

# Teaching History & the Social Studies

UNIVERSITY OF TEXAS AT EL PASO

HIST 4330 ♦ CRN: 13580 ♦ W (1:30-4:20) ♦ LART 207

Brad Cartwright, Ph.D. ♦ [bjcartwright@utep.edu](mailto:bjcartwright@utep.edu)

Office Hours: TR 9-10:20 am, W 12:30-1:20 pm, & by appt.

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## Course Description

This course serves as a “capstone” experience for pre-service secondary history and social studies teachers by uniting content knowledge and pedagogical skills. Teaching is an art, but like other arts, it is best cultivated through mastering basic techniques, learning from the experiences of others, and studying the theoretical underpinnings of practice. Accordingly, the major tasks of this course revolve around **professional development**, **lesson planning**, and **reflection**. You will prepare a résumé and a statement on your teaching philosophy. You will design multiple lesson plans and create an online teaching portfolio. Throughout this process, you will observe different teaching styles, encounter a variety of teaching activities, and reflect upon your evolution as a teacher. Lastly, because the discipline of history lies at the core of the social studies curriculum, special emphasis will be given to history teaching and learning.

## Communication

- Students must join Slack – an app that will allow the class to communicate effectively with one another throughout the semester. Just click [here](#) and then download the app to your phone. Make sure to turn on notifications.

## Grade Breakdown:

	<u>Points</u>	<u>Score</u>
<b>Professional Development</b> (20% or 200 points)		
Get Connected!	50	_____
TExES Social Studies 7-12 Practice Exam	50	_____
Teaching Philosophy	50	_____
Résumé	50	_____
<b>Lesson Planning</b> (45% or 450 points)		
OUT Lesson Plan	100	_____
Essay I: “What Makes a Good Lesson?”	50	_____
SAC Lesson Plan	100	_____
TDS Lesson Plan	100	_____
Peer & Self Evaluations of Lesson Plans	100	_____
<b>Reflection</b> (35% or 350 points)		
Participation	100	_____
Perusall Workshops (x5)	100	_____
Essay 2: “My Evolution as a Teacher in this Course”	50	_____
Teaching Portfolio	100	_____
<b>TOTAL:</b>	<b>1000</b>	_____

## Professional Development

- **Get Connected:** To successfully complete this course and keep abreast of the latest local, state, and national developments in education policy, you need to sign up for Slack and iClicker, as well as newsletters from the Texas Tribune, the Texas Education Agency, ACSD, and the Center for History Teaching and Learning. Take screenshots confirming that you have subscribed to

each of these services, paste them into a Word document, and submit that document in Blackboard on or before the assigned due date.

- TEExES Practice Certification Exam: Click [here](#) for the social studies practice exam, or [here](#) for the 7-12 history exam. You will have 100 minutes to complete it. Once you finish the exam, take a screenshot of your score, and upload it in Blackboard on the assigned due date.
- Teaching Philosophy: You will write a 1-page (no more, no less), single-spaced statement which summarizes your views about teaching. While there are many ways to approach this task, many try to answer the following questions in their teaching philosophy statement: *Why do you want to become a teacher? What do you want your students to gain from your teaching? What methods will you employ for effective teaching and learning?* Submission instructions are in BlackBoard. Please note that you will submit a revised version of your teaching philosophy as part of your online portfolio.
- Résumé: For this assignment, you will create a professional résumé that clearly outlines your unique skills, qualifications, and teaching experiences based on the guidelines located in Blackboard. For more resources, click [here](#). Once completed, you will email it to [careers@utep.edu](mailto:careers@utep.edu) for review by the staff at the UTEP Career Center. Once you've revised your résumé, you must submit it in Blackboard by the assigned due date and again as part of your online portfolio.

## Lesson Planning

- OUT Lesson Plan: For this assignment, you will create a 50-minute lesson plan using the Opening Up the Textbook format. Your lesson must incorporate one chapter from *History Lessons*, employ a variety of engaging methods, and assess student learning. Submit a completed copy of the Lesson Plan Template (see Blackboard) that contains the following sections: TEKS, learning objectives, essential question(s), resources/materials, procedures, a rough estimate of how much time each activity will take, and a final assessment.
- Essay I - What Makes a Good Lesson? For this assignment, you will need to select three lessons plans to compare and analyze. One must come from [Teach Rock](#), one from the [Library of Congress](#), and one from the [Stanford History Education Group](#). In 750-1000 words, answer the following questions: What do they set out to accomplish? Do they succeed? What do you like about them? How would you modify them for your own use? Make sure to check the rubric in Blackboard before writing your essay.
- SAC Lesson Plan: For this assignment you will design a written lesson plan for a 50-minute lesson in a discipline and on a topic of your choice—except any topics you have already used in prior course assignments. The plan must follow the SAC procedure, employ a variety of engaging methods, and assess student learning. Submit a completed copy of the Lesson Plan Template (see Blackboard) that contains the following sections: TEKS, learning objectives, essential question(s), resources/materials, procedure (opening/hook, sequence of activities, closure), a rough estimate of how much time each activity will take, and a final assessment.
- TDS Lesson Plan: You will design and present a 50-minute lesson in a discipline and on a topic of your choice—except any topics you have already explored in prior course assignments. The plan must follow the TDS procedure, employ a variety of methods, and assess student learning. Prior to presenting your lesson, you must submit a completed Lesson Plan Template that contains the following sections: TEKS, learning objectives, essential question(s), resources/materials, procedure (opening/hook, sequence of activities, closure), a rough estimate of how much time each activity will take, and final assessment. You must also submit any handouts, primary sources, worksheets, etc. Teaching order will be determined on the first day of class.
- Peer & Self-Evaluations: You will complete peer and self-evaluations for the SAC and TDS lesson plan assignments. Further instructions will be made available in class.

## Reflection

- Participation: Your attendance and participation are paramount to your success in this class. Moreover, it is essential that you attend class when your peers are teaching. Teachers cannot teach without students. Therefore, absences will significantly lower this portion of your grade, as will habitual failure to participate in weekly discussions.

- Perusall Workshops: Perusall is a web-based tool that allows students to annotate texts together by asynchronously highlighting text, asking questions, adding comments, making connections to other relevant resources, and responding to their peers. Students will be graded on their thoughtfulness, thoroughness, and collegiality. Students will access Perusall by clicking on the associated links in Blackboard. Once the tool opens, students will see the assigned reading and any questions/prompts provided by the instructor. Students should complete the analysis process as a group—posting and responding to the observations of their peers using the highlighting/comment tool.
- Essay 2 - “My Evolution as a Teacher in this Course”: For this assignment, you will write a 750-1000 word essay that explores the changes you have experienced over the duration of this course in your knowledge about lesson planning and disciplinary-based teaching. Consider the course readings, your lesson plans, and the feedback you received from your peers and professor. This paper should be double-spaced with one-inch margins and 12 pt. font and must be submitted through Blackboard on or before the assigned due date.
- Teaching Portfolio: The “final exam” for this course is the creation of an online teaching portfolio containing evidence of your teaching abilities. You will need to choose a platform (such as [Weebly](#) or [Wix](#)). The portfolio must contain 1) a brief biography with a photograph of you; 2) your revised teaching philosophy; 3) your revised résumé; 4) your OUT, SAC and TDS lesson plans; and 5) at least 10 links to online teaching resources. A link to your online teaching portfolio must be submitted through Blackboard on or before the assigned due date.

## Calendar and Assignments

<b>Week 1:</b> Aug. 30	Teaching IOI	Perusall Workshop 1
		Get Connected due
<b>Week 2:</b> Sept. 6	Certification Exams	Perusall Workshop 2
		Practice Certification Exam due
<b>Week 3:</b> Sept. 13	Opening Up the Textbook (OUT)	Perusall Workshop 3
		OUT Lesson Plan due
<b>Week 4:</b> Sept. 20	Structured Academy Controversy (SAC)	Perusall Workshop 4
		SAC Lesson Plan due
<b>Week 5:</b> Sept. 27	Teaching a Disciplinary Skill (TDS)	Perusall Workshop 5
		“What Makes a Good Lesson?” due
<b>Week 6:</b> Oct. 4	Guest Speaker: Erik López, SSG Manuel R. Puentes Middle School TDS Lesson Plan (1)	
<b>Week 7:</b> Oct. 11	Guest Speaker: Karina Marrero, Riverside Middle School TDS Lesson Plan (2)	
<b>Week 8:</b> Oct. 18	Guest Speaker: Manuel Delgadillo, Del Valle High School TDS Lesson Plan (3)	
<b>Week 9:</b> Oct. 25	Guest Speaker: Sarah Hartley, Benbrook Middle-High School TDS Lesson Plan (4)	
<b>Week 10:</b> Nov. 1	TDS Lesson Plan (5 & 6)	
<b>Week 11:</b> Nov. 8	TDS Lesson Plan (7)	Teaching Philosophy due
<b>Week 12:</b> Nov. 15	TDS Lesson Plan (8)	Résumé due
<b>Week 13:</b> Nov. 22	No Class – Thanksgiving	
<b>Week 14:</b> Nov. 29	TDS Lesson Plans (9)	“My Evolution as a Teacher” due
<b>Week 15:</b> Dec. 6	The Job Interview	Teaching Portfolio due

## The Fine Print

**Accommodations:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be provided unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Conduct:** You are expected to abide by UTEP's *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct, or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to <http://www.utep.edu/dos/acadintg.htm>.

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**Changes to the Syllabus:** Read this syllabus carefully because it contains important information about this course's requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.