SOUTH DAKOTA INDIAN STUDIES
INED/HIST 411
COURSE SYLLABUS

A. INSTITUTION: Dakota State University, Madison, SD 57042

B. INSTRUCTOR: Dr. Harold Sorknes
   Office: 140 Kennedy Center
   Phone: 256-5824
   Email: Harold.Sorknes@dsu.edu
   Office Hours: Noon-1:00 p.m. M-W
                 8:00 a.m.-9:00 a.m. T-Th
                 11:00 a.m-noon T-Th or by appointment

C. SEMESTER/YEAR: Fall 2002

D. COURSE PREFIX, NUMBER AND TITLE:
   INED/HIST 411  SOUTH DAKOTA INDIAN STUDIES

E. CREDIT HOURS: Three (3) semester hours

F. APPROVED COURSE DESCRIPTION:
   A basic knowledge of Indian history with emphasis on the Lakota, Dakota and
   Nakota speaking peoples. Current cultural issues are presented with emphasis on
   learning styles and teaching Native American people.

G. ADDITIONAL COURSE DESCRIPTION: N/A

H. PREREQUISITES: Three semester hours of American history

I. ADDITIONAL COURSE INFORMATION:

   ADA STATEMENT: If there is any student in this class who, due to a disability,
   has need for nonstandard notetaking, test taking, or other course modification, please
   feel free to come and discuss this with me privately, as soon as possible. Also, please
   contact the DSU ADA Coordinator, Robert Jackson, 256-5823, located in the Student
   Services Center (TC). The website for a student requesting accommodation is:
   http://www.departments.dsu.edu/student_services/Development/americans_with_disabilities.htm

   Policies and Procedures:
   1. Regular attendance is expected.
   2. Teacher candidates are responsible for information and assignments missed.
      Assignments not complete on time will reflect a lowered grade. Extra credit work
      is not accepted.
   3. The instructor reserves the right to change the syllabus and class location as
      needed to accomplish course goals.
4. Plagiarism or cheating. Dakota State’s policies on Academic honesty will be followed.
5. All assignments are due, as noted on the course outline, unless otherwise announced in class.

Other Course Requirements:
All assigned work, except journal entries, must be word-processed.
All reading assignments are to be completed prior to the assigned class time.
“In-class” activities may not be made up.

J. TEXTBOOK AND OTHER REFERENCES:

K. COMPUTER SKILLS USED:
1. Word processing
2. Email
3. PowerPoint
4. Internet navigation
5. Web Publishing

L. CORE OBJECTIVES:
1. Acknowledge and value diversity among the Native Americans and the Euro Americans.
   Dakota State University Standard: Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
   NCATE Standard: 1.1 Candidate Knowledge, Skills, and Dispositions.--ability to explain important principles and concepts...

2. Promote educational equity through learning ways to teach about and to Native Americans in a positive way.
   Dakota State University Standard: Candidates plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

3. Know how to respond to the cognitive, affective, and psychosocial development of Native American learners.
   Dakota State University Standard: Candidates use an understanding of
individual and group motivation and behavior to create a learning environment
that encourages positive social interaction, active engagement in learning, and
self-motivation.

**NCATE Standard:** 1.3 Candidate Knowledge, Skills, and Disposition.--
facilitate student learning of the subject matter through presentation of the
content in clear and meaningful ways...

4. Develop an appropriate body of knowledge for instructing about and to
Native Americans.

**Dakota State University Standard:** Candidates understand the central
concepts, tools of inquiry, and structures of the content/subject
matter/disciplines they teach and are able to create learning experiences that
make these aspects meaningful for learners.

**NCATE Standard:** 1.1 Candidate Knowledge, Skills, and Dispositions--have
in-depth knowledge of the subject matter that they plan to teach. . .

5. Connect historical trends into coherent knowledge.

**Dakota State University Standard:** Candidates understand the central
concepts, tools of inquiry, and structures of the content/subject
matter/disciplines they teach and are able to create learning experiences that
make these aspects meaningful for learners.

**NCATE Standard:** 1.1 Candidate Knowledge, Skills, and Dispositions--. . .
demonstrate their knowledge through inquiry, critical analysis, and synthesis of
the subject.

6. Form relationships between/among disciplines in the social sciences.

**Dakota State University Standard:** Candidates understand how children
learn, construct knowledge, and develop, and are able to provide learning
opportunities that support their intellectual, social, and personal development.

**NCATE Standard:** 1.3 Candidate Knowledge, Skills, and Dispositions--They
have in-depth understanding of the subject matter that they plan to teach,
allowing them to provide multiple explanations and instructional strategies so
that all students learn.

7. Know what to teach and how to teach it meaningfully so that both
Native Americans and Euro-American students can respect diversity.

**Dakota State University Standard:** Candidates understand how children
learn, construct knowledge, and develop, and are able to provide learning
opportunities that support their intellectual, social, and personal development.

**NCATE Standard:** 1.3 Candidate Knowledge, Skills, and Dispositions--They
have in-depth understanding of the subject matter that they plan
to teach, allowing them to provide multiple explanations and
instructional strategies so that all students learn.
8. Plan instruction, recognize the unique needs of all students especially Native American.

**Dakota State University Standard:** Candidates plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

**NCATE Standard:** 4.1 They are based on well-developed knowledge bases for, and conceptualizations of, diversity.

9. Use a broad repertoire of assessment strategies as these relate to the need for diversity in the classroom.

**Dakota State University Standard:** Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**NCATE Standard:** 1.7 Candidate Knowledge, Skills, and Dispositions--Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction.

10. Use Internet to pose questions and receive answers from a diverse globe we live on.

**Dakota State University Standard:** Candidates understand the capabilities of technology, its impact on education and are able to integrate technology into the teaching and learning process.

**NCATE Standard:**

11. “Stretch” learners through technology as in using the Internet.

**Dakota State University Standard:** Candidates understand the capabilities of technology, its impact on education and are able to integrate technology into the teaching and learning process.

**Dakota State University Standard:** Candidates understand the capabilities of technology, its impact on education and are able to integrate technology into the teaching and learning process.

**NCATE Standard:**

12. Act consistently at a high ethical level in order to be a role model to learners in the classroom concerning the value of diversity.

**Dakota State University Standard:** Candidates understand their legal, ethical, and professional responsibilities.

**NCATE Standard:**

13. Collaborate with others especially Native American authorities

**Dakota State University Standard:** Candidates collaborate with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**NCATE Standard:** 1.8 Candidate Knowledge, Skills, and Dispositions--They understand and build upon the developmental levels of students.
with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

**M. ADDITIONAL OBJECTIVES:** None.

**N. INSTRUCTIONAL METHODOLOGIES:** Short lectures; discussion/presentation; student presentation/microteaching; videotapes; journal writing.

**O. COURSE OUTLINE:** At the end of syllabus

**P. EVALUATION PROCEDURE:**
- Journal Entries 25 points 460-500=A
- Articles 30 points 425-459=B
- Micro-Teaching 50 points 375-424=C
- Teaching Unit 75 points 340-374=D
- Mid-Term Exams 100 points each
- Final Exam 100 points
- In-Class Activities 20 points

**Q. SELECTED BIBLIOGRAPHY, RESEARCH AND BEST PRACTICES**


**R. FIELD/CLINICAL EXPERIENCES:** N/A
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