

Teaching History & the Social Studies

UNIVERSITY OF TEXAS AT EL PASO

HIST 4330 ■ CRN: 35348 ■ MTWRF (8:30-1:30) ■ EDUC 203 (Hybrid)

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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.

Required Readings:

- Bigelow, *A People’s History for the Classroom* (9780942961393)
- Lindaman and Ward, *History Lessons* (1595580824)
- Wineburg, et. al., *Reading Like a Historian* (080775403X)

Grade Breakdown:

	<u>Points</u>	<u>Score</u>
Professional Development (25% or 250 points)		
Get Connected!	50	_____
FlipGrid Introductions	50	_____
TEExES Social Studies 7-12 Practice Exam	50	_____
Teaching Philosophy	50	_____
Résumé	50	_____
Lesson Planning (45% or 450 points)		
OUT Lesson Plan	50	_____
Essay 1: “What Makes a Good Lesson?”	100	_____
SAC Lesson Plan	100	_____
TDS Lesson Plan	100	_____
Peer & Self Evaluations of Lesson Plans	100	_____
Reflection (30% or 300 points)		
Perusall Workshops (x5)	100	_____
Essay 2: “My Evolution as a Teacher in this Course”	100	_____
Teaching Portfolio	100	_____
TOTAL:	1000	_____

COURSE CALENDAR

Professional Development, Lesson Planning, and Reflection assignments are due by 11:59 pm MST on the date specified.

<p style="text-align: center;">Day 1 (online) Monday 5/17</p>	<p>Virtual Classroom (Click here at 9:00 am)</p> <ul style="list-style-type: none"> • Course Introduction
	<p>Get Connected!</p> <ul style="list-style-type: none"> • 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, as well as newsletters from the Texas Tribune, the Texas Education Agency, Education Week, 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. This assignment is due by 11:59 pm on 5/17.
	<p>FlipGrid Introductions</p> <ul style="list-style-type: none"> • For this assignment you will need to record a 60-90 second FlipGrid video in which you discuss your best or worst teacher. Further instructions are located within Blackboard. This assignment is due by 11:59 pm on 5/17. Please make sure to view your classmates' videos by 5/18.
	<p>Perusall Workshop #1</p> <ul style="list-style-type: none"> • This workshop will be completed through Perusall, 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 access Perusall by clicking on the link above. • For this assignment, each student will need to use the highlighting tool to add 3 comments to parts of the syllabus they feel are particularly important. Students will also need to highlight 3 areas about which they have questions. Lastly, students will need to respond to 3 of their group members' comments and/or questions. Your comments and questions should be thoughtful and clear. They should stimulate discussion and offer informative comments. To help you connect with your classmates, you can "mention" them in a comment or question or upvote their comments. • This workshop is designed to familiarize students with Perusall and with the course syllabus. Comments and questions should be completed by 11:59 pm on 5/17.
<p style="text-align: center;">Day 2 (EDUC 203) Tuesday, 5/18</p>	<p>Face-to-Face Classroom (9:00 am – EDUC 203)</p> <ul style="list-style-type: none"> • Opening Up the Textbook (OUT)
	<p>Perusall Workshop 2</p> <ul style="list-style-type: none"> • For this assignment, each student will need to use the highlighting tool to address the following questions and prompts: According to Loewen, what's wrong with textbooks? What is heroification and what are some examples? What is something new that you learned? Select one statement that you find particularly evocative, unclear, significant, infuriating, etc. Explain. • Your annotations will constitute 75% of your workshop grade, while your interactions with your peers make up the other 25%. This workshop must be completed by 11:59 pm on 5/18.
	<p>OUT Lesson Plan</p> <ul style="list-style-type: none"> • For this assignment, you will have just completed a job interview during which you have been asked to return to the school later that afternoon to teach a 40-minute class. Teaching careers require creativity, adaptability, and the ability to come up with material at a moment's notice. This assignment is due at 3:00 pm today. • Your lesson must incorporate one chapter from <i>History Lessons</i>, follow the Opening Up the Textbook (OUT) format, 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. Good luck!

Day 3 (EDUC 203) Wednesday, 5/19	Face-to-Face Classroom (9:00 am – EDUC 203) <ul style="list-style-type: none"> • Structured Academic Controversy (SAC)
	Perusall Workshop 3 <ul style="list-style-type: none"> • For this assignment, each student will need to use the highlighting tool to address the following questions: What is wrong with the “traditional story” of the European discovery of the Americas presented in textbooks and what are some of the myths of the First Thanksgiving? What are some of the truths? What is something new that you learned? Select one statement that you find particularly evocative, unclear, significant, infuriating, etc. Explain. • Your annotations will constitute 75% of your workshop grade, while your interactions with your peers make up the other 25%. This workshop must be completed by 11:59 pm on 5/19.
	What Makes a Good Lesson? <ul style="list-style-type: none"> • For this assignment, you will need to select three lessons plans to compare and analyze. One must come from <i>Reading Like a Historian</i>, one from <i>A People's History for the Classroom</i>, 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? This essay must be submitted by end of day on 5/19. Make sure to check the rubric in Blackboard before writing your essay.

Day 4 (EDUC 203) Thursday, 5/20	Face-to-Face Classroom (9:00 am – EDUC 203) <ul style="list-style-type: none"> • Teaching a Disciplinary Skill (TDS)
	Perusall Workshop 4 <ul style="list-style-type: none"> • For this assignment, each student will need to use the highlighting tool to address the following questions: What happens when racism is rendered invisible in American textbooks? What happens when anti-racism is rendered invisible in American textbooks? What is something new that you learned? Select one statement that you find particularly evocative, unclear, significant, infuriating, etc. Explain. • Your annotations will constitute 75% of your workshop grade, while your interactions with your peers make up the other 25%. This workshop must be completed by 11:59 pm on 5/20.
	SAC Lesson Plan <ul style="list-style-type: none"> • For this assignment you will design a written lesson plan for a 40-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 <u>SAC</u> 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. You must also submit any handouts, primary sources, worksheets, etc.. This assignment is due by end of day on 5/20.

Day 5 (online) Friday, 5/21	Virtual Classroom (Click here at 9:00 am) <ul style="list-style-type: none"> • State certification exams
	TEExES Social Studies 7-12 Practice Exam <ul style="list-style-type: none"> • Click here for the 50 question practice 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.
	Perusall Workshop 5 <ul style="list-style-type: none"> • For this assignment, each student will need to use the highlighting tool to address the following questions: Why is history taught like this? What is the result of teaching history like this? What is to be done about future lies? Select one statement that you find particularly evocative, unclear, significant, infuriating, etc. Explain. • Your annotations will constitute 75% of your workshop grade, while your interactions with your peers make up the other 25%. This workshop must be completed by 11:59 pm on 5/20.

<p style="text-align: center;">Day 6 (EDUC 203) Monday, 5/24</p>	<p>TDS Lesson Plans</p> <ul style="list-style-type: none"> You will design and present a 40-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 <u>TDS</u> 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. <ol style="list-style-type: none"> Andres Jon Thomas Valeria
<p style="text-align: center;">Day 7 (EDUC 203) Tuesday, 5/25</p>	<p>TDS Lesson Plans</p> <ol style="list-style-type: none"> Michael Miriam Victor Angelina
<p style="text-align: center;">Day 8 (EDUC 203) Wednesday, 5/26</p>	<p>TDS Lesson Plans</p> <ol style="list-style-type: none"> Jason Cristian Adina <p>Teaching Philosophy</p> <ul style="list-style-type: none"> You will write a 1-page (no more, no less), single-spaced statement which summarizes your views about teaching by answering the following questions: <i>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?</i> This assignment must be submitted through Blackboard by end of day on 5/26. You will submit a revised teaching philosophy as part of your portfolio.
<p style="text-align: center;">Day 9 (EDUC 203) Thursday, 5/27</p>	<p>TDS Lesson Plans</p> <ol style="list-style-type: none"> Brandon Miguel Crystal <p>Résumé</p> <ul style="list-style-type: none"> For this assignment, you will submit a professional résumé that clearly outlines your unique skills, qualifications, and teaching experiences. For more resources, go here. This assignment is due by end of day on 5/27.
<p style="text-align: center;">Day 10 (no class) Friday, 5/28</p>	<p>My Evolution as a Teacher in this Course</p> <ul style="list-style-type: none"> For this assignment, you 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 must be double-spaced with one-inch margins and 12 pt. font and will be submitted through Blackboard by end of day on 5/28.
<p style="text-align: center;">Day 11 (no class) Tuesday, 6/1</p>	<p>Teaching Portfolio</p> <ul style="list-style-type: none"> 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 WordPress or Weebly). 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 submitted through Blackboard by end of day on 6/1.

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 made 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, or apply for accommodations online via the [CASS portal](#).

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/acadingt.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 for 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.