



## HIST 3271: INTRODUCTION TO HISTORY EDUCATION FALL 2016 SYLLABUS

### WELCOME

Welcome to HIST 3271! This is the first in a sequence of classes that prepares you for graduation and a successful, fulfilling teaching career in secondary history and social studies. This is not, in other words, “just another required course” that you have to take in order to move forward: it is the foundation on which you will build the rest of your educator preparation. Future instructors and future courses (HIST 4488, HIED 4550/60, and HIED 4660) will reinforce and give you practice in the content and skills you learn in this course, but they will *not reteach* those skills and content. In this class, you are beginning to develop your professional habits and your reputation, and your performance and demeanor here are likely to be indicative of future success in the program and in the classroom.

Why do I say all this at the outset? Because teaching someone else’s child – to say nothing of your own – is a precious privilege and a weighty responsibility. And this is the moment in your collegiate career when you should start to recognize how precious and weighty this vocation is, and act accordingly. I don’t expect perfection, of course, because this is also a course about making mistakes and learning from them. But I do expect to see evidence of honesty, diligence, courtesy, intellectual precision, and compassion. Now is the time to start thinking of yourself as a teacher as well as a student.

This course, as the official description makes clear, “introduces fundamental approaches, methods, and concepts relevant to the discipline of history, historical thinking, and teaching history.” We will focus especially on Reconstruction: the period of American history from the Emancipation Proclamation in 1863 to the end of the Populist-Republican “fusionist” movement in 1900.

### FACULTY AND COURSE INFORMATION

#### INSTRUCTOR:

Tom Okie, Ph.D., Assistant Professor of History and History Education

#### INSTRUCTOR CONTACT INFORMATION:

Office: 4093 Social Sciences Building

Office Phone: 470-578-7731

Email: [wokie1@kennesaw.edu](mailto:wokie1@kennesaw.edu)

#### CLASS LOCATION:

English Building 243

#### CLASS MEETING TIMES:

Mondays and Wednesdays, 11:00-12:15

#### FIELD EXPERIENCE: PALMER MIDDLE SCHOOL

HIST 3271 students must complete a field experience at Palmer Middle School. Candidates must be admitted to the KSU teacher education program and the HIED program (and complete a background check) before participating in this field experience. During the course of the field experience, **classroom interns** will observe and assist in world area studies and/or Georgia studies classes. **Advancement via Individual Determination (AVID) tutors** will work with specific students during the field experience. In both cases, candidates will learn more about both the middle school setting and adolescent learners in preparation for their field experience responsibilities in HIST 4488 the following semester.

Our class will be divided into two groups for the internship at Palmer. AVID tutors will spend **one tutoring session every week on either Tuesday or Thursday from August 30 through November 17**. Classroom interns will be in a middle school classroom for **one class every day from October 24 through November 11**. These are both wonderful opportunities, and you should be able to do both over the course of this school year, but they are obviously different in the way the hours work out. Please plan to be flexible in either case — not everyone will be able to do exactly what they want.

#### PROFESSIONAL EXPECTATIONS

You should approach this field experience responsibility with the utmost professionalism. During all field experiences in the HIED program, candidates are expected to adhere to the Georgia Code of Professional Ethics, the Bagwell College of Education's Handbook for Teacher Education, and HIED program policies and expectations.

Working at Palmer is, in effect, your first extended job interview. Treat this field experience like a job in terms of attendance, readiness, professional demeanor, dress, etc. Candidates will create a portfolio over the 10-week experience. Journal entry prompts/key questions, along with other portfolio guidelines and grading, are provided on D2L. Weekly assignments must be received by Saturday at 2:00 p.m. Late submissions will not be accepted. Candidates must successfully complete all portions of the field experience and the assignments/points (200) associated with it. If you are removed from your field experience for any reason, you will automatically receive an F in the course and also be removed from HIED program.

#### COURSE COMMUNICATIONS:

In general, I will hold office hours on Mondays and Wednesdays before and after class: 9:30-10:45am and 1:00-2:30pm. You are welcome to stop by during those times (or anytime I'm in the office), though I recommend emailing me to make an appointment if you have something significant to discuss.

Otherwise, the preferred method of communication for routine matters is through KSU email or office phone. I prefer that you NOT use the D2L messaging service. While I strive to respond promptly, we are not on call 24/7; if you have not heard back in 24 hours during the week, and 48 hours on the weekend, please feel free to make contact again.

#### ELECTRONIC COMMUNICATIONS:

The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

#### REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

1. Walter C. Parker, ed., *Social Studies Today*, 2nd edition, ISBN-13: 978-1138846043
2. Jeff Zwiers, *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12* (Jossey-Bass Education Series) Paperback – April 7, 2014, ISBN-13: 978-1118744857
3. Bruce Lesh, *"Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12*, ISBN-13: 978-1571108128
4. NCSS National Task Force for Social Studies Standards, *Curriculum Standards for Social Studies: Framework for Teaching, Learning, and Assessment (2010)*
5. Copy of Georgia Performance Standards for 11th Grade U.S. History (Follow links at [www.georgiastandards.org](http://www.georgiastandards.org). Bring copy to each class session)
6. Additional reading assignments (generally on D2L or online) included on the schedule or assigned in class.

## COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

### COURSE DESCRIPTION

This reading and writing intensive course introduces fundamental approaches, methods, and concepts relevant to the discipline of history, historical thinking, and teaching history. Teacher candidates engage in reading and analyzing scholarly texts, learn and practice basic research methods, examine contemporary debates and developments in history and history education, contextualize and plan lessons that engage secondary students in studying history, and complete a school-based internship. Course content focuses on a particular historical theme or period.

### CREDIT HOURS:

3 class hours, 1 laboratory hours, 4 credit hours

### PREREQUISITES:

HIST 1111, HIST 1112, HIST 2111, HIST 2112, and EDUC 2110

**COREQUISITES:**

EDUC 2130, HIST 3304

**COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES**

GOALS/OBJECTIVES	STANDARDS*	ACTIVITIES
1. Articulate what is encompassed by the discipline of history, develop historical arguments based on primary sources, and demonstrate level- appropriate <b>content knowledge</b> across the scope of U.S. history	CAPS 1; NCSS 1.0-10.0,  NCSS PS 4	Primary Source Assignment  Content Exam  CAAR
2. Demonstrate an understanding of common rationales for learning and teaching history and, in light of educational history and contemporary ideas, develop a personal <b>philosophy of teaching</b> social studies.	CAPS 1, 9; NCSS 1.0-10.0;  NCSS PS 9	Philosophy of Teaching Assignment  Final Exam
3. Exhibit a commitment to <b>professional ethics</b> and the school’s mission on behalf of families, local communities, and the larger society by maintaining high ethical and professional standards and <b>communicating</b> effectively with students, parents/guardians, district and school personnel, fellow candidates, professors, and other stakeholders.	CAPS 9, 10; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5, 8, 9	CAAR  Student survey/Nature and Needs  WCR/WS
Design and implement technology-enhanced lessons, aligned with social studies content standards, that foster authentic learning	ISTE-C 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Digital Remix Project
4. Apply curriculum models, applicable standards, social studies education <b>research</b> , and historical <b>scholarship</b> to inform planning, instruction, and assessment.	CAPS 1, 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	Nature & Needs Field Assignment  Lesson Plans  Final Exam

<p>5. <b>Plan</b> social studies lessons that are meaningful, relevant, student-centered, and academically challenging.</p>	<p>CAPS 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5</p>	<p>1. Lesson plans</p>
<p>6. Distinguish between formative and summative, formal and informal <b>assessments</b> and design lesson assessments the results of which would provide feedback to students and parents and improve instruction.</p>	<p>CAPS 5, 6; NCSS 1.0-1.10; NCSS PS 4</p>	<p>1. Lesson Plans</p>
<p>7. Demonstrate a fundamental and sensitive <b>knowledge of students</b> — including learning differences and personal/community assets — by <b>differentiating</b> instruction and assessment in planning lessons.</p>	<p>CAPS 4, 10; NCSS TS 1.0-1.10; NCSS PS 1, 2, 6, 7, 8</p>	<p>Application Assignment Lesson Plans Nature/Needs Field Assignment</p>
<p>8. Help provide a positive, well-managed, safe, orderly <b>learning environment</b></p>	<p>CAPS 7; NCSS TS 1.0-1.10; NCSS PS 3</p>	<p>Observation Summaries Tutoring Sessions/Classroom Observations and Assistance WCR</p>
<p>9. Identify a variety of meaningful, relevant, student-centered, and academically-challenging instructional <b>methods</b> and models of social studies instruction – including appropriate <b>technology</b> -- based on the Georgia (Social Studies) Performance Standards, Georgia Standards of Excellence/Common Core Literacy Standards, and NCSS Thematic Standards.</p>	<p>CAPS 8; NCSS TS 1.0-1.10; NCSS PS 1-9</p>	<p>Lesson Plans Application Assignment Tutoring Sessions/Classroom Observations and Assistance Reflective Journal</p>

10. Create high quality written work that demonstrates facility with using <b>academic language</b> in class activities and written work, during the field experience, and in lesson planning.	CAPS 1, 2, 10; NCSS TS  1.0-1.10; PS 1, 2	Class Discussions/Presentations  Tutoring Sessions/Classroom Observations and Assistance  Lesson Plans and other written work
11. Describe and adhere to the expectations and requirements of the <b>HIED program</b> .	CAPS 9; NCSS TS 1.0-  1.10; PS 9	Class and Field Experience Activities  Final Exam

\* CAEP = Council for the Accreditation of Educator Preparation. The CAEP Standards can be found at this link: <http://caepnet.org/standards/introduction>

\* NCSS = National Council for Social Studies. The NCSS Standards can be found at this link: <http://www.socialstudies.org/standards>

\* CAPS = The Candidate Assessment on Performance Standards will be used to evaluate field experiences. The CAPS can be found at this link (scroll down to CAPS Midterm and Final Evaluation): <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>

## COURSE OUTLINE AND REQUIREMENTS

### COURSE CONTENT:

Week 1: How does the HIED program work?

Week 2: Why do we teach history and social studies?

Week 3: What is effective teaching?

Week 4: What are the standards, and what are they for?

Week 5: How do we get from standards to curriculum?

Week 6: Why is the social studies curriculum so controversial?

Week 7: What is historical thinking?

Week 8: How do we teach historical thinking?

Week 9: How do we plan instruction? The basics

Week 10: How do we plan instruction? Drilling down

Week 11: How do we plan for instruction? Content and Methods

Week 12: How do we plan for instruction? Individual conferences

Week 13: What is differentiation, and why is it important?

Week 14: What is differentiation, and why is it important?

Week 15: How do we deliver instruction? Student presentations

Week 16: What's next?

#### FINAL EXAM:

See the Registrar's Academic Calendar site for final exam date/time.

<http://registrar.kennesaw.edu/datesanddeadlines/>

#### DISCLAIMER:

This syllabus is subject to change as the need arises; expect changes.

## EVALUATION AND GRADING SCALE

### I. FORMAL LESSON PLANS 200 POINTS

Prepare a formal lesson plans according to instructions provided in class. Topics will be assigned, and plans will follow a prescribed format. In addition to the completed templates, you will provide lecture notes and other ancillary materials. Some elements of the plans and their preparation will be assessed separately, such as the presentation of plans to the class. A grading rubric will be provided to assist you in meeting the expectations for the assignment.

### II. FIELD EXPERIENCE PORTFOLIO 200 POINTS

Your portfolio will consist of weekly assignments and/or journal entries as assigned, observation summaries, your philosophy of teaching history, your end-of-semester CAAR (see below), and other short assignments developed as a result of your work in your field school or related work done in class. Some items may be completed on D2L, some may be submitted in hard copy. Instructions on D2L.

### III. TEACHING PRESENTATION/MICRO LESSONS 100 POINTS

Group 1 (AVID) will a present an in-class mini lesson that will mimic a real-world experience. Group 2 (Classroom) will actually teach a mini lesson at Palmer. We will discuss the specifics of this assignment throughout the semester. You will be assessed based on the intern teacher keys.

#### IV. REFLECTIVE JOURNALS

100 POINTS

Good teachers are also reflective teachers – they are constantly re-evaluating and reconsidering the best ways to, as early twentieth century British educator Charlotte Mason put it, “spread an abundant and delicate feast” of knowledge for their students. To that end, you will write brief (200-300 word) reflective journals on a weekly basis this semester. The primary purpose of this assignment is to develop the habit of semi-public reflection; I will grade a select number of the journals you turn in over the course of the semester.

#### V. APPLICATION ASSIGNMENTS

UP TO 100 POINTS

From time-to-time, you may be engaged in relatively small research projects (locating and using primary source materials or useful websites, for example). Additionally, you may be asked to read and respond to certain articles or historical ideas; to prepare reflective commentaries on some aspect of class work or your own individual work; to complete assignments related to specific edTPA-related topics such as academic language or diversity; or to prepare some other written work. Point values for such assignments will vary but generally be in the 20-25 point range.

#### VI. FINAL EXAM

200 POINTS

There will be an exam at the end of the semester. More details to come.

#### VII. CLASS PARTICIPATION

100 POINTS

Since this class is conducted primarily in a seminar format, active class participation is expected from each member of the group. Class participation is a component made up of the following factors:

- A. Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. Failure to contribute in an adequate and satisfactory manner will affect the grade negatively. Especially brilliant participation may have a positive effect on the final grade.
- B. In-class and D2L Assignments (including quizzes): These relatively small assignments (generally 15 or fewer points) will make up part of the class participation grade. Contributions to in-class activities and D2L discussion board prompts may be factored in. Quizzes will be based on assigned readings and/or material covered in class previously. Short writing assignments may be completed in or for class or on D2L. These may be response or analysis papers based on class discussions or readings. Each such assignment will carry an announced point value.
- C. Attendance and Punctuality: Students who miss more than **four** class sessions will not pass the course. *Students who arrive late, leave early, or take breaks* will be counted present or absent at the discretion of the instructor, but in any case, such an occurrence will count as at least ½ an absence. *Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.* Punctuality involves

meeting deadlines as well as being on time for class and appointments. Attendance and punctuality, or lack thereof, will in every case affect one's class participation grade.

- D. **Professional Demeanor and Dispositions:** Be a positive force in the classroom. Do your share of the work. Be prepared, congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class. To this end, a *Candidate Attitudes Assessment Rubric* will be completed (and reviewed with each student at the end of the semester). Kept on file by the HIED Program Coordinator, this evaluation serves as a key indicator of potential for success in the program. *As History Ed students and teacher candidates, it is time to begin moving to the "other side of the desk." You will be a model for your students – and that means "walking the walk" as well as "talking the talk." The "walking" takes practice. Your professors and your students will know if you haven't or don't.*

## COURSE POLICIES

### ATTENDANCE POLICY:

Students who miss more than **four** class sessions will not pass the course. *Students who arrive late, leave early, or take breaks* will be counted present or absent at the discretion of the instructor, but in any case, such an occurrence will count as at least ½ an absence. *Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.* Punctuality involves meeting deadlines as well as being on time for class and appointments. Attendance and punctuality, or lack thereof, will in every case affect one's class participation grade.

### MAKE-UP AND LATE WORK POLICY:

Late work will be docked ten percent for every day it is late.

### QUIZ/EXAM POLICY:

Any exams will be given according to KSU proctored exam requirements:

<http://www.kennesaw.edu/dlc/virtualexam/>

### COURSE TECHNOLOGY:

I love my devices as much as the next person, but there is an increasing amount of evidence that they are debilitatingly distracting. See, for example:

- Cindi May, "A Learning Secret: Don't Take Notes with a Laptop" *\*Scientific American\** (3 June 2014)

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

- Nicholas Carr, "Is Google Making us Stupid?" *\*The Atlantic\** (July/August 2008),

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>. See the video version here: <https://www.youtube.com/watch?v=cKaWJ72x1rl>

- Audrey Watters, "Ed-Tech Might Make Things Worse . . . So Now What?" \*Hack Education\* (17 Sept. 2015) <http://hackededucation.com/2015/09/17/oecd-ed-tech>

We will be using some digital tools this semester in class – when we do so, I'll let you know. Except in these cases, though, you will not need laptops, tablets, smartphones, cameras, etc. Please keep them turned off and put away -- you can think of it as your 75-minute digital detox, if you wish. You'll need paper, pen or pencil, the readings for the day, and a willingness to interact with others face to face.

If you're using your device during class, I may ask you to leave, in which case you will be counted absent.

### COURSE WITHDRAWAL:

The last day to drop the course without academic penalty is listed on the Registrar's Academic Calendar site: <http://registrar.kennesaw.edu/datesanddeadlines/>

### ACADEMIC INTEGRITY:

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

### ADA INFORMATION

If you have a hidden or visible disability which may require classroom or test accommodations, please see me as soon as possible during scheduled office hours. If you have not already done so, please register with KSU Student Disability Services, the office responsible for coordinating accommodations and services for students with disabilities. Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Learn more about Kennesaw State University's Student Disability at <http://studentsuccess.kennesaw.edu/sds/>.

### POLICY POLICY

We will unleash integrated functionalities for our 21st Century learners. We will discern discipline-based niches outside the box. We will seize strengths-based life-long learning throughout multiple modalities. We will streamline problem-based infrastructures for high-performing seats. And we orchestrate discipline-based models across content areas. See <http://www.sciencegeek.net/lingo.html> for more.

## EPP POLICY STATEMENTS

**Important information about edTPA and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.**

1. KSU EPP Conceptual Framework
2. Use of Technology Statement
3. School-Based Activities Statement
4. EPP Diversity Statement
5. Campus Resources Statement