

HISTORY 400

Teaching History in the Secondary Curriculum

MARY BORG

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EXPECTATIONS

Readings Lesh, Bruce. Why Won't You Just Tell Us the Answer? (2011)
 Williams. Teaching US History beyond the Textbook (2009)

(these books are available at the Book Stop on 16th Street and 10th Avenue)

Assignments There will be three assignments; a book understanding, an ongoing journal, and a class presentation

Participation Expected and Imperative

& Attendance

CLASS NOTES The class will revolve around weekly presentations made by outstanding educators recognized because of their skills/abilities, philosophies and/or teaching style. Each is volunteering his or her time, some coming long distances to help you become the very best professional educator possible. You are expected to attend each class and to participate actively and enthusiastically in each of our guests' presentations and it should go without saying you must be prompt. Class starts at 5. If for any reason, you cannot attend a class, you must contact me well ahead of time. Passing this course is dependent on your attendance. By the end of next semester, you will be a professional educator....not a student. This class is an opportunity to practice that professionalism.

Due dates

February 20	Discussion of Lesh
February 27	Book Understanding
April 23 and 30	Presentations of Williams' book

GENERAL INFORMATION about WRITTEN ASSIGNMENTS

- Papers must be typed, using standard margins and minimum 12 font, spacing 1 to 1 1/2
- Write in sentences, using correct spelling and proper grammar.
- Proof read your work, remembering that spell check is not the same as proofing.
- Do not use contractions, such as don't or isn't.
- NEVER NEVER use passive voice. Passive voice is different from past tense, be sure you know the difference.
- Do not use slang, jargon or obscenities.
- Avoid the use of block quotations. These papers are too short to waste space on long passages written by others. If you do briefly quote from a text, use parenthetical citations, i.e.(157)
- Please know the difference between its and it's, there and their, where and were, and led and lead.
- The first time you mention an author, use the author's full time, i.e. Bruce Lesh. After that refer to the author as Lesh or he. Never refer to the author by his or her first name, unless the author is related to you.
- Be sure your nouns and verbs are parallel within a paragraph, your nouns and pronouns match, either singular or plural, and that your pronouns are identifiable.

ASSIGNMENTS

***** Journal of the Presentations**

A journal is to be created in a loose leaf notebook, kept up to date and brought with you to each class. I will review the journals periodically. An entry must be made every week, with one exception, February 20. Each entry must include 3 parts

- title of presentation, name of presenter and date.
- copies of the guest's handouts.
- review and/or critique of the lesson and ideas presented, which must include a description of the presentation, analysis of the ideas/lesson and how you as a future teacher can use what was presented. Each review must be at least one page long and typed.

*****Book Understanding on Why Won't You Just Tell Us the Answer?**

This should be a 3 to 4 page paper and must include your thoughts to the following questions.

- What is the major thesis of the author?
- Does the author persuade you of his thesis? Why or why not?
- Briefly give at least five concrete suggestions the author makes in the book. Are these ideas "doable" or not? Why or why not?
- Conclude with whether the author's ideas impact you, inspire you or fall flat for you as you move forward as a future teacher. Explain yourself.

***** Class Presentations over Teaching US History, Beyond the Textbook**

You will divide yourselves into 6 teams of 3 to 4 students a team. Each team will be responsible for teaching a strategy as found in Williams' book to the rest of the class. The rest of you need to skim read the appropriate chapters prior to the presentations so you have a clue as to what each presentation is about. Each team will have 15 to 20 minutes for its presentation....so stay concise and focused. You can create a power point, a poster, handouts, drama, a rap song....whatever! The presentations must include:

- Explanation of the strategy and definition of terms, i.e. "SOAP"
- Steps how to implement the strategy.
- Quick review of websites for those presenting chapters 1, 2, 3 and 5.
- Quick review of a lesson Williams suggests.
- Lesson plan your team creates using the specific strategy. This does need to be in the form of a handout for each class member. So in the end, you will each have 6 fabulous lesson plans.
- Analysis of the strategy, new thoughts, perhaps inspiration your team got from wrestling with the 20 or so pages of text you are teaching to the class.

