

Varieties of Teaching

COURSE GUIDE

HIS 714

Fall 2023

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Virtual Office Hours by appt.

Course Overview and Purpose

Why is history essential for the twenty-first century undergraduate curriculum? What distinctive challenges do students face in learning history compared to learning other subjects in the college curriculum? As Stéphane Lévesque asks in his analysis of historical thinking, if history is about critical inquiry, "what are the concepts and knowledge of the past that students should learn and master in order to think historically? What abilities do they need to practice history?" (Lévesque, p. 15) Coming to grips with these kinds of critical conceptual issues is essential for designing meaningful learning experiences for students.

This semester you will design elements of a general education course in Canvas using best practices in research-based pedagogy. Rather than focusing on the content of history (what information do you want your history course/program to cover?), our focus will be on the learner. What do you want students (who are unlikely to become professional historians or even history majors) to know and be able to DO with the content they encounter in any history courses you might teach? How do you know they have achieved the objectives you intended?

Student Learning Outcomes

When you complete this course you should be able to:

- **Apply inclusive pedagogy.** Create courses that demonstrate inter-cultural competency, recognize diversity, and address accessibility.
- **Teach historical thinking.** Apply research in student learning to design course activities that develop students' historical thinking skills in a MAC course.
- **Design assessments that align with your learning goals and teaching methods.** Design formative and summative assessments that document student achievement of specific historical thinking skills and concepts AND general education skills specified in a MAC rubric.

Course Readings

Books (Available at the UNCG bookstore)

Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*. Thousand Oaks, California: Corwin, 2019. [ProQuest Ebook Central - Book Details \(uncg.edu\)](#)

All other weekly reading assignments will be provided in Canvas.

Evaluation

You will practice an integrated course design process that fosters significant learning by building key foundational elements of an online course in your Canvas Sandbox course.

Deliverables:

- a) Canvas course modules built using universal design practices. (starts Week 5)
- b) Assessments that address MAC learning outcomes. (Week 10-12)
- c) Learning activities designed to develop specific historical thinking skills. (Week 10-12)
- d) Course design demonstrates best practices in culturally relevant pedagogy. (Week 13)
- e) Periodic reflections (with citations) explaining how the scholarship we are reading this semester inspired specific elements of your course design.

In addition to these deliverables weekly discussion board assignments will ask you to engage with assigned reading.

Determining the Final Grade

The final grade in this course will be reported as Satisfactory/Unsatisfactory. To achieve a Satisfactory grade in the course students must attend all class meetings, make regular contributions to class discussions that are substantively informed by the reading, complete all assignments by the deadlines specified in the Canvas Modules, and submit the certificates of completion for [Canvas Quick Start](#) and [Ready to Teach](#). **Students who miss more than two classes or turn in more than one late assignment risk failing the course.**

Course Policies

Preferred Name / Pronoun

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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.)

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.

Course Schedule

Week 1. August 15 Introductions

Module 1. Paradigm Shifting

Week 2. August 22 Paradigm Shifting: From Teaching to Learning

Week 3. August 29 Teaching Disciplinary Ways of Knowing

Week 4. September 5 MAC Rubrics

From this point on in the course:

Choose a course you want to work on revising or developing for the rest of the semester. You will be designing elements of a syllabus, assignments, and assessment strategies for this course for the rest of the semester. Focus on a general education course you are likely to teach in the UNCG catalog in either U.S. or World History. Before the next class meets, send me the UNCG *Undergraduate Bulletin* description for the course you have decided to work on. In our syllabus archive (<https://his.uncg.edu/courses/syllabi.html>), review at least 3 different syllabi of the course taught by different instructors. I will ask you to reflect on the purposes of this course in the undergraduate curriculum and evaluate the SLOs and assessment strategies described in these sample syllabi in an upcoming assignment.

Module 2. Plan

Week 5. September 12 Backward Design

Week 6. September 19 Aligning Learning Outcomes and Assessment Strategies

Week 7. September 26 Course Layout/Universal Design

Week 8. October 3 Grading for Equity

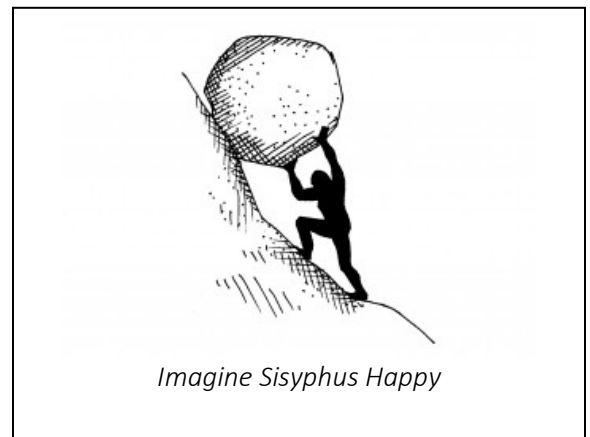
Week 9. October 10 Fall Break

Module 3. Develop

Week 10. October 17	Teaching Information Literacy
Week 11. October 24	Teaching Historical Writing
Week 12. October 31	Assessing Historical Thinking

Module 4. Teach

Week 13. November 7	Culturally Relevant Pedagogy
Week 14. November 14	Fostering Student Engagement
Week 15. November 21	Documenting Teaching Effectiveness
Week 16. November 28	Final certificates of completion due



Aspirational Learning Goals

This course is just the beginning. Embrace “*life-long learning*” as a goal for your teaching practice:

- Approach your **teaching as a process** for continual improvement.
- **Reflect** on your teaching practice and include that reflection in your teaching portfolio.
- Seek out **professional development** opportunities. Make it your goal to attend at least one event/workshop of the Teaching Innovations Office each semester:
<https://utlc.uncg.edu/teaching/upcoming-programs/>

Create a Professional Development section in your teaching c.v. and document the workshops you have completed.

- Keep up with the **scholarship of student learning**. Effective teaching requires different kinds of knowledge beyond historical content knowledge.
- Be fearless. **Experiment** with new technologies and teaching innovations.
- Cultivate a growth mindset. Expect **change** and be open to it.