

# EDUC 403: Social Studies Methods & Materials, FA15

**Professor:** Les LaFountain, M.Ed.

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**Meeting Times:** Monday and Wednesday from 11:00 a.m. to 12:20 p.m. in Room 216

**Office Hours:** As posted. Office is located in Room 210-J.

**Textbooks:** Methods and Resources for Elementary and Middle School Social Studies by James W. Stockard, Jr.

**Purpose of the Course:** The course will explore the teaching of social studies in the elementary and middle school grades. Social study issues specific to the local community, State of North Dakota, and the global community will be explored and applied to the pedagogy.

**Catalog Description:** This course studies the content, methods, and materials for teaching social studies. The students will be expected to produce an interdisciplinary thematic unit as a performance assessment artifact.

**Methods of Instruction:** Methods of instruction include on-line and direct instruction, discussion, group work, peer teaching, student presentations, hands-on demonstrations, field-based learning, independent reading and writing. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds. Canvas is used for coursework transmission and instruction.

**TMCC Mission:** The cultural and social heritage of the Turtle Mountain Band of Chippewa will be brought to bear throughout the course.

**Your Rights and Responsibilities:** If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location is listed above. If you plan to request disability accommodations, you are expected to register with Tammy Morin, Counselor (Rm. A 103) 477-7947. Another resource available to you is the Zhaabwii Learning Center and that office number is 477-7977; they have tutorial resources you might find useful.

**Academic Integrity:** Every student is expected to complete their own work. Plagiarism and or enabling cheating on exams or other coursework will result in a zero grade(s) as a minimal action. See TMCC policy on academic misconduct for further potential consequences. NOTE: All papers and assignments must follow the American Psychological Association (APA) format.

**Class Participation:** You are personally expected to sign-in each day; and sign out if you leave early. The class lecture and activities require your active participation; therefore your participation is worth up to 5 points per session. An absence (excused or unexcused) will constitute make-up coursework, but no-participation points will be earned because it's nearly impossible to replicate classroom participation with your course mates. Also, late arrivals and early departures from a class will be equated to loss of participation points. If you are ill or have a family emergency, leave a message on my voice mail (477-7813) or email ([llafountain@tm.edu](mailto:llafountain@tm.edu)) as soon as possible, preferably prior to the class you are going to be missing. TMCC Email is the primary method of documented communication and I will use it to correspond with you. Please make a habit to check your [www.tm.edu](http://www.tm.edu) email daily.

**Missed Course Work:** It's your responsibility to seek out and make up coursework missed due to an absence prior to the next class or no points will be earned for those assignments.

**Cell phones:** Electronic devices are to be turned off or on vibrate during class unless the instructor assigns coursework using the electronic devices. Cell phone use in class for personal social interaction is not allowed so be respectful of others and restrict the use until class is over.

## Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	InTASC	Artifacts	Outcomes
EDUC 403 Social Studies Methods and Materials	<p><b>67.1-02-02-07</b> Human relations and cultural diversity.</p> <p><b>50015.2 a,e, i and 50015.3a:</b></p> <p><b>500152a:</b> The program requires the study of central concepts, tools of inquiry, and structures of content...</p> <p><b>500152e:</b> The program requires the study of social studies...culturally diverse democratic society...</p> <p><b>500152i:</b> The program requires the study of connections across the curriculum.</p> <p><b>50013a:</b> The program requires the study of integrating and applying knowledge for instruction.</p>	<p><b>Standards:</b></p> <p><b>No. 2:</b> Learning Differences,</p> <p><b>No. 4:</b> Content Knowledge,</p> <p><b>No. 5:</b> Application of Content,</p> <p><b>No. 6:</b> Assessment,</p> <p><b>No. 7:</b> Planning for Instruction,</p> <p><b>No. 8:</b> Instructional Strategies.</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Research Papers</li> <li>• Midterm and Final Exams</li> <li>• Multimedia Projects and Presentations</li> <li>• Journals</li> <li>• Debates</li> <li>• Reports</li> <li>• Unit Plans</li> <li>• Field Experience</li> </ul>	<p>1.) Students will assess social studies content and demonstrate application to various methods and materials for teaching elementary and middle school.</p> <p>2.) The students will apply prior knowledge to multicultural issues, law-related and global education.</p> <p>3.) The students will create an interdisciplinary thematic unit as a performance artifact.</p>

**General Education Outcomes:** Cultural/Diversity, Critical Thinking, and Technology (see rubric below)

**Grading:** 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% to 0 = F

**Criteria used to evaluate your work will depend on your ability to demonstrate the following:**

- You have a thorough understanding of the core concepts, philosophical foundations and cultural contexts of the course.
- Your papers and projects indicate understanding of course content and the subtle, metaphorical implications of readings and lectures.
- You actively participate in small and large group discussions as indicated by both non-verbal and verbal communication.
- You come to class having completed assigned readings for that topic.
- You actively listen to others with respect and courtesy.

## Schedule of Course Content and Activities

Date	Objectives	Assignments/Tasks	Pts
August 24 <sup>th</sup> Monday Week 1	<ol style="list-style-type: none"> <li>To review the syllabus and course expectations.</li> <li>To compare and contrast creation stories.</li> <li>To assess social studies content and skills by completing a pre-assessment.</li> </ol>	<ul style="list-style-type: none"> <li>Introduction, Review Syllabus and Course Expectations</li> <li>Pre-Assessment (10 points)</li> <li>Homework Readings Creation Stories</li> </ul>	15
August 26 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>To compare and contrast various creation stories and theories on the origins of life.</li> <li>To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> <li>To create meaningful learning experiences in subject matter and skills for various developmental levels (<i>50015.2a</i>)</li> <li>To assess critically thinking through educational philosophies and learning theories (<i>Gen. Ed. Outcome: Critical Thinking</i>)</li> </ol>	<ul style="list-style-type: none"> <li>Origins of Life: Stories and Theories (Group Activities)</li> <li>Homework Readings: Read Chapter 1, pages 1-26 and complete on-line Quiz No. 1 (10 points) Due September 1<sup>st</sup></li> <li>Note: Bring a copy of your personal education philosophy to the next class along with the educational self-assessment.</li> </ul>	5
August 31 <sup>st</sup> Monday Week 2	<ol style="list-style-type: none"> <li>To apply learning theories to one's personal educational philosophy.</li> <li>To compare and contrast various learning theories.</li> <li>To apply the major concepts and modes of inquiry from the social studies (<i>50015.2e</i>)</li> <li>To identify the core disciplines of social studies.</li> </ol>	<ul style="list-style-type: none"> <li>Review prior content</li> <li>Presentation on Core Disciplines of Social Studies with emphasis on skills, knowledge and attitude.</li> <li>Presentation on Learning Theories</li> <li>Review educational self-assessment (text pgs. 12-15)</li> </ul>	5
Sept. 2 <sup>nd</sup> Wednesday	<ol style="list-style-type: none"> <li>To create a simulated field experience and supporting documents to accommodate such an event for a future classroom related to social studies.</li> <li>To produce an exemplary permission slip, budget, letter of request to principal and other related documents.</li> <li>To identify and apply digital forms on-line to use for lesson planning.</li> </ol>	<ul style="list-style-type: none"> <li>Review prior content</li> <li>Introduce Public Meeting Field Experience, Due Nov. 9th (30 points)</li> <li>Field Trip Arrangements: Planning, Authorization, Budgets, Permission slips, Policy, Application, etc.</li> <li>Activity: Draft Forms, Due Sept. 9th (20 points)</li> <li>Homework Readings: Text pages 27-51, Chapter 2 on-line Quiz No. 2 (10 points) Due September 8<sup>th</sup></li> </ul>	5
Sept. 7 <sup>th</sup> Monday	Labor Day - No Class		

Sept. 9 <sup>th</sup> Wednesday  Week 3	<ol style="list-style-type: none"> <li>1. To reflect upon the social studies disciplines by reviewing the common core standards.</li> <li>2. To update and revise the e-portfolio.</li> <li>3. To effectively apply knowledge, skills, tools, and ideas to real world issues (50015i).</li> </ol>	<ul style="list-style-type: none"> <li>• Continue field trip activity</li> <li>• Electronic Portfolio Revision</li> <li>• Review North Dakota State Social Studies Standards (Common Core)</li> <li>• Field Trip Documents Due (20 points)</li> <li>• Homework Reading: Chapter 13, pages 319-341 and complete on-line Quiz No. 3 (10 points) Due September 15<sup>th</sup></li> </ul>	25
Sept. 14 <sup>th</sup> Monday  Week 4	<ol style="list-style-type: none"> <li>1. To create goals and objectives for a unit plan.</li> <li>2. To identify a theme relevant to a particular grade and age level to create a thematic interdisciplinary unit.</li> <li>3. To integrate the study of history, geography, the social sciences, and other related areas into a unit plan (50015.2e)</li> <li>4. To select and apply techniques and procedures of technology at a level of complexity appropriate to their TMCC studies (<i>Gen. Ed. Outcome: Technology</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce Thematic Interdisciplinary Unit Plan &amp; Rubric (draft 10 points, final 80 points, presentation 20 points)</li> <li>• Collaboration Practice Thematic Unit Plan</li> <li>• Review prior thematic unit samples</li> <li>• Select tentative topics</li> </ul>	5
Sept. 16 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To demonstrate the application of the constructivists philosophy in a thematic interdisciplinary unit.</li> <li>2. To promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world (50015.2e).</li> <li>3. To distinguish between primary and secondary sources.</li> <li>4. To select and apply techniques and procedures of technology at a level of complexity appropriate to their TMCC studies (<i>Gen. Ed. Outcome: Technology</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Continue Thematic Interdisciplinary Unit Plan</li> <li>• Presentation on Primary and Secondary Sources</li> <li>• Review Formative and Summative Assessments</li> <li>• Graphic Organizers</li> <li>• Field Experiences, etc.</li> <li>• Homework Readings: Chapter 16, pages 409-434 on-line Quiz No. 4 (10 points) Due September 22<sup>nd</sup></li> </ul>	5
Sept. 21 <sup>st</sup> Monday  Week 5	<ol style="list-style-type: none"> <li>1. To create a topographical map with a legend.</li> <li>2. To design a workable map using various images, trees, lakes, roads, landmarks, etc. and approximate mileage.</li> <li>3. To apply various subject matter, like art, to map making.</li> </ol>	<ul style="list-style-type: none"> <li>• Cartography Project: weather permitting (20 points)</li> <li>• <b>Note: Larry Aiken is scheduled to be on campus Tuesday, Sept. 22<sup>nd</sup> (extra credit)</b></li> </ul>	5

Sept. 23 <sup>rd</sup> Wednesday Instructor Out	<ol style="list-style-type: none"> <li>1. To design a debate process for application in a classroom setting.</li> <li>2. To accurately define the constructivist philosophy and give examples of how it's used in lesson planning.</li> <li>3. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• See Canvas for online instruction on organizing debates in the classroom (activity follow-up 5 points)</li> <li>• Homework Readings: Chapter 5, pages 103-140 on-line Quiz No. 5 (10 points) Due September 30<sup>th</sup></li> </ul>	5
Sept. 29 <sup>th</sup> Monday  Week 6	<ol style="list-style-type: none"> <li>1. To create an organized debate process.</li> <li>2. To distinguish among various fundamental political documents relative to United States history and government.</li> <li>3. To evaluate the historical background of social studies.</li> <li>4. To evaluate various political doctrines of American government; constitution, preamble, Bill of Rights, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Review the debate process and assign topics (Debates due October 14<sup>th</sup>)</li> <li>• Civic pre-assessment</li> <li>• Presentation on Declaration of Independence, US Constitution, Preamble, Bill of Rights, Amendments, etc.</li> </ul>	5
October 1 <sup>st</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To compare and contrast the systems of confederacies vs. federalism.</li> <li>2. To organize the various levels of government in the United States</li> <li>3. To identify the purposes of the three branches of government.</li> <li>4. To critically analyze government relationships and purposes (<i>Gen. Ed. Outcome: Critical Thinking</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on systems of government with emphasis on the federal system</li> <li>• Activity (cards)</li> <li>• Homework Readings: Chapter 4, pages 79-102 on-line Quiz No. 6 (10 points) due Oct. 6<sup>th</sup></li> </ul>	5
October 5 <sup>th</sup> Monday  Week 7	<ol style="list-style-type: none"> <li>1. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> <li>2. To select and apply techniques and procedures of technology at a level of complexity appropriate to their TMCC studies (<i>Gen. Ed. Outcome: Technology</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Continue systems of government with emphasis on the federal system</li> <li>• Introduce Electronic Games</li> <li>• Civic post-assessment</li> </ul>	5
October 7 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To critically analyze historical perspectives and sources (<i>Gen. Ed. Outcome: Critical Thinking</i>)</li> <li>2. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> <li>3. To demonstrate an understanding of cause and effect in relation to history.</li> </ol>	<ul style="list-style-type: none"> <li>• History and Geography pre-assessment</li> <li>• Presentation on History/Role Playing</li> <li>• Interdisciplinary Thematic Unit Plan Draft 1 Due (10 pts)</li> </ul>	15

October 12 <sup>th</sup> Monday	COLLEGE AWARENESS DAY	No class - Holiday	
October 14 <sup>th</sup> Wednesday Week 8 Midterms	<ol style="list-style-type: none"> <li>1. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> <li>2. To participate in an organized debate that can be duplicated in an elementary or middle school classroom.</li> </ol>	<ul style="list-style-type: none"> <li>• Debate Issues</li> <li>• Homework Reading: Chapter 14, pages 345-378 and complete on-line Quiz No. 7 (10 points) due October 20<sup>th</sup></li> </ul>	5
October 19 <sup>th</sup> Monday Week 9	<ol style="list-style-type: none"> <li>1. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> <li>2. To explain the intent of Public Law 105-17 (IDEA).</li> <li>3. To describe the purpose of an Individual Education Plan (IEP).</li> <li>4. To identify methods of working with students diagnosed with Attention Deficit Disorder (ADD) and hyperactivity (ADHD).</li> <li>5. To explain how to address the educational responsibilities of students with special needs.</li> </ol>	<ul style="list-style-type: none"> <li>• Guest Presentation on Exceptional Children and Social Studies</li> <li>• Applying assistive technologies to a classroom setting</li> </ul>	5
October 21 <sup>st</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To demonstrate how culturally responsive teaching is applied to lesson planning.</li> <li>2. To evaluate the media used for teaching and learning about American Indians.</li> <li>3. To compare and contrast race and ethnicity as they apply to local community.</li> <li>4. To demonstrate critically thinking by applying deep teaching to the local culture (<i>Gen. Education: Critical Thinking</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on Anthropology and Local Culture</li> <li>• Evaluating American Indian Textbooks Activity (5 points)</li> <li>• Homework Reading: Chapter 15, pages 383-403 and complete online Quiz No. 8 (10 points) due October 27<sup>th</sup></li> </ul>	5
October 26 <sup>th</sup> Monday Week 10	<ol style="list-style-type: none"> <li>1. To describe the core discipline of economics and apply it to lesson planning.</li> <li>2. To create lesson plans which incorporate multiple learning styles to teach economics.</li> <li>3. To define vocabulary related to economics; non-profit, philanthropy, notes, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on Economics</li> <li>• Economics activity (TBA)</li> <li>• Debate Topic: Philanthropy is benevolent act of helping other or self-serving.</li> </ul>	5
October 28 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To identify the theory of multiple intelligence.</li> <li>2. To demonstrate teaching and learning multiple intelligences as it applies to lesson planning.</li> <li>3. To compare and contrast natural learning and formal learning using Anishinabe teachings (<i>TMCC mission</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on Multiple Intelligences</li> <li>• Homework Reading: Chapter 7, pages 163-185 and complete online Quiz No. 9 (10 points) due November 3<sup>rd</sup></li> </ul>	5

Nov. 2 <sup>nd</sup> Monday  Week 11	<ol style="list-style-type: none"> <li>1. To demonstrate critically thinking by processing political satire (<i>Gen. Ed. Outcomes: Critical Thinking</i>)</li> <li>2. To consider a variety of perspectives bases on differences such as those stemming from culture heritage, gender, ethnicity, historical development, community and leadership. (<i>Gen. Ed. Outcome: Diversity</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on Current Events and Political Satire</li> <li>• Activity TBA</li> </ul>	5
Nov. 4 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To describe the core discipline of psychology and apply it to lesson planning.</li> <li>2. To complete the teacher education disposition and make arrangements to review it with the instructor.</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation on Psychology</li> <li>• Complete TED Dispositions</li> <li>• Activity TBA</li> </ul>	5
November 9 <sup>th</sup> Monday  Week 12	<ol style="list-style-type: none"> <li>1. To interpret original documents and participation in a field experience activity.</li> <li>2. To explain the intent of open public meetings in a democracy</li> <li>3. To make informed decisions as citizens of a culturally diverse democratic society and interdependent world (<i>50015.2e</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Public Meeting Documents Due (30 points)</li> <li>• Student Presentations on Open Public Meeting</li> <li>• Continue Thematic Interdisciplinary Unit Plan</li> </ul>	35
Nov. 11 <sup>th</sup> Wednesday	Veteran's Day - Holiday No Class		
Nov. 16 <sup>th</sup> Monday  Week 13	<ol style="list-style-type: none"> <li>1. To create strategies for teaching social studies that reflect an awareness for multicultural education.</li> <li>2. To describe the core discipline of psychology and apply it to lesson planning.</li> <li>3. To create a sociogram to be used in a classroom.</li> </ol>	<ul style="list-style-type: none"> <li>• Thematic Interdisciplinary Unit Plan Due (80 points)</li> <li>• Presentation on Sociology</li> <li>• Sociogram Activity</li> <li>• Homework Reading: Chapter 8, pages 189-204 and complete online Quiz No. 10 (10 points) due on November 24<sup>th</sup>.</li> </ul>	85
Nov. 18 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To create strategies for teaching social studies that reflect an awareness for multicultural education.</li> </ol>	<ul style="list-style-type: none"> <li>• Student Presentations on Thematic Unit Plan (presentation 20 points)</li> </ul>	25
Nov. 23 <sup>rd</sup> Monday  Week 14	<ol style="list-style-type: none"> <li>1. To demonstrate the lesson planning and presentations skills.</li> <li>2. To demonstrate the integration of history, geography, the social sciences, and other related areas into a unit plan (<i>50015.2e</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Three Student Presentations on the Thematic Interdisciplinary Unit Plan.</li> </ul>	5
Nov. 25 <sup>th</sup> Wednesday	<ol style="list-style-type: none"> <li>1. To demonstrate lesson planning and presentations skills.</li> <li>2. To demonstrate the integration of history, geography, the social sciences, and other related areas into a unit plan (<i>50015.2e</i>)</li> </ol>	<ul style="list-style-type: none"> <li>• Three Student Presentations on Thematic Unit Plan.</li> </ul>	5

Nov. 30 <sup>th</sup> Monday  Week 15	1. To demonstrate the lesson planning and presentations skills. 2. To demonstrate the integration of history, geography, the social sciences, and other related areas into a unit plan (50015.2e)	<ul style="list-style-type: none"> <li>• Three Student Presentations on the Thematic Unit Plan.</li> <li>• Review for final exam (time permitting)</li> <li>• TMCC Course Evaluation</li> </ul>	5
Dec. 2 <sup>nd</sup> Wednesday	1. To demonstrate the lesson planning and presentations skills. 2. To demonstrate the integration of history, geography, social sciences, and other related disciplines into a unit plan (50015.2e)	<ul style="list-style-type: none"> <li>• Three Student Presentation on the Thematic Unit Plan.</li> <li>• TMCC Course Evaluation</li> <li>• Review for final exam time permitting.</li> </ul>	5
Dec. 7 <sup>th</sup> Monday	1. To review the content of the course including social studies methods and materials.	• Final Exam (50)	55
Dec. 9 <sup>th</sup> Wednesday	To review final exam and final grades.	• Review Final Exam Outcome and Grades	5

**Disclaimer Statement:** The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, such as inclement weather, institutional cancellations or other similar conditions.

The rubric evaluates General Education Outcomes: Cultural/Diversity, Critically Thinking, and Technology.

Topic	Exemplary (4 points)	Proficient (3 points)	Partially Proficient (2 points)	Incomplete (1 point)
<b>Cultural-Diversity</b>	Demonstrates a perspective based on differences such as those stemming from culture, heritage, class gender, ethnicity, historical development, community and leadership at high degree of effectiveness.	Demonstrates a perspective based on differences such as those stemming from culture, heritage, class gender, ethnicity, historical development, community and leadership with considerable effectiveness.	Demonstrates a perspective based on differences such as those stemming from culture, heritage, class gender, ethnicity, historical development, community and leadership with some effectiveness.	Demonstrates a perspective based on differences such as those stemming from culture, heritage, class gender, ethnicity, historical development, community and leadership with very limited effectiveness.
<b>Critically Thinking-Inquiry</b>	Critically analyzes and interprets information with a high degree of effectiveness.	Critically analyzes and interprets information with considerable effectiveness.	Critically analyzes and interprets information with some effectiveness.	Critically analyzes and interprets information with limited effectiveness.
<b>Technology</b>	Demonstrates how to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems at a high degree of effectiveness.	Demonstrates how to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems with considerable degree of effectiveness.	Demonstrates how to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems with some effectiveness.	Demonstrates how to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems with very limited effectiveness.

