Teaching History/Social Studies
University of Texas at El Paso
HIST 4330 – Maymester 2015
MTWRF – 9:00-2:00 / LART 308

Contact Information:

PROFESSOR: Brad Cartwright, Ph.D.
EMAIL: bjcartwright@utep.edu
OFFICE: LART 334, ext. 5878
OFFICE HOURS: MTWRF 9:00 – 2:00

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.

The discipline of history lies at the core of the social studies curriculum as it provides the content for U.S., world, and Texas history; the narrative framework for economics, geography, and government; and the developmental context for theory in sociology and psychology. Thus, we will touch on all disciplines in this course but give special emphasis 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)
~ Wineburg, et. al., Reading Like a Historian (080775403X)
~ Lévesque, Thinking Historically (1442610999)
~ All other reading assignments will be made available on Blackboard.

Assignments and Grading:

The major tasks of this course revolve around professional development, lesson and lecture planning, and reflection. You will prepare a résumé and teaching philosophy statement, as well as “interview” for a teaching position. You will also design lesson plans and a lecture. As you do so, you will gain experience in planning and teaching, as well as providing and receiving feedback. As you evaluate lessons and lectures, you will observe different teaching styles, encounter examples of teaching activities, review the content presented (for your exams!), and gain experience as an evaluator. Hopefully, you will walk away with several plans and a lecture ready
to be used in your teaching. Other course assignments advance your professional development, encourage reading and participation, and foster reflection and introspection.

Professional Development:

- **Teaching Philosophy and Interview:** Write a 1-page statement (no more, no less) which summarizes your views about teaching. Remember, this is your teaching philosophy so write what you believe, not what you think I want to hear. And, while there are many ways to approach this task, people often 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? Upon completing this task, you will be interviewed and serve as an interviewer for a potential teaching position.

- **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 ([http://www.edweek.org](http://www.edweek.org)), the Texas Tribune ([http://www.texastribune.org/](http://www.texastribune.org/)), and the TEA Social Studies list ([http://miller.tea.state.tx.us/list/](http://miller.tea.state.tx.us/list/)). Also, either “like” the Center for History Teaching and Learning’s Facebook page ([www.facebook.com/utepchtl](http://www.facebook.com/utepchtl)), or follow the CHTL on Twitter ([www.twitter.com/utepchtl](http://www.twitter.com/utepchtl)). Copy and paste confirmation of your registration in a single document and turn that in to the instructor on the assigned date.

- **UTEP Content Qualifying Exam:** Arrive at the testing center at 8:15 a.m. on Friday, May 22nd with your student ID, a receipt of fee payment, and 6-hour study slip. After you take the test your results will be emailed to you; forward them to bjcartwright@utep.edu. If you have already passed the test then simply forward the email notice you received at that time.

- **Résumé Review:** Prepare a résumé and 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 the assigned date. Submit a revised résumé as part of your portfolio.

- **Extra Credit:** You may earn extra credit by passing the content qualifying exam. Forward notice of your passing to bjcartwright@utep.edu.

Lesson and Lecture Planning:

- **Instantaneous Learning Activity:** Instructions will be provided in class.


- **A Dynamic Lecture:** Each student will deliver a 40-minute lecture. This lecture must be based on any aspect of United States history that is covered in History Lessons by Lindaman and Ward. Lectures will be evaluated based on content, variety, preparedness, organization, and style. Students must use either PowerPoint or Prezi and should incorporate any pedagogical methods discussed in class.

- **Discussed Lesson Plan:** Prepare a written plan for a 45-minute lesson in a discipline and on a topic of your choice (not the topic of your instantaneous learning activity). Pay special attention to how you will help your students think. The plan should follow the OUT format
The course requires you to do the following:

- **Presented Lesson Plan**: Design and present a 40-minute lesson in a discipline and on a topic of your choice (except the topics already used in prior course assignments). You must: follow either the OUT, TDS, or SAC procedure; employ a variety of engaging methods; and assess your students’ 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). After you present the lesson, both you and your peers will prepare written evaluations of your work using the self and peer evaluation forms on the class website.

- **Peer and Self Evaluations of Presented Lesson Plans**: Fill out the questionnaire provided.

- **Peer and Self Evaluations of Lectures**: Fill out the questionnaire provided.

**Reflection**:

- **Class Participation**: Prior to class meetings with reading assignments, you must bring a completed “ticket to class,” which are available on Blackboard. These tickets will help facilitate discussions of the readings. Moreover, at every class meeting be prepared to discuss class experiences with your colleagues. Participation points will be assessed via your “tickets to class” and observation.

- **Variety Log**: You will receive and complete this in class. Submit a digital version as part of your portfolio.

- **Essay: “My Evolution as a Teacher in this Course”**: Write an essay that explores the changes you have experienced over the duration of this course in your knowledge about disciplinary-based teaching, your lesson planning skills, and your classroom management presence. Consider your instantaneous learning activity, your discussed and presented lesson plans, your lecture, the feedback you received from peers and professor, and your variety log. Assess your strengths and weaknesses in light of course readings and class discussions. The essay should be 3-4 pages long, double-spaced, in 12-point Times New Roman font. Submit as part of your Teaching Portfolio.

- **Teaching Portfolio**: The “final exam” for this course will be an electronic teaching portfolio containing evidence of your teaching abilities. The portfolio must contain the following parts: 1) a title page with your name, major, the semester taking 4330, the semester of your internship (with school and mentor teacher if known), date of expected graduation, and a photograph of you; 2) your revised teaching philosophy; 3) your revised résumé; 4) your essay titled “What Makes a Good Lesson?”; 5) a completed Variety Log; 6) your Self-Evaluations (Lecture and Presented Lesson Plan); and 7) your essay titled “My Evolution as a Teacher in this Course.” Assemble all of the parts in a .pdf file titled with your name and the current year (e.g., “Last, First 2014”).
Grade Breakdown:

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<tr>
<th>Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>Professional Development (25% or 250 points)</td>
<td></td>
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<tr>
<td>Get Connected .............................................................. 25</td>
<td></td>
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<tr>
<td>Teaching Philosophy .......................................................... 50</td>
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<tr>
<td>Interview ................................................................. 25</td>
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<tr>
<td>UTEP Content Qualifying Exam ............................................. 100</td>
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<tr>
<td>Résumé Review ............................................................... 50</td>
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<td>Pass the Content or PPR Qualifying Exam (extra credit) ... (25)</td>
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<tr>
<td>Lesson Planning (45% or 450 points)</td>
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<tr>
<td>Instantaneous Learning Activity ........................................ 25</td>
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<tr>
<td>Essay: “What Makes a Good Lesson?” .................................. 100</td>
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<tr>
<td>Dynamic Lecture .............................................................. 100</td>
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<tr>
<td>Discussed Lesson Plan ..................................................... 100</td>
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<td>Presented Lesson Plan ..................................................... 100</td>
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<td>Peer and Self Evaluations of Lectures and Lesson Plans ........ 25</td>
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<td>Reflection (30% or 300 points)</td>
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<tr>
<td>Class Participation (tickets to class &amp; observation) .......... 90</td>
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<td>Variety Log ........................................................................ 10</td>
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<tr>
<td>Essay: “My Evolution as a Teacher in this Course” .............. 100</td>
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<tr>
<td>Teaching Portfolio ............................................................ 100</td>
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TOTAL ................................................................................. 1000 |   |

CLASS SCHEDULE – WEEK 1 – “STUDENTS OF TEACHING”

5/18 Course Introduction
- Syllabus
- Facts from the Field
- Finding a Job
- Teaching Philosophy (in class)
- Interview (in class)
- Instantaneous Learning Activity (in class)

5/19 Lesson Planning – Part I
- Get Connected (submit before class)
- Ticket to Class (submit before class)
- Read before class: Thinking Historically (ch. 1-2)
  Reading Like a Historian (intro., 1, 4, 6 & 8)
  “Teaching a Disciplinary Skill” (Blackboard)
  “Opening Up the Textbook” (Blackboard)
- GUEST SPEAKER – Rick Avalos, Social Studies Coordinator, Canutillo ISD
- Teaching a Disciplinary Skill (TDS)
- Opening Up the Textbook (OUT)
- What Makes a Good Lesson? (begin in class)
**5/20 Lesson Planning – Part II**
- What Makes a Good Lesson? (submit before class)
- Ticket to Class (submit before class)
- Read before class: *Thinking Historically* (ch. 3-5)
- *Reading Like a Historian* (3)
- “Structured Academic Controversy” (Blackboard)
- “Designing for Learning” (Blackboard)
- Structured Academic Controversy (SAC)
- What Makes a Good Lesson? (discussion)
  ✓ Discussed Lesson Plan (begin in class)

**5/21 Classroom Management**
- Discussed Lesson Plan (submit before class)
- Ticket to Class (submit before class)
- Read before class: *Thinking Historically* (ch. 6-8)
- *History Lessons* (introduction)
- “Discussion in the Classroom” (Blackboard)
- “Creating Animated Presentations” (Blackboard)
- GUEST SPEAKERS – Eduardo Hinojos & Jared Gamez, Americas High School
- Lecturing
- Classroom Discussion
- Teaching and Technology
- Flipping the Classroom
- Schedule Student Lectures & Presented Lesson Plans
  ✓ Discussed Lesson Plan (discussion)
  ✓ Dynamic Lecture (begin in class)

**5/22 No class – Qualifying Exam @ 8:30 a.m.** (class does not meet)
- Pay the fee; bring receipt, photo ID, and review slip; email results to Dr. Cartwright

**CLASS SCHEDULE – WEEK 2 – “TEACHERS OF STUDENTS”**

**5/25 No class – Memorial Day**

**5/26 Lectures – Day One**
- Reviewed/stamped copy of résumé (submit before class)
5/27  Lectures – Day Two


5/28  Lesson Plans – Day One


5/29  Lesson Plans – Day Two


5/30  No class - Teaching Portfolio due by **4:00 p.m.** [via email to **b.jcartwright@utep.edu**]
**THE FINE PRINT**

**General:** Students are expected to attend class, complete all reading assignments, participate in the course workshops, 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:** The best way to communicate with either the instructor or the assistant instructors 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. Students are expected to arrive at 9:00 am, complete all reading assignments, participate in class discussions, and turn in all assignments on time. Any assignments that are turned in late will 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/50/files/2012/09/Avoiding-Plagiarism.pdf.