

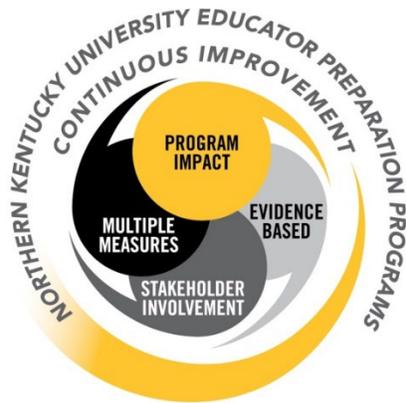
**Northern Kentucky University**

College of Education

EDU 312-001, Teaching Social Studies in the Early Grades, 3 Credit hours

9:25-12:05, MEP 329

Fall 2022



Learn, Lead, Succeed

**Mission**

The College of Education plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

**Vision**

The College of Education aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

**Kentucky Academic Standards (KAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Academic Standards.

**Instructor:** Dr. Melissa Hess

**Office:** MEP 277

**Telephone:** 859-572-5536

**Office Hours:** Monday Zoom 10-12, Wednesday and Thursday 10-12 in person

**Email:** hessm5@nku.edu

**Required Textbook and/or Materials:**

1. Teaching Elementary Social Studies: Principles and Applications, 4/E By Zarrillo, James J.  
ISBN-13: 978-013-256-551-6
2. Composition Notebook
3. Markers/Color Pencils, Scissors, Glue Stick

**Course Description:** Objectives, curricula, and instructional strategies for teaching social studies in elementary schools.

**Student Learning Outcomes, Assessment and Standards Alignment**

Student Learning Outcome	Assessment/ Assignments <u>KAS Alignment</u>	<u>KTPS / InTASC</u> <u>Standard and</u> <u>Category</u>	Specialized Professional Association (SPA) Standards
Students will work in small groups to create 15-20 diverse resources to teach social studies topics.	Lesson Plan Presentation, Graphic Novel Project, Social Studies Game project, Readings and reflections  Government and Civics, 2.14, 2.15; Cultures and Societies, 2.16. 2.17; Geography, 2.19; Historical Perspective, 2.20	Standards 1-8	NCSS 1-10
Students will create a digital toolbox of 5-7 technology resources to integrate into social studies planning.	Government and Civics, 2.14, 2.15; Cultures and Societies, 2.16. 2.17; Geography, 2.19; Historical Perspective, 2.20	Standards 5-7	NCSS 4, 8
Students will design 2-3 summative assessments that are aligned with unit objective and show multiple modes of	Lesson Plan Presentation, Graphic Novel Project, Social Studies Game Project  Government and Civics, 2.14, 2.15; Cultures and Societies,	Standards 4-7	NCSS 1-10

assessment for diverse learners.	2.16. 2.17; Geography, 2.19; Historical Perspective, 2.20		
Students will create a lesson plan following the KTIP format that includes multiple forms of instruction and assessment for diverse learners.	Government and Civics, 2.14, 2.15; Cultures and Societies, 2.16. 2.17; Geography, 2.19; Historical Perspective, 2.20	Standards 1-8	NCSS 1-10

### Course Assignments and Grading

- 1. Diverse Resources Performance Task:** Teacher candidates will begin practicing the skills of curating diverse and historical accurate resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a resource rubric, bring together resources, score the resources together and choose the top 15-20 resources to be used in their own future classrooms. 15 points
- 2. Technology Resources Performance Task:** Teacher candidates will begin practicing the skills of curating diverse and high quality technology resources for their classrooms. This task will be completed in teams over three class sessions. Teams will create a technology rubric, bring together resources, score the resources together and choose the top 5-7 resources to be used in their own future classrooms' technology toolbox. 15 points
- 3. Assessment Resources Performance Task:** Teacher candidates will begin practicing the skills of creating assessments that represent multiple modes of learning for diverse learners for their classrooms. This task will be completed in teams over three class sessions. Teams will create an assessment rubric, create assessments together, score the assessments together using the rubric and choose the top 2-3 assessments to be used in their own future classrooms. 15 points
- 4. Pedagogy Discussions on Canvas x 8:** teacher candidates will take part in an online discussion showing their understanding of the required reading and how it applies directly to the topic proposed on the canvas discussion board. This task will require an initial post to be made by Friday of the week before the due date that includes at least three citations from the text. To receive full points reflective comments will need to be made on two classmates comments by Monday at midnight. 10 points each
- 5. Content Interactive Notebook Checks x 10:** Teacher candidates will show engaged reflection with the grade level or topic content that is being studied in the interactive notebook. Each entry will need to be illustrated with color and detailed reflective pictures. These entries into the notebook will be checked in class. 6 points each

6. Book Talk: Teacher candidates will select one children’s book that is historically accurate to use in their future classrooms. A digital professional style book talk will be created to share with peers covering the books topic and potential uses in the classroom. 20 points
7. Digital Portfolio: Teacher candidates will create a digital portfolio using google sites technology. This portfolio will include an intro page, resources tabs, book talk, and lesson plan. 75 points
8. Unit Presentation: Teacher candidates will use all resources that they have cooperatively worked on to create one lesson in their grade band group to collectively create one unit. Units will be presented in “fair” style during last week of class. 45 points

**Assignments**

**Points (or percentage)**

Diverse Resources Performance Task	15 points
Technology Resources Performance Task	15 points
Assessment Resources Performance Task	15 points
Pedagogy Discussions on Canvas x 8	80 points
Content Interactive Notebook Checks x 10	60 points
Book Talk	20 points
Digital Portfolio	75 points
Unit Presentation	45 points

**Grading Scale**

(The College of Education uses a common grading scale for undergraduate and graduate courses. Choose one or the other as appropriate to the course you are teaching.)

Undergraduate Plus – Minus scale		
Letter Grade	% Equal to or Greater than	Grade Point
A	95-100	4.00
A-	93-94.99	3.67
B+	91-92.99	3.33
B	87-90.99	3.00
B-	85-86.99	2.67
C+	83-84.99	2.33
C	77-82.99	2.00
C-	75-76.99	1.67
D+	73-74.99	1.33
D	70-72.99	1.00
F	0- 69.99	0

Students should expect feedback on assignments within seven days of submission except when I provide notification via announcement of a different timeline.

**Undergraduate Courses Only:**

The College of Education requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

**Final Exam Information**

Tuesday, December 6: 9:20- 12:05 Final Exam will consist of a closing essay question in the interactive notebook and participation in the unit presentation fair.

**Tentative Course Schedule**

Week #/Date	Topic	Homework Due
1: August 23	Introduction to course Class Ethos	Supplies
2: August 30	The Past, Present, and Future	Chapter 1 Curriculum Online Discussion
3: September 6	Multicultural Education and Civics	Ch 5 Multicultural Online Discussion Civics Interactive Notebook Follow Up Performance Task
4: September 13	Differentiated Instruction and History	Ch 4 Differentiated Instruction Differentiated Instruction Online Discussion History Interactive Notebook

		Follow Up Performance Task
5: September 20	Cooperative Learning and Geography	Ch 6 Cooperative Learning Cooperative Learning Online Discussion Geography Interactive Notebook
6: September 27	Literacy and Economics	Ch 8 Literacy Literacy Online Discussion Economics Interactive Notebook Follow Up Performance Task
7: October 4	Book Talk Presentations and Kindergarten Standards	Booktalk Kindergarten Standards Interactive Notebook Follow Up Performance Task
8: October 11	Inquiry and Critical Thinking and 1st Grade Standards	Ch 7 Inquiry and Critical Thinking 1st Grade Standards Interactive Notebook
9: October 18	Fall Break	** Work on digital portfolio website**
10: October 25	Immersion Week	** Work on digital portfolio website**
11: November 1	Assessment/ Backward Design Model and 2nd Grade Standards	Ch 3 Assessments of Social Studies Learning Assessment Online Discussion 2nd grade Standards Interactive Notebook Follow Up Performance Task
12: November 8	Lesson Plan: KTIP and 3rd Grade Standards	KTIP Lesson Reading Lesson Planning Online Discussion 3rd Grade Standards Interactive Notebook Follow Up Performance Task

13: November 15	Immersion Week	** Work on digital portfolio website**
14: November 22	Lesson Planning: Objectives/ Instruction and 4th Grade Standards	Chapter 2 Social Studies Lesson Plans 4th Grade Standards Interactive Notebook
15: November 29	Unit Writing and 5th Grade Standards	Principles for Planning Instructional Units Reading from Chapter 2  5th Grade Standards Interactive Notebook
16: December 6	Final	Unit Presentation

### Course Policies and Procedures

Professional Discourse: In the College of Education, we believe that our individual differences can deepen our understanding of one another and the world around us rather than divide us. I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

### Attendance Policy

Attendance in this course is crucial for success and the opportunity to take part in the learning experiences provided. If you find that you will be absent for a class session, please email me in advance and ask a peer to collect items for your interactive notebook. You are permitted two absences before an overall reduction of one overall letter grade. This does not consider the activities/ learning experiences/points that you will lose by being absent during a class session. Upon the fifth absence the highest grade one can receive in the course is a "C", with a sixth absence resulting in a failing grade. Leaving class a half an hour early or more counts as an absence.

**Tardiness:** Please be on time to class. Two instances of tardy equal one absence. Leaving class a half an hour early or more counts as one tardy.

### **Accommodations Due to Disability**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present me a letter from the Office for Student Accessibility (OSA, SU 303) indicating the existence of a disability and the suggested accommodations. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

### **Communication**

Students should check their e-mail inbox/Canvas course sites regularly. Students may expect responses to emails within 24 hours. It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

### **Classroom Behavior Policies**

This course is intended to be one that professional discourse allows for the greater understanding of others and knowledge in the content area that we are studying. Come to class ready to participate in all activities, with needed supplies to use interactive notebook, and an attitude that allows for creative investigation with your peers about several topics. Our class ethos includes but is not limited to:

- Be present and open
- Be good to yourself and others
- Take and encourage risks
- Honor your own and others' time
- Share the space(s)

These standards require us to be present both physically and emotionally in class and always speaking with kindness and a desire to understand others. In addition, it has all members of our learning community ready to take academic risks in the way that we think and willingness to share. Due to the communal nature of this class it is necessary that no cell phones or laptops are used in class unless directed by the instructor for a specific activity.

### **Changes in the Syllabus**

The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances and will notify the course of any modifications.

### Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

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Estimates of the time required for a typical student to complete course expectations are as follows:

In-Class: 1 day x 90 minutes x 15 weeks	= 37.5 Hours (2250 minutes)
Readings and Response: 8 chapters x 4 hours each	= 32 Hours
Performance Tasks: 3 assignments x 6 hours each	= 18 Hours
Book Talk: 4 hours	= 4 Hours
Interactive Notebook 1 hour x 12 weeks	= 12 Hours
Website/Digital Portfolio	= 20 Hours
<u>Final Unit and Presentation</u>	<u>= 15 Hours</u>
<b>Total</b>	<b>= 135.5 Hours</b>

### Class Workload

Students cannot learn by simply being spectators – it is not enough to watch and listen in class. Success requires an investment of time and effort outside of class in studying the material and, most importantly, in working on assigned readings, exercises, projects, research, and papers. For most three-credit courses, a typical student will spend at least nine hours per week studying outside of class. Some students will require more time than this; very few can get by with less. Students must take this out-of-class study time into account when developing course schedules. Students unable to make the needed commitment of time for class attendance and out-of-class study should consider taking the course some other time when their schedule will

allow them to devote sufficient time to the material. Success in courses requires students to read assigned material carefully and to do assignments, projects, and papers on a regular basis. Expect the unexpected. Power outages, computer crashes, Internet interruptions, and otherwise unavoidable problems will happen. Students must take steps to ensure they can complete their work on time. Do not wait until the last possible moment to complete assignments. Have a backup plan in case the unexpected occurs. For example, ensure you have access to a second Internet-accessible computer (e.g., at a friend's or at the library) and avoid saving projects directly to your device (e.g., use your NKU OneDrive account).

### **Academic Misconduct**

This Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. For more information, please visit the Student FAQ page on the University's Academic Integrity website: <https://inside.nku.edu/integrity.nku.edu/student.html> Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of “F,” or removal from the course in which the violation occurs. In the case of repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy. Additional information is available at: <https://inside.nku.edu/scra.html#policies>

### **Sexual Misconduct**

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/policy/sexual-harassment-policy.html>.

Staff and faculty in the following areas are Officials with Authority (OWAs): Office of Title IX; Student Conduct, Rights, and Advocacy; Human Resources; Athletics; University Police; Vice President of Student Affairs; Legal Affairs; Office of the Provost; Board of Regents. OWAs are individuals who can address and correct allegations of sexual harassment and/or retaliation. Although all staff and faculty are not mandated reporters, all staff and faculty are encouraged to report any information a student shares regarding sexual misconduct that occurred on NKU's

campus or involves an NKU student. Any student who has or is experiencing dating violence, domestic violence, sexual assault, or stalking is encouraged to contact the Norse Violence Prevention Center (NVP Center). The NVP Center provides free, confidential advocacy services. Contact the center at 859-572-5865, or by email at [nvp@nku.edu](mailto:nvp@nku.edu). For more information, please see <http://nvp.nku.edu/support.html>.

### **Prerequisites**

Prerequisites for all courses are listed in the NKU catalog (<https://inside.nku.edu/registrar/catalog.html>). These are meant to convey the background knowledge expected of each student in the course. History indicates that students who do not meet the prerequisites for a course are unlikely to succeed in the course. As such, it is imperative that students not take a course until they have mastered the prerequisites for that course. Prerequisites are typically one of two types: either (i) completion of specific NKU courses, or (ii) placement by satisfactory performance on a standardized exam. Students are responsible for ensuring compliance with the stated prerequisites. The department also checks prerequisites; students may be withdrawn from a course if they are found to have not met the course prerequisites.

### **University Policy on Non-Attendance**

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

### **Observance of Religious Holidays for Class Attendance**

NKU values diverse religious perspectives and beliefs and recognizes religious practice is, for many individuals, an important element of personal identity, intellectual development and psychological well-being, and is, in many cases, inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study, or work requirement on some particular day(s) because of their religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

### **Inclement Weather Policy**

If NKU is open, classes will meet. For information on NKU closings, students may:

- sign-up for Norse Alert (<http://norsealert.nku.edu/>)
- call the university/weather closings hotline: 859-572-6165 or 859-572-6166
- listen to local media (information will be provided to all area radio/television stations).

### **Incomplete Policy**

The grade of "I" (incomplete) may be assigned at the request of a student when a portion of the assigned or required class work, or the final examination, has not been completed because of a documented serious illness and/or extreme personal circumstance not caused by the student's own negligence.

An incomplete will only be issued when the following conditions are met:

- the quality of work is satisfactory (passing), but some essential requirement has not been completed;
- evidence of a serious illness and/or extreme personal circumstance not caused by the student's own negligence has been presented to the professor; and
- the student has developed a plan with the professor outlining the requirements and specific deadlines for completion of the missed work.

An incomplete grade must be made up by the middle of the next regular semester in which the student is enrolled. The grade for any course not completed by this deadline will be converted to the grade of "F".

### **Withdrawing from a Course**

The deadline for withdrawing from class with a grade of W is listed in the Schedule of Classes (<https://inside.nku.edu/registrar/calendars.html>) published for each semester. It is a student's responsibility to be aware of this deadline. To withdraw from class, a student must process the request online via <http://mynku.nku.edu/>. Students who stop attending class without officially withdrawing will fail the course.

Students are generally not permitted to withdraw after the deadline; after that date they must either complete the course successfully or receive a failing grade. Exceptions are made only for very unusual extenuating circumstances involving some change in the student's situation after the deadline. This will require documentation and the permission of the department chair and the dean. Permission for late withdrawal will not be given to students who merely seek to avoid a poor grade.

### **Grade Appeal**

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal (<https://inside.nku.edu/scra/information/students/rights-responsibilities.html>).

### **Diversity**

Diversity describes an inclusive community of people with varied human characteristics, ideas, and worldviews related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

As a college student you will have the opportunity to discuss many topics within your classes that will elicit a variety of responses and ideas. An important part of a college education is taking these varied opinions and life experiences into consideration when forming an educated opinion. Therefore, it is critical that we actively listen to and respect one another in the classroom and in online forums.

### **Inclusive Excellence**

At NKU, we believe that individual differences can deepen understanding of one another and the world around us rather than divide us. Instructors at this university value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. We strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. Instructors reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. It is the instructor's role to foster a classroom environment that is optimal for the learning of all students. Any students who believe their differences may in some way isolate them from the class community or have approved accommodations from the Office of Student Accessibility should contact their instructor early in the semester about their concerns to create a learning environment conducive to engagement in the course and NKU community.

### **Student Support**

Health, Counseling, and Student Wellness (HCSW)

Anxiety, depression, and other mental health concerns are common among college students. Any student who feels such emotions are getting in the way of their day-to-day activities and/or academic success is encouraged to contact NKU's Health, Counseling, and Student Wellness Center. To make an appointment, call the HCSW at 859-572-5650 or walk in at University Center 440. For more information, please see <https://inside.nku.edu/hcsw.html>.

### **W. Frank Steely Library**

Students seeking research sources and/or information for assignments, general knowledge, or interest can visit, email ([library@nku.edu](mailto:library@nku.edu)), chat, call (859-572-5457), or text (859-534-9800) Steely Library, or request a research appointment to work with a librarian. Sources, services, and more information can be found at <https://inside.nku.edu/library.html>.

### **FUEL NKU**

Any student who has difficulty affording groceries is encouraged to contact FUEL NKU, the campus food pantry for students. FUEL NKU is located in Albright Health Center 104, and may be reached at [fuel@nku.edu](mailto:fuel@nku.edu). Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact Student Affairs (859-572-6447; [ypsa@nku.edu](mailto:ypsa@nku.edu)) for support. Furthermore, students are

encouraged to notify their instructors if they are comfortable in doing so. This will enable instructors to provide any resources they may possess.

### **Military Affiliate & Veteran Students**

NKU recognizes military affiliate and veteran students have served our country and have chosen to return to school in order to further their education and continue their service to society. In recognition of the uniqueness of many veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities, etc.), the university welcomes and encourages students to communicate these, in advance if possible, to their instructors. If, during the semester, a student becomes absent due to military service, they must complete the appropriate documentation located at:

<https://inside.nku.edu/veterans/current-students/forms/military-service-absence.html>.

As a reminder, NKU offers the Veterans Resource Station (VRS) located in UC 131 for all military affiliate and veterans. This space is specifically designed for military affiliate and veteran students, and has a lounge, computers, printer, and staff that can act as a liaison with local, state, federal, and campus resources. They can be reached Monday thru Friday from 8:15 a.m.-4:30 p.m., by phone at 859-572-7867, or by email at [veteransresource@nku.edu](mailto:veteransresource@nku.edu). Additional information can be found on the VRS website at: <https://inside.nku.edu/veterans.html>.

### **Learning PLUS**

Students experiencing roadblocks (e.g., financial, personal, and social concerns) to academic success may seek assistance from Learning PLUS - <https://inside.nku.edu/plus.html>) who offer assistance in academic tutoring, developing success skills, a math center, and a writing center.

### **Learning Management Software**

Canvas (<https://nku.instructure.com>) is an integral component of our courses. Most of the course materials (e.g., syllabus, schedule, readings, and movies) are only available on Canvas. Any questions or problems with the course Canvas site should be brought to the professor's attention as soon as possible.

In addition to downloading and installing Office 365 (free for NKU students, see <https://inside.nku.edu/it/service-catalog/software/softwarecatalog/microsoft-stu.html>), students who need access to Microsoft products (e.g., Word, Excel, PowerPoint) or Adobe Acrobat Pro and SPSS off campus may access NKU software and network drives from anywhere using NKU Virtual Desktop (VMWare View, <https://one.nku.edu/task/all/virtual-desktop>).

All technology problems must be addressed directly to the NKU IT Help Desk (<https://inside.nku.edu/it/service-catalog/supporttraining/hd.html>).

### **Student Evaluation of Instructor and Course**

NKU takes instructor and course evaluations very seriously. They represent an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

For a full-semester course, evaluation periods begin two weeks prior to final exams. For seven-week courses, evaluation periods begin at midnight the Thursday of week 6 and close 11:59 p.m. the Sunday of week 7. For five-week courses, evaluation periods begin at midnight the Thursday of week 4 and close 11:59 p.m. the Sunday of week 5. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, students should be aware:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

### **Allied Zone**

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

### **Name/Pronoun**

My gender pronouns are she/her, and I prefer to be addressed as Dr. Hess. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

### **Bibliography**

Teaching Elementary Social Studies: Principles and Applications, 4/E By Zarrillo, James J.  
ISBN-13: 978-013-256-551-6