



**Grading:** The course is graded on a Satisfactory/Unsatisfactory basis; those who do the readings and the weekly ACTIVITIES listed below and produce an adequate Teaching Portfolio at the end of the semester will receive an **S**.

**Course Web Page:** There is a course web page, which includes readings and other features relevant to the course, at [www.uncg.edu/~jwjones/teach](http://www.uncg.edu/~jwjones/teach); we will also use another course web page, “The World Since 1945,” as a model; it is at [www.uncg.edu/~jwjones/world](http://www.uncg.edu/~jwjones/world)

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## CLASS SCHEDULE

January 10: Introduction to the Course

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- Reading for January 24: Bain, *What the Best College Teachers Do*; “A Nudge is Best in Helping Students through the Perry Scheme of Intellectual Development” by Robert Kloss; “From Teaching to Learning: A New Paradigm for Undergraduate Education” by John Tagg and Robert Barr; “Class in the Classroom” by Lee Warren; “Teacher’s Classroom Strategies Should Recognize That Men & Women Use Language Differently” by Deborah Tannen; McKeachie, *Teaching Tips*, Chapters 1, 9-11
- ACTIVITIES for January 24:
  - (A) Think back to one of your introductory college courses in history (or any other field). What do you remember most about a particular class, a reading, an assignment or a concept? **In one page** describe it and tell us why you find the feature memorable.
  - (B) Imagine the first day of teaching your own introductory course. How will you explain your approach to or understanding of history—i.e. the way you will teach history to them? Try to include a vivid example to illustrate your point in a **one-page description**.
  - (C) Review course syllabi online (including from UNC-G) for the course you have chosen to develop and compile a list of the various readings used.

January 24: A Student’s Perspective. Guest Discussant: Adam Arney

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- Reading for January 31: Wineburg, *Historical Thinking & Other Unnatural Acts*; “Teaching the Mind Good Habits” by Sam Wineburg
- ACTIVITIES for January 31:
  - (A) Write a **3-5 page Statement on Teaching** and come prepared with a brief summary of the main ideas therein to share with the class in discussion.
  - (B) Sit in on a lecture (with the permission of the instructor) in *any* subject and write up a **one page commentary** of the strengths and weaknesses of the lecturer’s presentation—*not* the subject matter—*without naming the lecturer or the class*.
  - (C) Examine the web page for the UNC-G Teaching & Learning Center, especially the “Teaching Resources” link.

January 31: Thinking Historically in the Classroom. Guest Discussant: Dr. Lisa Tolbert

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- Reading for February 7: McKeachie, *Teaching Tips*, Chapters 2-3; excerpts from *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*; “How People Learn: Effective Teaching in History”; “Professors, Students, and the Syllabus” by Sharon Rubin; “Visioning Your Course: Questions to Ask as You Design Your Course” by Kathleen Brinko
  - ACTIVITIES for February 7:
    - (A) Sit in on History 378 (Jones), TR 9:30, 226 McIver.
    - (B) Examine the web page “The World Since 1945”; under the “Internet Assignments” link look over the “Arab-Israeli Conflict” and **do the assignments** “Operation Ajax” and “Apartheid on Trial.”
    - (C) Write up a *very* rough draft of a syllabus for the course you have chosen, focusing on an introductory statement that spells out the goals and objectives for the course.

February 7: Designing a Course

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- Reading for February 14: “Preparing a Teaching Portfolio: A Guidebook”; “UNC-G Department of Psychology: Evaluation of Teaching”; “The Teaching Portfolio at Washington State University”; examine 2-3 “Teaching Portfolios by Professors and Graduate Students” from the University of Virginia; McKeachie, *Teaching Tips*, Chapters 13-14
  - ACTIVITIES for February 14:
    - (A) Examine the following web pages:
      1. “History Matters: The U.S. Survey Course on the Web”
      2. “The Valley of the Shadow: Two Communities in the American Civil War”
      3. “The National Security Archive”
      4. “The Race & Slavery Petitions Project”
    - (B) Conceptualize an Internet Assignment based on online materials and write up a **1-2 page description**, including rationale for the assignment, the learning goals you intend to get across to students, and the material(s) you intend to use in devising the assignment.

February 14: Developing a Portfolio. Guest Presenter: Dr. Ray Purdom

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- Reading for February 21: PIP College Report: “The Internet Goes to College”; McKeachie, *Teaching Tips*, Chapters 16-17, 22; “Teaching in the Age of Electronic Information” by Robert Menges
  - ACTIVITIES for February 21:
    - (A) Interview three undergraduate students about their use of the Internet in classes. What do they see as the primary role of technology in pedagogy? Interview at least one instructor about the use of the Internet and technology in their classes. In a **one-page description** compare and contrast their views with regard to the uses of technology in teaching.
    - (B) Devise an Internet Assignment relevant to the course you have chosen to develop.
    - (C) Participate in an online discussion for the course on the Blackboard Discussion Board.

February 21: The Internet as a Teaching Tool

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- Reading for February 28: Effective Use of Video in the Classroom
  - ACTIVITIES for February 28:
    - (A) Identify a video clip (NOT TO EXCEED 20 MINUTES) relevant to the lesson plan you are developing and prepare it for presentation to the class. In a **one-page commentary** explain why you chose that clip and what you expect students to get from it.
    - (B) Identify a feature film or documentary relevant to the course you are designing and reviews of the film for a student written assignment (see the “Topics for the 2<sup>nd</sup> Paper” link at “The World Since 1945” web page for examples).
    - (C) Complete the first half of your syllabus (i.e. to Spring Break), including lecture titles, readings, exams and assignments, etc.

February 28: Video as a Teaching Tool

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- Reading for March 14: McKeachie, *Teaching Tips*, Chapters 6-8
- ACTIVITIES for March 14:
  - (A) Identify a reading or set of reading(s) (NOT TO EXCEED 30 PAGES TOTAL) that is a *primary source(s)* for the course you have chosen to develop. In a **one-page commentary** explain why you chose these reading(s).
  - (B) Identify a reading or set of reading(s) (NOT TO EXCEED 50 PAGES TOTAL) that is/are secondary source(s) for the course you have chosen to develop. In a **one-page commentary** explain why you chose these reading(s).

March 14: Evaluating Student Performance

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- Reading for March 21: Online Study Guide from Ithaca University: “Methods of Research”; UC Davis Faculty Handbook: “Teaching Research Skills”
- ACTIVITIES for March 21:
  - (A) Examine the syllabi for courses in our department that are designated RI for “Research Intensive” (Spring 2005: Tolbert, History 326; Levenstein, History 329; Jackson, History 332; Fall 2004: Caneva, History 311; Jackson, History 340; Mazgaj, History 365)
  - (B) Design a brief assignment that requires students to do some research (i.e. finding out what was in the news on the day they were born). Describe the assignment in **one-page** and explain what you expect students to get from it.
  - (C) Design a lengthy assignment that requires students to do research. Describe the assignment in **one-page** and explain what you expect students to get from it.

March 21: Teaching Research Skills. Guest Discussant: Dr. Lisa Tolbert

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- Reading for March 28: “Creating Lively Lectures”; “Ten Tips When Facilitating Discussion” by Mel Silberman; “The Dreaded Discussion: Ten Ways to Start” by Peter Frederick;

“Guidelines for Discussion, or Thought Control?” by Thomas Bartlett; McKeachie, *Teaching Tips*, Chapters 4-5

- ACTIVITIES for March 28:
  - (A) Develop in outline form a strategy for leading a discussion on a particular reading or set of readings for the course you have chosen to develop. What will you ask and what goals do you want to achieve—what do you want students to take from the discussion?
  - (B) Compose three “Medusa” questions (questions which are guaranteed to kill discussion) for the readings you have chosen (i.e. try to incorporate a number of different elements which are detrimental to discussion in each question).

March 28: Lecturing & Leading a Discussion in Class

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- Reading for April 4: TBA

April 4: Student Lectures & Discussion

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- Reading for April 11: TBA

April 11: Student Lectures & Discussion

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- Reading for April 18: TBA

April 18: Student Lectures & Discussion

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- Reading for April 25: TBA

April 25: Student Lectures & Discussion

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- Reading for May 2: McKeachie, *Teaching Tips*, Chapters 23-27; “The Scholarship of Teaching: New Elaborations, New Developments” by Pat Hutchings and Lee Shulman

May 2: Conclusion to the Course. **Teaching Portfolios due in class**

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Courses for students to develop this semester\*

(Offered at UNC-G): <ul style="list-style-type: none"><li>➤ The UNITED STATES to 1865</li><li>➤ The UNITED STATES SINCE 1865</li><li>➤ WESTERN CIVILIZATION to 1600</li><li>➤ MODERN EUROPE</li><li>➤ The WORLD IN THE 20<sup>th</sup> CENTURY/ The WORLD SINCE 1945</li></ul>	(Not Offered at UNC-G): <ul style="list-style-type: none"><li>➤ WORLD HISTORY TO 1500</li><li>➤ WORLD HISTORY SINCE 1500</li></ul>
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\*Note: preferably you should develop a course that you have not already taught in order to expand your Teaching Portfolio; if you have taught all of these courses consult with the instructor about developing a different course.