

Course Syllabus

Principles and Practices of Teaching History

Instructor Information

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Office Hours: by appointment

Support

If you have any questions about this course, please use the [course Q&A forum](#). You can also reach me via email. For technical assistance, please reach out to the helpdesk at 336-256-8324. You can also use the ITS website for assistance - <https://its.uncg.edu/Help/>

FOR WHOM PLANNED

Students in the Secondary Social Studies Teacher licensure track. This is a core requirement for licensure candidates and that means you must make a C or better to qualify for your teaching license.

Scope and Purpose of the Course

According to the American Historical Association (AHA), we face a challenge and a responsibility as history educators in contemporary society. "The history taught in classrooms and presented in books and articles too often lacks energy and imagination. As a consequence, many students not only fail to gain a sense of history, they come to dislike it." The AHA has issued a call to action: "As educational institutions share responsibility for devaluing the past, so also do they have it in their power to restore its value by educating those in their charge to think historically and to use knowledge and understanding of the past to challenge the present and the future." (See *Liberal Learning and the History*

Major <http://www.historians.org/pubs/Free/LiberalLearning.htm> (Links to an external site.))

This course is especially designed for students who are concentrating in social studies and plan to engage in teaching as a career. As an aspiring educator, how will you instill in your students a sense of the value and relevance of thinking historically in the 21st century? How do people learn history? What is distinctive about learning history

compared to learning other academic subjects? This course will introduce you to the growing scholarship that addresses the challenges and importance of teaching and learning history as both a subject and a discipline.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. Define different components of historical thinking and explain the relevance of historical reasoning for 21st century learners.
2. Apply principles of historical thinking to develop effective learning activities paying particular attention to the role of primary sources for teaching historical thinking and promoting analytical reading.
3. Create assessments that effectively address historical thinking.
4. Use evidence-based reasoning to explain how learning activities address the scholarship of teaching and learning historical thinking.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES

This course uses a variety of teaching methods including videos, written materials, websites, discussions, and assignments that ask participants to demonstrate mastery of learning outcomes. Through weekly assignments, discussions, and interaction with the instructor and participants, the course provides support, feedback, and resources to support the development of historical thinking.

EVALUATION AND GRADING

Module 1. Defining Historical Thinking (SLO 1) 20%

Assignments in Unit I will help you differentiate conceptual and skill-based dimensions of historical thinking.

Module 2. History as Inquiry (SLOs 2 and 4) 20%

You will begin to apply your definition of different dimensions of historical thinking to evaluate lesson plans.

Module 3. Cognitive Apprenticeship (SLOs 2 and 4) 20%

Using primary sources you will design classroom activities that support student practice with historical thinking.

Module 4. Assessing Student Learning (SLOs 3 and 4) 20%

Writing assessment questions and designing rubrics to evaluate student achievement of specific historical thinking skills and concepts.

Discussion Board

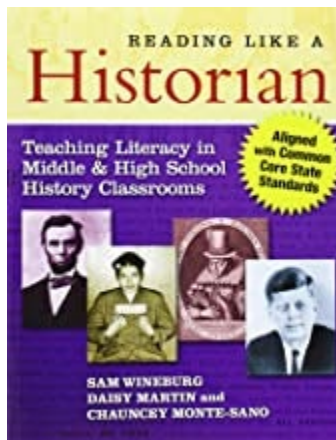
20%

The purpose of these assignments is to build your knowledge base for teaching historical thinking and give you opportunities to put the principles of historical thinking we are studying into practice in designing classroom activities that foster student learning. The Discussion Board assignments will offer important opportunities to practice the concepts for each Module and give me valuable information about your learning progress. The points you earn for each Discussion Board post will count as part of the Discussion Board grade. The final Discussion Board grade will be based on a rubric that includes several criteria related to the quality of participation. I will send you a scored Discussion Board rubric at least twice during the semester to provide feedback on your discussion board grade so that you can work on areas of improvement before the final grade.

Course Grade Scale: A 93-100 / A- 90-92 / B+ 87-89 / B 83-86 / B- 80-82 / C+ 77-79 / C 73-76 / F 72 and below.

REQUIRED TEXT

The only required book for this course is *Reading Like A Historian*, published by Teachers College Press. All other readings will be provided here in Canvas.



TECHNOLOGY REQUIREMENTS

- Robust internet connection
- Computer or tablet with audio, video, and microphone capabilities
- Latest Chrome browser

COURSE STRUCTURE

The course is organized into four multi-week modules. At the start of each week, you will be provided with a To Do list. You will also be provided with a list of learning objectives for that week. These are there to help you keep track of your progress toward mastering this course's learning outcomes. Since you will be working primarily at home on your own, you will want to be consistently measuring your progress on those weekly goals. If, for example, one of the learning objectives is that you should be able to "teach sourcing" but you are struggling with this based on the resources and activities scheduled, don't wait to reach out. We will meet once during each Module for a synchronous Zoom meeting to practice assignment components and address your questions. Due to the ever changing conditions, I will confirm the dates for these Zoom meetings two weeks in advance. The meetings will be recorded and you will have an opportunity to view the recording and submit a reflection if you are unable to attend the Zoom meeting in person.

At the end of each module you will complete an assignment that applies the reading and methods we studied in the module. The Discussion Board will offer different kinds of opportunities to practice the skills and concepts that are the focus of each module.

COURSE FACILITATOR EXPECTATIONS

- The course facilitator will provide feedback on all graded assignments within one week.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

PARTICIPANT EXPECTATIONS

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the [Q & A discussion forum](#) so that everyone can share their answers. Your question and the answer may benefit others in the course.

LATE WORK POLICY

You will do best in this course if you work on schedule. If something gets in the way of this, please reach out immediately.

ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, ods.uncg.edu ([Links to an external site.](#))

ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following

URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/> ([Links to an external site.](#))

COVID-19

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth \(Links to an external site.\)](#)
- Observing [social distance \(Links to an external site.\)](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19 \(Links to an external site.\)](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for

partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS \(Links to an external site.\)](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

HEALTH AND WELLNESS

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> ([Links to an external site.](#)), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> ([Links to an external site.](#)) or reaching out to recovery@uncg.edu

CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874

- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf (Links to an external site.)

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy,

visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing (Links to an external site.)

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

FINAL EXAMINATION

There is no final exam in this course.

TOPICAL OUTLINE/CALENDAR

Module 1. Defining Historical Thinking

Week 1. Complete by August 21. Course Orientation and Module 1 Overview

Week 2. Complete by August 28. What is Historical Thinking?

September 2. Zoom Session, 2:00-3:15

Week 3. Complete by September 4. Historical Significance Inquiry Lesson

Module 1 Assignment due by September 4

Module 2. Teaching History as Inquiry

Week 4. Complete by September 11. Characteristics of Effective Inquiry Questions

Week 5. Complete by September 18. Teaching Historical Contextualization

Week 6. Complete by September 25. Teaching Progress and Decline

September 30. Zoom Session, 2:00-3:15

Week 7. Complete by October 2. World History as Inquiry

Week 8. Complete by October 9. Comparing Lesson Structures

Oct. 9. Module 2 Assessment due.

Module 3. Cognitive Apprenticeship

Week 9. Complete by October 16

October 21. Zoom Session, 2:00-3:15

Week 10. Complete by October 23

Week 11. Complete by October 30

October 30. Module 3 Assessment due.

Module 4. Assessing Historical Thinking

Week 12. Complete by November 6. What is a HAT?

November 11. Zoom Session, 2:00-3:15

Week 13. Complete by November 13. Developing Assessment Questions

Week 14. Complete by November 24. Putting It All Together

November 24. Module 4 Assessment due.