Teaching History/Social Studies
University of Texas at El Paso
HIST 4330 – MAYMESTER 2018 – CRN: 35151
MTWRF – 9:00-2:00 / UGLC334

Contact Information:
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OFFICE: LART 334, ext. 5878
OFFICE HOURS: MTW 2:00 – 3:00 & by appt.

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, as well as “interview” for a teaching position. You will also 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, review the content presented, gain experience as an evaluator, 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.

Course Objectives:
- To explore the nature of teaching and learning in history and the social studies
- To create lesson plans, teach, and receive feedback from your peers
- To enter the community of the teaching profession

Readings:
- Lindaman and Ward, History Lessons (1595580824)
- Loewen, Lies My Teacher Told Me (0743296281)
- Wineburg, et. al., Reading Like a Historian (080775403X)

Professional Development:
- Get Connected: As a professional teacher, you will need to keep abreast of the latest local, state, and national developments in the field. Sign up for the following newsletters: Education Week, the Texas Tribune (Trib+Education), and the Texas Education Agency. Also, either “like” the Center for History Teaching and Learning’s Facebook page, or “follow” the CHTL on Twitter. Then, take screenshots or copy/paste confirmation of each registration into a single email and submit that to the instructor by 3:00 pm on Tuesday, May 15.
• **UTEP Content Qualifying Exam**: On Monday, May 21st, students will take the Content Qualifying Exam. At your earliest convenience, either pay in person or bring proof of online payment to the Student Assessment and Testing Office in the Academic Advising Building. Make sure to identify yourself as one of Dr. Cartwright’s students and verify whether they you are taking the 232 Social Studies 7-12 exam or the 233 History 7-12 exam. On the day of the exam, make sure to arrive early and bring a photo ID, a receipt of fee payment, and a qualifying exam permission form. After you take the test your results will be emailed to you; forward them to bjcartwright@utep.edu. Let the instructor know if you’ve already passed the exam.

• **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?* This assignment must be submitted through Blackboard by 8:00 pm on Monday, May 21.

• **Résumé**: Prepare a résumé and either email or take it in for review by the staff at the UTEP Career Center (103 W. Union). Bring a stamped copy to class on or before Thursday, May 24. You will submit a revised résumé as part of your portfolio.

**Lesson Planning:**

• **Workshop (on the fly)**: Instructions will be provided in class on Monday, May 14.

• **Essay 1 - What Makes a Good Lesson?**: Select three lessons to compare and analyze: one from *Reading Like a Historian*, one from [historicalthinkingmatters.org/](http://historicalthinkingmatters.org/), and one from [https://sheg.stanford.edu/history-lessons](https://sheg.stanford.edu/history-lessons). 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? Answer in 750-1000 words and submit through Blackboard by 9:00 am on Wednesday, May 16.

• **Discussed Lesson Plan**: Prepare a written lesson plan for a 40-minute lesson in a discipline and on a topic of your choice (except any topics already used in prior course assignments). Pay special attention to how you will help your students think. The plan must follow the SAC procedure; employ a variety of engaging methods; and assess student learning. Submit a printed copy of the plan that contains the following sections: objectives for student learning (with reference to the TEKs), the sequence of activities you will use to achieve these goals (opening/hook, procedures, closure), a rough estimate of how much time each activity will take. You will also submit any notes you used in your teaching, any resource materials used (handouts, activities, etc.), a printout of PowerPoint slides if used (Handout setting, 9 slides per page). On Thursday, May 17, bring four paper copies to share with the instructor and three of your peers who will critique your plan.

• **Presented Lesson Plan**: Design and present a 40-minute lesson in a discipline and on a topic of your choice (except any topics already used in prior course assignments). The plan must follow the TDS procedure; employs a variety of methods; and assesses your students’ learning. Submit a printed copy of your lecture notes, as well as your lesson plan, which must contain the following sections: objectives for student learning (with reference to the TEKs), the sequence of activities you will use to achieve these goals (opening/hook, procedures, closure), a rough estimate of how much time each activity will take. You will also submit any
resource materials used (handouts, activities, etc.), a printout of PowerPoint slides if used (Handout setting, 9 slides per page). Teaching order will be determined in class.

- **Peer and Self Evaluations of Discussed and Presented Lesson Plans**: Fill out the provided evaluation sheets and submit at the end of class.

**Reflection:**

- **Class Participation**: Prior to class meetings with reading assignments, you must complete a “ticket to class,” which are available on Blackboard. These tickets will help facilitate discussions of the readings. Participation will be assessed via “tickets to class,” observation, and “REEF Polling” ~ a web-based system that allows for immediate interactive feedback using laptops, tablets, smartphones, and/or cell-phones. To create a REEF Polling account, sign in to Blackboard and click my course [HIST 4330]. Click the REEF Polling link on the Home Page to launch a special instance of REEF, then log in or create a new REEF account. When asked to register a remote device, choose not at this time. You will also need to download the iClicker REEF app for your Android or iOs device. REEF Polling is free.

- **Essay 2 - “My Evolution as a Teacher in this Course”**: Write a 4-page 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 discussed and presented lesson plans, and the feedback you received from your peers and professor. This paper must be double-spaced with one-inch margins and 12 pt. font and will be submitted through Blackboard by 10:00 pm on Thursday, May 24.

- **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 Blogger, Google Sites, WordPress, or Weebly). The portfolio must contain 1) a brief biography with a photograph of you teaching; 2) your revised teaching philosophy; 3) your revised résumé; 4) your discussed lesson plan; 5) your presented lesson plan; and 6) at least 10 links to online teaching resources. A link to your online teaching portfolio must be submitted through Blackboard by 5:00 pm on Friday, May 25.

**Grade Breakdown:**

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<thead>
<tr>
<th>Professional Development (20% or 200 points)</th>
<th>Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>Get Connected</td>
<td>50</td>
<td></td>
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<tr>
<td>Teaching Philosophy</td>
<td>50</td>
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<td>Résumé</td>
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<td>UTEP Content Qualifying Exam</td>
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<td><strong>Lesson Planning (50% or 500 points)</strong></td>
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<td>Workshop (on the fly)</td>
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<td>Essay 1: “What Makes a Good Lesson?”</td>
<td>100</td>
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<tr>
<td>Discussed Lesson Plan</td>
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<tr>
<td>Presented Lesson Plan</td>
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<td>Peer and Self Evaluations of Lesson Plans</td>
<td>100</td>
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<tr>
<td><strong>Reflection (30% or 300 points)</strong></td>
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<tr>
<td>Class Participation (tickets to class &amp; observation)</td>
<td>100</td>
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<tr>
<td>Essay 2: ”My Evolution as a Teacher in this Course”</td>
<td>100</td>
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<tr>
<td>Online Teaching Portfolio</td>
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<td><strong>TOTAL</strong></td>
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WEEK 1 – “STUDENTS OF TEACHING”

5/14 Course Introduction
- Syllabus
- Schedule Presented Lesson Plans
- Teaching 101
- Opening Up the Textbook (OUT)
✓ Workshop (on the fly) due via email by 5:00 pm.

5/15 Lesson Planning – Part I
✓ Ticket to Class: Lies My Teacher Told Me (Intro. X2 & 1)
Reading Like a Historian (Intro., skim – 1, 4, 6 & 8)
“The 5 C’s of Historical Thinking” (Blackboard)

- GUEST SPEAKER – Rueben Moreno, College of Liberal Arts Secondary Education Program
- Teaching a Disciplinary Skill (TDS)
- Structured Academic Controversy (SAC)
- What Makes a Good Lesson? (begin in class)
✓ Get Connected due via email by 3:00 pm.

5/16 Lesson Planning – Part II
✓ Essay 1 - What Makes a Good Lesson? due by 9:00 am through Blackboard
✓ Ticket to Class: Lies My Teacher Told Me (2, 3, 5 & 6)
History Lessons (Intro.)

- GUEST SPEAKER – Moriah Johnson, Social Studies Teacher, iTec Academy
- What Makes a Good Lesson? (discussion)
- Discussed Lesson Plan (begin in class)

5/17 Classroom Management
✓ Discussed Lesson Plan due at the beginning of class
✓ Ticket to Class: Lies My Teacher Told Me (11, 12, 13 & Afterword)

- GUEST SPEAKER – Michael Juarez, El Paso High Student Teacher
- Lecturing
- Presentation Tips
- Classroom Discussion
- Teaching and Technology
- Discussed Lesson Plan (discussion)
- Presented Lesson Plan (begin in class)
5/18  Presented Lesson Plans  Day 1*
   •  Teaching Philosophies

   1.
   2.
   3.

*  Day 1 presenters can submit their “Discussed Lesson Plan” assignments on Tuesday, May 22nd.

WEEK 2 – “TEACHERS OF STUDENTS”

5/21  No class:
   ✓  Qualifying Exam @ 8:30 a.m.
   ✓  Teaching Philosophy due by 8:00 p.m. via Blackboard

5/22  Presented Lesson Plans  Day 2
   4.
   5.
   6.
   7.

5/23  Presented Lesson Plans  Day 3
   8.
   9.
   10.
   11.

5/24  Presented Lesson Plans  Day 4
   ✓  Interviews (in class)
   ✓  Reviewed/stamped copy of résumé due at the beginning of class

   12.
   13.
   14.

   ✓  Essay 2 - “My Evolution as a Teacher in this Course” due by 10:00 pm via Blackboard

5/25  No class
   ✓  Teaching Portfolios due by 5:00 p.m. via Blackboard
THE FINE PRINT

General: Students are expected to attend class, complete all reading assignments, participate in class discussions, and finish all assignments on time. Out of respect for other students and the professor, arrive to class on time. Do not disrupt other students, surf the internet, or send text messages during class. If a student abuses the use of technology, they will be warned once. If the behavior continues, they will be asked to leave the classroom. This is a college course, so act accordingly.

Accessibility: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Communication: Outside of class, the best way to communicate with the instructor is via email. Also, students must check their UTEP email regularly as I will send important reminders and useful information via email. Links and resources are available on Blackboard.

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 (e.g., incessant talking/laughing/joking, using cell phone/text messaging; leaving the classroom without permission, kissing) 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.

Attendance and Engagement: Because this course spans just two weeks, students are required to attend all class meetings. Absences will have a very negative effect on a student’s overall grade. Students are expected to arrive at 8:00 am, complete all reading assignments, participate in class discussions, and turn in all assignments on time. Any assignments that are turned in late will be subject to point deductions.

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person’s actual words; paraphrases another person’s words; uses another person’s ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Life for investigation. For more information, go to: http://sa.utep.edu/wp-content/blogs.dir/60/files/2012/09/Avoiding-Plagiarism.pdf.