

**Western Michigan University  
Course Syllabus**

**HIST4940-100:  
Teaching Methods for Secondary Schools**

**Fall 2009**

**Section: 43123**

**Dunbar 2207**

**MWF 9:00-9:50 am**

**Prerequisites: Senior Status; ED4060 with "C" or better or ED4060 as corequisite**

**Instructor: Dr. Wilson J. Warren**

**Office: Friedmann Hall 4430**

**Office Hours: MWF 10-10:30; TTh 11-12;  
and by appointment (please call or email)**

**Office Phone: 387-4644**

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**Course Description:**

This methods course is designed to help prepare you to teach secondary-level history and social science/studies classes. We will discuss theoretical and pedagogical issues, and connect these issues to practical instructional concerns. Each of you will participate in class discussions as well as several teaching activities.

**Course Objectives:**

- I. Practice appropriate discussion-leading skills.
- II. Be able to explain the origins and rationale for the teaching of history and social studies in secondary schools.
- III. Understand the current state disciplinary standards in the context of ongoing curricular reform.
- IV. Critique and develop application ideas about various strategies for teaching history and social studies.
- V. Investigate how students learn history in the classroom.
- VI. Construct lesson materials suitable for the middle and high school level.
- VII. Investigate and use appropriate teaching technologies, particularly those pertaining to use of the World Wide Web.
- VIII. Examine the importance of non-print media in teaching history/social studies.
- IX. Develop student assessment materials.
- X. Participate in a history/social studies teaching field experience.

**Required Course Readings**

All required readings for the course will either be distributed in class or found on the web.

### **Attendance and Participation Policy:**

You need to attend class regularly and participate actively. To encourage your diligence in these matters, attendance and participation points will constitute a portion of your grade. Students can earn up to **50 points for participation** and **25 points for attendance**.

I will assess your participation based on your willingness to involve yourself in class activities on a consistent and enthusiastic basis.

\*Consistent and enthusiastic willingness to discuss the readings and other class assignments; class contributions helped to increase understanding of the topics at hand=**48-50 points**

\*Periodic enthusiasm about class topics and diligent attention regarding class assignments; class contributions helped to increase understanding of the topics at hand=**45-47 points**

\*Occasional enthusiasm about class topics and diligent attention regarding class assignments; uneven quality of class contributions=**40-44 points**

\*Minimal participation in class discussions; consistent effort regarding out of class assignments = **35-39 points**

\*Little effort evident in class discussions; other graded work shows minimal attention regarding class work=**30-34 points**

\*Exceedingly weak efforts shown in class discussion and out of class assignments=**<30 points**

I will assess your attendance based on following scale:

0 absences	=	<b>30 points (includes 5 pts extra credit)</b>
1-2 absences	=	<b>25 points</b>
3 absences	=	<b>22 points</b>
4 absences	=	<b>19 points</b>
5 absences	=	<b>16 points</b>
6 absences	=	<b>13 points</b>
More than 6 absences	=	<b>0 points</b>

If you must miss a class for a legitimate reason, please talk with me *before* the class meets. I will excuse legitimate absences.

### **Late Assignment Policy:**

My policy is simple: **I accept no late work**. The only exceptions are documented illnesses and emergencies. Due dates are either noted in the syllabus below or will be explained in class. Assignments must be either turned into me during class or placed in my department mailbox by the end of the day on which they are due.

### **Student Academic Conduct:**

You are responsible for making yourself aware of and understanding the policies and procedures in the *2009-2010 Undergraduate Catalog* that pertain to Student Academic Conduct. You can review this policies in the online catalog located at [catalog.wmich.edu](http://catalog.wmich.edu) These policies include

cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

### **Electronic Mail:**

The only email address that should be used for communication between WMU students and WMU faculty and staff is the email address associated with a BroncoNetID. This email address typically takes the form: `firstname.middleinitial.lastname@wmich.edu`. An example is [buster.h.bronco@wmich.edu](mailto:buster.h.bronco@wmich.edu). Students cannot automatically forward email from this address to other addresses. Students can access this email account or get instructions for obtaining a BroncoNetID at [GoWMU.wmich.edu](http://GoWMU.wmich.edu).

### **Tentative Course Schedule (any changes will be explained in class):**

#### **WEEK ONE:                    *Wednesday, September 9 and Friday, September 11***

Introduction and Course Goals  
Why teach history and social studies?  
What's the point of education anyway?

**READ:** \*"Back to Latin" (**handout**)

#### **WEEK TWO:                    *Monday, September 14- Friday, September 18***

Origins and Structure of History/Social Studies Instruction

**READ:** \*Michael Whelan, "James Harvey Robinson, the New History, and the 1916 Social Studies Report," *History Teacher* 24(February 1991): 191-202 (**JSTOR**)

\*Edgar Bruce Wesley, "Let's Abolish History Courses," *Phi Delta Kappan* 49(September 1967): 3-8 (**handout**)

#### **WEEK THREE:                *Monday, September 21 - Friday, September 25***

Historical Thinking

**READ:** \*Peter Seixas, "Historical Understanding among Adolescents in a Multicultural Setting," *Curriculum Inquiry* 23(Autumn 1993): 301-327. (**JSTOR**)

\*Frederick D. Drake and Sarah Drake Brown, "A Systematic Approach to Improve Students' Historical Thinking," *History Teacher* 36(August 2003): 465-489 (**JSTOR**)

**\*DUE: Reflection Essay on Week Two Topic (Sept. 25)**

**WEEK FOUR:**

*Monday, September 28 - Friday, October 2*

Michigan Curriculum Framework and Social Studies Content Standards

**READ:** \*Relevant portions of Michigan Curriculum Framework and SS Content Standards, as explained in class and found at:

[www.michigan.gov/documents/MichiganCurriculumFramework\\_8172\\_7.pdf](http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

\*Sarah Drake Brown, "History Teacher Certification Standards in the States," *History Teacher* 39(May 2006): 367-380  
(History Cooperative)

**\*DUE: Reflection Essay on Week Three Topic (Oct. 2)**

**WEEK FIVE:**

*Monday, October 5 - Friday, October 9*

Teaching Strategies: What is Effective History Teaching?

History Department Professional Proficiency Essay (Oct. 9)

**READ:** \*Sam Wineburg, "Beyond 'Breadth and Depth': Subject Matter Knowledge and Assessment," *Theory into Practice* 36(Autumn 1997):

255-261 (JSTOR)

\*Keith C. Barton, "History, Humanistic Education, and Participatory Democracy," in Ruth W. Sandwell, *To the Past: History Education, Public Memory, and Citizenship in Canada* (Toronto, 2006), 50-69.  
(Handout)

**\*DUE: Reflection Essay on Week Four Topic (Oct. 9)**

**WEEK SIX:**

*Monday, October 12 - Friday, October 16*

Teaching Strategies: Using and Moving Beyond Textbooks

**READ:** \*Linda S. Levstik, "Historical Narrative and the Young Reader," *Theory into Practice* 28(Spring 1989): 114-119 (JSTOR)

\*Tony Waters, "Why Students Think There Are Two Kinds of American History," *History Teacher* 39(November 2005): 11-21.  
(History Cooperative)

**\*DUE: Reflection Essay on Week Five Topic (Oct. 16)**

**WEEK SEVEN:**

*Monday, October 19 - Friday, October 23*

Teaching Strategies: Appropriate Uses of Non-Print Media

**READ:** \*David J. Staley, "A Heuristic for Visual Thinking in History," *International Journal of Social Education*

(2007): (Gale Academic OneFile)

\*Adam Woelders, "'It Makes You Think More When You Watch Things': Scaffolding for Historical Inquiry Using Film in the Middle School Classroom," *Social Studies* 98(July-Aug 2007): 145-152 (ERIC)

**\*DUE: Reflection Essay on Week Six Topic (Oct. 23)**

**WEEK EIGHT:** *Monday, October 26 - Friday, October 30*

Web-based Teaching Strategies

**READ:** \*David Hicks, Peter E. Doolittle, and E. Thomas Ewing, "The SCIM-C Strategy: Expert Historians, Historical Inquiry, and Multimedia," *Social Education* 68(April 2004): 221-225. (Gale Academic OneFile)  
\*Philip Molebash, "Web Historical Inquiry Projects," *Social Education* 68(April 2004): 226-229. (Gale Academic OneFile)

**DUE: Reflection Essay on Week Seven Topic (Oct. 30)**

**WEEK NINE:** *Monday, November 2 and Friday, November 6*

Teaching Strategies: Integrating History-Geography

**READ:** \*Al M. Rocca, "Integrating History and Geography: Classroom Teacher's Idea Notebook," *Social Education* 58(February 1994): 114-116. (ProQuest)  
\*Melanie A. Reap and Ann Lyle Rethlefsen, "Examining the Westward Movement through a New Lens: The Donner Party," *Social Studies* 97(March-April 2006): 51-55. (ProQuest)

**NOTE: No class on Wed., Nov. 4 (MCHE Conference, Lansing)**

**\*DUE: Reflection Essay on Week Eight Topic (Nov. 6); Due date for Proposals on Current Issue/Problem in Secondary Teaching (Nov. 6)**

**WEEK TEN:** *Monday, November 9 and Wednesday, November 11*

Engaging Students in Authentic History Experiences: National History Day

**READ:** \*Scott Scheuerell, "National History Day: Developing Digital Native Americans," *History Teacher* 40(May 2007): 417-425 (History Cooperative)

**NOTE: No class on Fri., Nov. 13 (NCSS Conference, Atlanta)**

**\*DUE: Reflection Essay on Week Nine Topic (Nov. 11)**

**WEEK ELEVEN:** *Monday, November 16 - Friday, November 20*

Informal and Formal Assessment Strategies

**READ:** \*D. Antonio Cantu and Wilson J. Warren, *Teaching History in the Digital Classroom* (Armonk, NY, 2003), Chapters 14-15 (**handout**)

**\*DUE: Reflection Essay on Week Ten Topic (Nov. 20)**

**WEEK TWELVE:** *Monday, November 23 and Wednesday, November 25*

Performance-Based Assessment Strategies

**READ:** \*Frederick D. Drake and Lawrence W. McBride, "Reinvigorating the Teaching of History through Alternative Assessment," *History Teacher* 30(February 1997): 145-173. (**JSTOR**)  
\*Martha Cass, "The Use of Standardized Tests in Assessing Authentic Learning: A Contradiction Indeed," *Teachers College Record* (2003) (**Teachers College Record—online journal link**)

**NOTE: No class on Fri., Nov. 27 (Thanksgiving Break)**

**\*DUE: Reflection Essay on Week Eleven Topic (Nov. 25)**

**WEEK THIRTEEN:** *Monday, November 30 - Friday, December 4*

Current Issues and Problems in Secondary Teaching  
(student presentations)

**\*DUE: Reflection Essay on Week Twelve Topic (Dec. 4)**

**WEEK FOURTEEN:** *Monday, December 7 - Wednesday, December 9*

Lesson Presentations

**NOTE: No class on Fri., Dec. 11 (TAH Directors Meeting, Washington D.C.)**

**\*DUE: Current Issues Paper and Annotated Bibliography (Dec. 9)**

**WEEK FIFTEEN:** *Tuesday, December 15 (8-10 am)*

Lesson Presentations

## **GRADED COURSE ASSIGNMENTS:**

### **I. Leading Class Discussion**

- A. Normally, each Friday, two students will have the opportunity to lead discussion on some aspect(s) of the topic for that particular week.
- B. The students who are presenting will need to collaborate to develop a list of topics/questions, and lead an organized discussion on these topics and questions.
- C. Each student's efforts will be assessed on two criteria:
  - (1) preparation for discussion as evident in the discussion questions
  - (2) attempts to generate relevant discussion on the issues at hand

### **II. Weekly Reflection Essays**

- A. Beginning during Week 3, students will submit a focused reflection essay on the previous week's topics.
  - B. Each essay must address the following criteria:
    - 1. What are the main points made in the readings?
    - 2. Why is this issue important in terms of teaching secondary history/social studies?
    - 3. Based on what I have learned, how might I incorporate or react to this issue in my teaching?
- NOTE: There will be some weeks, for instance the two weeks dealing with assessment issues, when these criteria will vary. These changes will be explained in class.
- C. Each essay should be approximately 3 pages in length (typed and double-spaced).
  - D. Although each student must write on each of eleven assigned topics, I will drop the lowest score received on the reflection essays.

### **III. Current Issues and Problems in Secondary Teaching Paper/Annotated Bibliography**

- A. Each student will complete a paper and annotated bibliography on a topic dealing with an important issue and/or problem in secondary teaching.
- B. The topic for the paper/annotated bibliography should be focused on something relevant to middle/high school history/social studies teaching, but should not duplicate a topic previously discussed in the course.
- C. Students' proposed topics should be submitted no later than Friday, November 6.
- D. The specific format for the paper and annotated bibliography will be discussed in class.

### **IV. Lesson Presentation/Plan**

- A. Each student will prepare a brief lesson plan that they will explain in class and submit in writing at the end of the term.
- B. The specific format for the presentations and writing materials will be explained in class.

### **V. Field Experience**

- A. Each student will have the opportunity to develop and present a lesson in a history or other social studies class at Portage Central High School during the term.
- B. The specific details for this field experience will be explained in class.

<u>Point Distribution</u>	<u>Points Possible</u>	<u>Points Received</u>
1. Leading Class Discussion	=25	_____
2. Weekly Reflection Essays (10 X 30 points)	=300	_____
3. Paper/Annotated Bibliography on Current Issues and Problems in Secondary Teaching	=50	_____
4. Lesson Presentation/Plan	=50	_____
5. Field Experience	=50	_____
6. Participation	=50	_____
7. Attendance	=25	_____
<b>TOTAL POINTS:</b>	<b>=550</b>	_____

**Grade-Percentage-Total Points Equivalencies:**

A	94-100 %	(517 – 500 pts)
BA	88-93 %	(484 – 516 pts)
B	80-87 %	(440 – 483 pts)
CB	74-79 %	(407 – 439 pts)
C	66-73 %	(363 – 406 pts)
DC	60-65 %	(330 – 362 pts)
D	51-59 %	(280 – 329 pts)