

Hist 978: Teaching College: An Introduction to Undergraduate Pedagogy

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Fridays 11-1, Hum 2111

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Office Hours: Fridays 9:30-11

Embracing the art of teaching as one of the key skills of a good historian, and acknowledging that the desire to teach is one of the main motivations for graduate study, this new two-credit course aims to translate passion for history and humanities education into practical skills for classroom success.

This 2-credit course has three main goals:

1. Give students practical readiness for teaching while in graduate school

We will explore how to run discussion sections to maximize positive impact on student learning, create meaningful learning experiences for all students, grade effectively, fairly, and efficiently while minimizing time commitments and frustrations. This course should lessen the burden of graduate student teaching by helping students learn how to preemptively avoid problems and enable undergraduate success.

2. Apply research on student learning to the teaching of history

Learning and teaching are the subject of a substantive and successful body of research. Much of the research on how people learn can be leveraged to create far more effective practices for teaching history. We will study the results of research on learning and discuss how it may be applied to the project of teaching history.

3. Prepare effectively for the challenges of teaching contemporary undergraduates

We need to be able to teach *all* the students who come to us for education. In general, today's college students have not been taught research or writing in high school. Their high school education generally as focused on exam preparation, with little or no attention on critical thinking, writing, or to how to transfer skills and knowledge to different contexts. Contemporary undergraduates enter the classroom with a wide variety of preparation levels and prior experiences. We will develop techniques for reaching all students where they are and helping them develop as historians and thinkers.

Class Activities & Assignments

Required Activities			
Activity	Related readings	Due	% of total grade
Participation in class discussion	See class schedule	Ongoing	30%
Write a 'description of learning goals' for a course	Ambrose, complete	Week 11	10%
Develop a set of course assignments, based on a plan for the integration of component skills	Ambrose, chapters 4, 5, 7	Week 12	10%
Write a set of assessment rubrics for writing assignments	Bean Chapters 14, 15 & 16, Ambrose chapter 7 & Appendix C & D;	Week 13	10%
Write a statement of teaching philosophy	All	Week 15	10%

Additional Activities -- Choose any 3			
Activity	Related readings		%
Present a summary of any of the works of education research cited in our common readings.		As desired	10% each; choose any 3
Write a discussion participation rubric	Bean Chapters 14, 15 & 16, Ambrose Appendix C & D	Week 13	
Write a set of syllabus ground-rules for classroom conduct	Ambrose Chapter 1 & 6; Barkley 110-126	Week 2	
Write an 'exam wrapper'	Ambrose 251-254	As desired	
Lead 20 minute discussion in a section	Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362	As desired	
Present a lecture in an undergraduate class	Ambrose, Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362	As desired	
Attend two lectures by different history faculty		As desired	

Assessment

Class Participation 30%

Four Common Required Activities: 10% each (40% total)

Three Additional Activities: 10% each (30% total)

Common Readings

William Cronon, "Only Connect...": The Goals of a Liberal Education," *The American Scholar* (Autumn 1998): 73-80

Susan Ambrose, et.al., *How Learning Works: 7 Research-based Principles for Smart Teaching*, (San Francisco: Jossey-Bass, 2010)

Elizabeth Barkley, *Student Engagement Techniques: A Handbook for College Faculty*, (San Francisco: Jossey-Bass, 2010)

John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*, 2nd ed. (San Francisco: Jossey-Bass, 2011)

Schedule of Topics, Readings, and Assignments

1/23 Week 1: An Inclusive Classroom of Excellence

1/30 Week 2: Prior Knowledge & Student Development
Ambrose Chapter 1 & 2

2/7 Week 3: Student Motivation
Ambrose Chapter 3; Barkley pages 3-15, 79-93

2/13 Week 4: What happens in
learning Ambrose Chapters 4 & 5

2/20 Week 5: Rubrics, Feed-back & Assessment & Lecturing on Writing
Bean Chapters 14, 15 & 16, Ambrose Appendix C & D

2/27 Week 6: Active Learning; Component Skills and Integration of Skills in History
Ambrose chapter 7, Bean 1-14, 149-160; Barkley 16-38,
94-109 Bring sample rubrics to discuss in class

3/6 Week 7: Student Engagement
Barkley 149-362 (select relevant
examples) **Due:** Syllabus ground-rules

3/13 Week 8: Lecturing for effective learning
William Cronon, "Only Connect...": The Goals of a Liberal Education," *The American Scholar* (Autumn 1998): 73-80
http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf

3/20 Week 9: Teaching critical thinking & research in discussion; Learning goals for seminars; scaffolding for large research papers
Bean 183-210, 224-263

3/27 Week 10: Classroom Climate
Ambrose Chapter 6; Barkley 110-126

4/10 Week 11: Identity and Authority in the classroom
https://www.ted.com/speakers/amy_cuddy
<http://harvardmagazine.com/2010/11/the-psyche-on-automatic>
Due: Description of learning goals

4/17 Week 12: Helping Students Read Difficult texts
Bean 161-182
Due: Assignments, with plan for integration of component skills

4/24 Week 13: Publishing Advice
Due: Assessment rubrics for participation & writing assignments

5/1 Week 14: Course Evaluations and getting effective feedback

5/8 Week 15: Discussion of Teaching Philosophy statements
Due: Statement of teaching philosophy