



EDUC 324 – North Dakota Studies

Summer 2025

1 credit

Course and Instructor Information

Instructor Name: Dr. Brittany D. Hagen

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Hours of Availability: Email for summer availability

Instructional Mode: Online, Asynchronous

Course Dates: May 19 – June 22, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: No required meeting times, all assignments are completed asynchronously.

Required/Recommended Materials and Technologies

No required textbook. However, all 4th and 8th grade North Dakota Studies Curriculum eTextbooks (free access) will be referenced for your weekly assignments. You can access the textbooks here: [4th grade ND Studies](#) and [8th grade ND Studies](#). The following websites will also be referenced extensively: [North Dakota History](#) and the [Official North Dakota](#) website. Be sure to also check out: [MSU Technology Requirements](#)

Use of Artificial Intelligence in this Course

AI tools can serve as collaborative partners in your learning journey. In this course, you are permitted to use them for brainstorming, generating outlines, or exploring alternative perspectives. As with any source, you must critically evaluate the information provided and verify its accuracy. When AI has contributed to your work, include a citation specifying the tool used and its role in your process (e.g., 'Initial concept exploration assisted by CoPilot').

Course Description

Cross-listed with HIST 324. This course is a general project-based study of North Dakota history and geography designed for Elementary Education majors to demonstrate familiarity with the North Dakota state standards and benchmarks. The course will include social, economic, cultural and political history, as well as presenting information on the geographical elements, climate, and state facts and symbols. Spring, Summer.

- Prerequisite for Distance Students: None.

Purpose of the Course

The purpose of EDUC 324 is to provide a foundational study of the geography, history, politics, culture, economics and society specific to the state of North Dakota. Teacher candidates will become familiar with the North Dakota State Standards for elementary and middle school instruction in preparation for providing elementary and middle school students instruction in North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades (North Dakota Century Code 15.1-21-01.3e).

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework' for more information. InTASC standards are also used to frame the readings and research in this course:

Interstate New Teacher Assessment and Support Consortium (InTASC) Standards	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: Council of Chief State School Officers, 2013.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Composite Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Identify the key events, people, and ideas that contributed to North Dakota's history. (InTASC 4)
2. Recall names, locations, and key features of the tribal nations in North Dakota. (InTASC 4)
3. Explain the relationship of tribal governments to the North Dakota and United States governments. (InTASC 4, 5)
4. Describe the effects of geographical elements on North Dakota land, animals, and people. (InTASC 4, 5)
5. Compare cultures of North Dakota American Indian populations. (InTASC 1, 2)
6. Locate and reference North Dakota content standards to support standards-based classroom instruction. (InTASC 1)

Standards Alignment (Composite Social Science Education Program Approval Standards-ND ESPB):

- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.
- 15035.6 The program requires the study of current, appropriate instructional technology.

Instructional Strategies

The content of EDUC 324 will be delivered by:

- Student/Teacher-led learning experiences
- Project-based learning
- Experiential learning
- Questioning
- Demonstration
- Reflection
- Multi-media use

Learning Experiences

Teacher candidates will participate in the following learning experiences:

- Online discussions
- Multi-media, current technology
- Presentations
- Teaching demonstrations
- Research and writing
- Guided practice
- Simulation and inquiry activities
- Teacher modeling

Course Expectations

Below, you will find several guidelines to help create successful learning experiences:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. After reading the syllabus, take the Syllabus Quiz.
- **Communication with the instructor:** E-mail is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, my office number is: 701-788-4828. I am often out of the office during the summer, so again, email is the best way to get ahold of me. I will use Blackboard to post messages to all learners if needed.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the Weekly Units. ALL Weekly Units open on the first day of class. The purpose of opening all units is so you are able to work ahead at your own pace. Pay special attention to weekly assignments that are due on Sundays at midnight (CST). Use Blackboard and the course outline in our syllabus for submission guidelines and deadlines. Any assignment handed in after the due date/time will be graded based on rubric or checklist grading guidelines. Points will be deducted as outlined in the rubric for each assignment. No assignments will be accepted after midnight on Sunday, June 22, 2025. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the gradebook. Always follow the submission guidelines. Please refrain from sending assignments as email attachments unless specified.
- **Participate.** To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions and group project demonstrations as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Software Requirements:** Updated versions of Chrome, Flash Player, Adobe Reader, QuickTime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and

responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.

- **Adhere to the code of student conduct** found in the MSU Student Handbook. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. If you have any questions about academic honesty, please consult the instructor.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) located in Classroom Building, CB 109, as soon as possible to ensure that accommodations are implemented in a timely fashion.

Evaluation and Grading

Evaluation in this course will consist of both formative and summative assessments. Criterion-based rubrics will be used to grade all assignments. Rubrics and feedback will be returned to the student for each assignment. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for teacher-candidates. **Any assignment handed in after the due date outlined in the syllabus will be graded, based on rubric guidelines.** This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Activity	Points	Due Date
Introductions: Voki	25	Due: May 25
Unit 1: Jeopardy Game	50	Due: May 25
Unit 2: Alphabet Book	50	Due: June 1
Unit 3: Lesson Plan	75	Due: June 8
Unit 4: Kahoot Quiz	50	Due: June 15
Unit 5: Canva Brochure	50	Due: June 22
TOTAL:	300	

The percentage to point conversion table for all assignments in EDUC 324 can be found below:

A= 94 – 100%	→	281 – 300 points
B= 87 – 93%	→	260 – 280 points
C= 80 – 86%	→	239 – 259 points
D= 70 – 79%	→	209 – 238 points
F= < 70%	→	0 – 208 points

Introductions: Voki (25 points)

Building community is an important part of any online learning environment. To introduce yourself to your classmates, you will create an avatar using Voki. This is a great technology resource for your future classroom. You will upload the link to the avatar and your peers will be able to view your information. The introduction information you will share includes name, location, reason for taking the course, three facts about North Dakota, and any miscellaneous information you may find helpful. Assignment description and grading guidelines can be found on Blackboard.

Jeopardy Game on History of North Dakota (50 points)

This assignment consists of creating a Jeopardy game to help your future students learn more about North Dakota history. There are several Jeopardy board templates available online but feel free to use your own. The purpose of this assignment is to familiarize yourself with facts about the history of North Dakota as well as learning how to utilize a tool that will be useful in your future classroom. You will also be introduced to the North Dakota content standards for

Social Studies, most closely aligned to the topic of this course. Jeopardy categories include Native Americans, Statehood, The Land, and Miscellaneous. A detailed assignment description and rubric are provided in Blackboard.

Alphabet Book: American Indians of North Dakota (50 points)

This assignment consists of creating an Alphabet book about American Indians of North Dakota. Since this is the topic of our eTextbook, most of the information should come from there. However, there are a variety of resources available on the web to learn more about American Indians of North Dakota, specifically the [ND Studies](#) website. Be sure to choose resources that best represent the topic. A detailed assignment description and rubric are provided in Blackboard.

Lesson Plan: Agriculture of North Dakota (75 points)

Teacher candidates will complete research specific to the study of North Dakota to prepare a lesson plan focusing on Agriculture and other aspects of North Dakota history. Teacher candidates will write a lesson plan with at least 3 stations, each providing learning opportunities for students related to Agriculture.

Kahoot Quiz: Government of North Dakota (50 points)

Teacher candidates will use a variety of resources to develop a Kahoot quiz focusing on North Dakota's government. They will focus on six areas including: city, county, federal, military, state, and tribal government. One particular resource that may be helpful in the research is the [Official North Dakota](#) website. A detailed assignment description and rubric are provided in Blackboard.

Canva Brochure: Geology, Geography, and Climate of North Dakota (50 points)

This assignment consists of creating a tourist brochure to showcase the geology, geography, and climate of North Dakota. There are a variety of resources available on the web. Be sure to choose resources that best represent the topic and cite them correctly in your reference section. Use the [Canva](#) website to create your brochure and share it with peers via forum on Blackboard. A detailed assignment description and rubric are provided in Blackboard.

Remember to keep materials from this course for your electronic portfolio!

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity (Syllabus Quiz) by the date indicated. If it is not complete your enrollment in this course will be at risk.

Student Support

Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes

- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

References

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium INTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from <https://mayvillestate.libguides.com/MSUStudentHandbook>

Course Timeline/Schedule

The following outline provides information on weekly topics, weekly class preparation assignments (reading or online work), assignment due dates, and test schedule. This is a tentative schedule and may be changed if needed. Always refer to Blackboard for weekly readings, assignments, and assignment due dates.

Date	Topics	Assignment to complete by Sunday at midnight
WEEK 1 May 19 - 25	Syllabus Review and Quiz Online Introductions: Activity: Voki Unit 1 History of North Dakota Activity: Jeopardy	<input type="checkbox"/> Review syllabus <input type="checkbox"/> Take syllabus quiz <input type="checkbox"/> Create Voki and respond to peers <input type="checkbox"/> Create and submit Jeopardy Game <input type="checkbox"/> Review peers' work in forum
WEEK 2 May 26 – June 1	Unit 2 People of North Dakota Activity: Alphabet Book	<input type="checkbox"/> Create and submit Alphabet Book <input type="checkbox"/> Review peers' work in forum
WEEK 3 June 2 – 8	Unit 3 Agriculture of North Dakota Activity: Lesson Plan ND Standards and Benchmarks	<input type="checkbox"/> Write Lesson Plan <input type="checkbox"/> Respond to peers in forum
WEEK 4 June 9 – 15	Unit 4 Government of North Dakota Activity: Government Quiz (Kahoot)	<input type="checkbox"/> Create and submit Kahoot quiz <input type="checkbox"/> Respond to peers in forum
WEEK 5 June 16 – 22	Unit 5 Geology, Geography, and Climate of ND Activity: Tourist Brochure (Canva)	<input type="checkbox"/> Create and submit Tourist Brochure <input type="checkbox"/> Review peers' work in forum <input type="checkbox"/> Submit ALL assignments by 06-22-25