html);

The democratic beliefs and ethical conduct espoused in the NCSS Code of Ethics for the Social Science Education Profession at <http://www.socialstudies.org/positions/ethics>; and,

The Florida Code of Ethics for teachers

(http://www.fldoe.org/edstandards/code_of_ethics.asp), and consistent with the ability to perform the duties of a practicing teacher as the following:

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy:

You are welcome to bring food and beverages to class. Please be sure to clean up after yourself so we can ensure the next class will have a clean working environment.

The Writing Studio:

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

Important Dates to Remember

Drop/Add Deadline:	January 16, 2026
Withdrawal Deadline:	March 28, 2026
Final Examination:	April 9, 2026 (distributed); May 7, 2026 (due)