

Syllabus – HIST 3271
Introduction to History Education
Fall 2017 – SO 3026

Dr. Bryan McGovern
Office: SO 4122
Class Meetings: MW 9:30-10:45
Credit Hours: 4

Phone: 470-578-2296
Email: bmcgover@kennesaw.edu
Office Hours: MW 11-12 or by appt.

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.

Section Focus: At the instructor's discretion, topics explored in HIST 3271 address major historical themes or time periods in US history. This particular section emphasizes topics related to the first half of the nineteenth century, with special consideration given to the Jacksonian Era, but it will be important to be familiar with US history in general.

Context of this Course: As a member of a HIST 3271 class, you are part a cohort of teacher candidates beginning a sequence of classes that prepares you for graduation and a teaching career in history/social studies. Thus, HIST 3271 is not "just another" required course; it is the foundation upon which you will build. The content and skills taught in this course are practiced and reinforced but *not re-taught* in HIST 4488. In student teaching, you must gain full mastery those ideas and skills. In this class, you are beginning to create your professional habits and reputation, and your performance and demeanor here are indicative of future success in the program and in the classroom.

Course Prerequisites: HIST 1111, HIST 1112, HIST 2111, HIST 2112, and EDUC 2110
Corequisites: EDUC 2130, HIST 3304

Middle School Field Experience: (Requirements/Expectations)

HIST 3271 students must complete a field experience at a 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, some teacher candidates will observe in a selected teacher's classroom and will have an opportunity to observe and teach world area studies and/or Georgia studies classes. 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.

Field Experience Schedule

	Begin Internship	During Internship	End Internship
Middle School	TBA	TBA	TBA

Professional Mindset/Dispositions

Candidates 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 your middle school 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.

Required books/readings:

- Walter C. Parker, ed., *Social Studies Today*, 2nd edition, ISBN-13: 978-[1138846043](#)
- 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](#)
- Bruce Lesh, *Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12*, ISBN-13: 978-[1571108128](#)
- NCSS National Task Force for Social Studies Standards, *Curriculum Standards for Social Studies: Framework for Teaching, Learning, and Assessment (2010)*
- Copy of Georgia Performance Standards for 11th Grade U.S. History (Follow links at www.georgiastandards.org. Bring copy to each class session.)
- Additional reading assignments (generally on D2L or online) included on the schedule or assigned in class.

Course Policies:

1. In-Class Expectations: Certain expectations exist for our time together in class. To wit:

- **Class Participation:** Come to class having completed all assignments and prepared to participate in class discussions and activities; failure to participate in an adequate and satisfactory manner will affect the grade negatively. See further information under Assignments and Grades.

- **Content Knowledge:** Since successful completion of HIST 2111 and 2112 are prerequisites for this course, you should already have a solid base of content knowledge about US history. Should you find yourself lacking in this regard, please review a college level text, arrange a study group, or otherwise arrange to catch-up. See further information under Assignments and Grades.
- **Electronic Devices:** Cell phones and other electronic devices should be turned off and put away during class. Using such devices during class is discouraged for educationally-sound reasons. Those with a specific, verifiable need to use of laptops, tablets, etc., should talk with the instructor at the beginning of the semester.
- **Professional Demeanor:** Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class.

3. Attendance Policy: Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. No distinction is made between “excused” or “unexcused” absences. *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.* Attendance affects class participation and success in the course and is a marker of professional dispositions.

4. Make-up and Late Work Policy: It is a student’s responsibility to contact an instructor promptly about any absence. *In the HIED program, an email is not only appropriate but expected. Work due in class on the day of an absence should be submitted via email or D2L dropbox (if available) prior to the time the class meets.* Work missed during class (quiz, test, in-class activity) can sometimes be made up, but the nature of the absence and/or the assignment are relevant factors. When absent, it is your responsibility to know the content addressed in class and to complete any announced work by the assigned date. Late written work will generally not be accepted. If accepted, a penalty of 10% per day will likely be applied.

5. 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.**

D2L is the preferred means of communication outside of class. Since each student is responsible for being aware of the information that is posted on D2L, check the course site and D2L email regularly and in a timely manner for updates prior to each class meeting. If there is a need to contact me quickly, please use regular KSU email.

6. Replies/Feedback. If you contact me by email or phone and have not heard back within 24 hours, please feel free to send a gentle reminder. On weekends, however, I do not check email or phone messages regularly. Feedback on assignments will be provided in a timely manner. Small assignments will likely be returned within one or two class periods; major assignments, however,

such as formal lesson plans, may take two weeks or more. If you have questions about the feedback provided on assignments, please inquire before or after class or by appointment.

7. Academic Integrity: Unless otherwise indicated, students are expected to do their own work. This is a matter of personal character and professional dispositions. A student who violates this policy will fail the class and be reported as per the KSU policy on academic misconduct.

- 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.

8. If you have any difficulties regarding this class, please make an appointment so that we can talk about them. The sooner we can resolve problems, the better for all concerned.

9. Course Changes: It is likely that changes will need to be made in the syllabus, certain assignments, and/or the course calendar. Such changes will be for good cause and will be announced in class (if possible) and/or through D2L.

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

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

ADA Compliance Statement:

A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office of Student Disability Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required.

Special services are based on

- medical and/or psychological certification of disability,
- eligibility for services by outside agencies, and
- ability to complete tasks required in courses.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students at 470-578-6443.

Course Goals/Objectives/Standards/Activities

<i>Goals/Objectives</i>	<i>Standards*</i>	<i>Activities</i>
<i>The student will (be able to):</i>		
1. Articulate what is encompassed by the discipline of history, develop historical arguments based on primary sources, and demonstrate level-appropriate content knowledge across the scope of U.S. history	CAPS 1; NCSS 1.0-10.0, NCSS PS 4	1. Primary Source Assignment 2. Content Exam 3. 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 philosophy of teaching social studies.	CAPS 1, 9; NCSS 1.0-10.0; NCSS PS 9	1. Philosophy of Teaching Assignment 2. Final Exam
3. Exhibit a commitment to professional ethics and the school’s mission on behalf of families, local communities, and the larger society by maintaining high ethical and professional standards and communicating 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	1. CAAR 2. Student survey/Nature and Needs 3. WCR/WS
4. Apply curriculum models, applicable standards, social studies education research , and historical scholarship to inform planning, instruction, and assessment.	CAPS 1, 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Nature & Needs Field Assignment 2. Lesson Plans 3. Final Exam
5. Plan social studies lessons that are meaningful, relevant, student-centered, and academically challenging.	CAPS 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5	1. Lesson plans

6. Distinguish between formative and summative, formal and informal assessments and design lesson assessments the results of which would provide feedback to students and parents and improve instruction.	CAPS 5, 6; NCSS 1.0-1.10; NCSS PS 4	1. Lesson Plans
7. Demonstrate a fundamental and sensitive knowledge of students — including learning differences and personal/community assets — by differentiating instruction and assessment in planning lessons.	CAPS 4, 10; NCSS TS 1.0-1.10; NCSS PS 1, 2, 6, 7, 8	1. Application Assignment 2. Lesson Plans 3. Nature/Needs Field Assignment
8. Help provide a positive, well-managed, safe, orderly learning environment	CAPS 7; NCSS TS 1.0-1.10; NCSS PS 3	1. Observation Summaries 2. Tutoring Sessions/Classroom Observations and Assistance 3. WCR
9. Identify a variety of meaningful, relevant, student-centered, and academically-challenging instructional methods and models of social studies instruction – including appropriate technology -- based on the Georgia (Social Studies) Performance Standards, Georgia Standards of Excellence/Common Core Literacy Standards, and NCSS Thematic Standards.	CAPS 8; NCSS TS 1.0-1.10; NCSS PS 1-9	1. Lesson Plans 2. Application Assignment 3. Tutoring Sessions/Classroom Observations and Assistance 4. Reflective Journal
10. Create high quality written work that demonstrates facility with using academic language 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	1. Class Discussions/Presentations 2. Tutoring Sessions/Classroom Observations and Assistance 3. Lesson Plans and other written work
11. Describe and adhere to the expectations and requirements of the HIED program .	CAPS 9; NCSS TS 1.0-1.10; PS 9	1. Class and Field Experience Activities 2. 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: https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf

Focus for Week 1: Orientation to the HIED Program

M/Aug 14: The HIED Program
W/16: Professionalism and Dispositions
Read Parker, ch. 1 for Wednesday

Week 2: Foundations of Social Studies Education

M/21: Philosophical Approaches to Education
Read Parker, ch. 2 for Monday
W/23: Purposes of History/Social Studies Education

Week 3: Effective Teaching

M/28: What is good teaching?

How do we know good teaching when we see it? The Issue of Accountability
Read Parker, ch. 7, Zwiers, ch. 1
M/30: Historical Perspectives on Accountability
Read Parker, ch. 28,29

Week 4: Intro to Standards//First Week of Field Experience

M/Sept. 4: Labor Day, no class
W/6: Introduction to Standards (national and state, purposes and characteristics)
Read Parker, ch. 6, Zwiers, ch. 2

Week 5: From Standards to Curriculum

M/11: Standards-Based Learning: NCSS and GPS
Read Parker, ch. 5
W/13: Not Carved in Stone: The Evolution of History and Social Studies Education
Read Lesh, Intro and ch. 1

Week 6: The Curriculum Wars

M/18: Curriculum as a Cultural and Political Issue
Rd. Parker, ch. 3
W/20: Textbooks as Reflections of Their Times
Read Parker, ch. 12, 13

Week 7: Thinking Historically

M/25: What Does It Mean to Think Historically?
Read Parker, ch. 15
W/27: What Do Historians Do?
Read Parker, ch. 16

Week 8: Thinking Historically (continued)

M/Oct 2: Primary and Secondary Sources
Read Parker, ch. 27
W/4: Building Arguments with Primary Sources
Read Lesh, ch. 2
Last day to drop without academic penalty

Week 9: Planning for Instruction: The Big Ideas

M/9: Backward Design: Enduring Understandings, Essential Questions, Rationales,
Objectives
Read Lesh, ch. 3
W/11: Workshopping: Backward Design Activity

Week 10–Planning for Instruction: Drilling Down

M/16: Setting Parameters: Alignment of Standards and Curriculum, Pacing Guides,
Unit Plans and Lesson Plans
Read Lesh, ch. 7
W/18: Formal Lesson Plans: Rationale, Organization, Elements and their Functions

Read Zwiers, ch. 6-8

Week 11-Planning for Instruction: Content and Methods

M/23: What to Teach: Text, Subtext, and Context

Read Lesh, ch. 8, 9

W/25: How to Teach It: Intro to Teaching Strategies

Read Zwiers, ch. 3-5

Week 12-Individual Conferences with Instructor about Lesson Plans

M/30 and W/Nov. 1: No class meetings this week. Appointments will be set up in a timely manner for each of you to meet with me about your formal lesson plans.

Instructions will be given in class about materials to have ready for your conference.

Work on lesson plans this week.

Week 13-Reaching All Learners

M/Nov 6: Differentiating to meet students' needs and interests: Language, Learning Styles, Reading Skills, and Abilities/Disabilities

Read Parker, ch. 31

W/8: Literacies and Academic Language

Read Lesh, ch. 5

Week 14-Reaching all Learners (continued)

M/13: Assessments: Learning to Evaluate Students' Performance

Read Parker, ch. 17, Zwiers, ch. 9

W/15: US History Content Exam

KSU Fall Break: Week of November 20, no classes.

Week 15-Student Presentations of Lesson Plans

M/Nov 27 and W/29: All written plans are due at beginning of class on Monday, November 29th. Be prepared to discuss your plans with the class according to the schedule and guidelines provided on D2L.

Week 16: Wrap-Up Day

M/4: Instructor-led Discussion: Looking Back, Looking Forward

Monday, December 11: Final Exam, 10:30-12:30

Assignments and due dates are subject to change

Assignments and Grades:

General Information:

- Further information about completing each assignment, if needed, will be made available in class and/or on D2L.

- Course assignments or point designations may be adjusted during the semester for good cause. Such adjustments will be announced and updates given. Any adjustments to the grading basis will be provided to you in writing on D2L.
- In the HIED program courses, there are no optional assignments. Each assignment has a specific purpose; even if an assignment is so late that no points are earned, the work/learning must be done. If a student misses an in-class activity/assignment that by its nature is difficult to complete once class is over, expectations about completion or alternate assignments are at the discretion of the instructor.
- The last day to withdraw without academic penalty is Wednesday, October 5th.
- Reminder: Unless otherwise specified, assignments should be done individually--no group work, copying of each other students' papers, or plagiarism of any sort.
- Please see other applicable notes under Course Policies.

Assignments:

I. Formal Lesson Plans

200 points

Prepare 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.

II. Field Experience Portfolio

200 points

Your portfolio will consist of weekly assignments and/or journal entries as assigned, field log, observation summaries, your philosophy of teaching history, your 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

Student will present an in-class mini lesson that will mimic a real-world experience or will actually teach a mini lesson in their school. We will discuss the specifics of this assignment throughout the semester. You will be assessed based on the intern teacher keys.

IV. Content Exam

100 points

Since successful completion of HIST 2111 and 2112 are prerequisites for this course, each student should already have a solid base of content knowledge about US history. Should you find yourself lacking in this regard, please review a college level text, arrange a study group, and/or otherwise arrange to catch-up. You cannot teach what you do not

know; indeed, knowing your content is the first essential step in planning good lessons. Therefore, this objective/multiple choice exam serves as a baseline measure of your potential for success in upper-division HIST courses and in the HIED program.

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 or another type of graded assignment (i.e. theoretical justification for teaching strategies in your LP) at the end of the semester. Point value will be determined by the nature of the assignment which will be based on considerations of class work to date.

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.

Final grades will be assigned according to the *percentage of total points earned*:

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% or lower = F

PLEASE NOTE: A student who makes a D or an F in HIED 3271 or whose work in the field experience is unsatisfactory will not go forward to HIST 4488. The student may request to continue in the HIED program. Such requests involve making an appeal to the HIED Admissions and Academic Standing Committee to determine whether a second chance is warranted and, if so, when the student may re-enter the program.

Please note there is an attendance verification process to report grades of those who "Never Attended" (NA) and "Stopped Attending" (SA). These grades allow the university to document that students who receive federal funding and support are attending classes. Criteria are available in the KSU undergraduate catalog.

University policy will be followed for allowing “Incompletes.” Please check the catalog and/or the Registrar’s website for further information.

Other Good Things to Know:

A. Regarding Reading: As you read each article or chapter, ask yourself: What is this article/chapter about? In what larger context(s) is this relevant or important? How is it organized? How did the author prove his or her point? What sources were used? What are the strengths and weaknesses of the theory, arguments, sources, proposals, etc.?

B. Regarding Writing: *Being able to write clearly and correctly is one of the marks of an educated person.* Writing in a professional manner is an essential skill for historians and for teachers. Teachers are “public writers” and their work is on display on a near-daily basis. For these reasons, if you need help with becoming a proficient writer, the time is at hand.

The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation,

grammar, and much more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.

C. Regarding Typographical Information:

For all written assignments, use black ink and a standard font such as Times New Roman. Use 12-point type unless there is a clear reason for doing otherwise (such as a design element in a lesson plan or the title of a paper). Use standard margins and double-space all work that is to be graded. All papers should have a formal cover sheet that includes your name, course number (HIST 3271), the title of the assignment, and the current date.

D. Regarding Turning in Assignments:

Some papers/work will be turned in for grading in hard copy at the beginning of the designated class period. Please *staple papers in the upper-left corner* prior to submitting them. Other work will be submitted electronically via D2L and, possibly, www.turnitin.com. You will receive information as to the method to be used for each assignment.