

H580 - TEACHING COLLEGE OF HISTORY  
Spring 2005

Instructor: David Pace

Office Hours: Monday 1:30-3:30; Wednesday 2:30-3:30 or by appointment

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B.H. 832

## I. GOALS OF THE COURSE

Teaching is an art, but like other arts, it is best cultivated through mastering basic techniques, learning from the experiences of others, and studying the theoretical underpinnings of the practice. H580 is designed to help facilitate these processes.

At the core of this course are two notions, which are assumed to be self-evident: 1) that effective teaching is as crucial to the career development of most historians as research skills and 2) that teaching, like effective research, is the result of study, hard work, and the systematic cultivation of personal abilities. For those who intend to pursue a career as a professor, failure to develop skills in the area of pedagogy can lead to a frustrating or, even, truncated career.

In this course a critical analysis of relevant pedagogical literature will be combined with exposure to a variety of specific techniques to assist you in the cultivation of your own teaching styles. We will focus on achieving the following goals:

- 1) The creation of a context in which teaching problems and approaches can be freely discussed.
- 2) The exploration of current scholarship on teaching and learning history.
- 3) A greater understanding of cognitive and affective factors which may affect the learning of undergraduates.
- 4) The consideration of alternatives to traditional teaching approaches.
- 5) The development of our individual styles of teaching and of increased consciousness of the choices each of us make in the classroom.
- 6) The cultivation of an ability to develop and share teaching strategies which will be of assistance in obtaining a teaching job, in sharing your experiences with their future colleagues, and in developing and maintaining a rewarding and satisfying career.

This course is offered as two separate one-credit courses that may be taken separately or together. Parts I and II constitute the first credit, and Parts III and IV the second.

## II. COURSE REQUIREMENTS

H580 is taught on a pass/fail basis. To pass, a student must complete all the assignments to my satisfaction and must take part in the exploration of teaching strategies and problems during class discussions. The date when these are due are indicated on the schedule of readings.

### Weekly Journals

The central written activity of the course will be the creation of a weekly journal in which you respond to the issues of the course. These journals should include a running account of your thoughts about the readings and discussion, notes concerning specific techniques or ideas which you would like to incorporate in your teaching, an evaluation of the strengths and weaknesses of various approaches, and a brief response to most or all of the items of the syllabus a particular. These journals are designed both as a means of sparking thought about these issues during the course and as a way of storing knowledge and techniques for the future. A typical journal entry might be from 2-3 type-written pages and should demonstrate an understanding of the major concepts in the readings and an assessment of their relevance to the realization of the goals you have set for your future classes. Journals should be submitted to me through OnCourse no later than 9:00 A.M. on Wednesday so that I will have time to read over them before class.

### Assignments

In addition to the journals there are also a number of special assignments as indicated on the syllabus below. These should also be e-mailed to me by 10:00 A.M. on the day that the material is to be discussed in class.

### Classroom Observations

By the times indicated on the schedule of readings you should have completed the observation of two classes in other courses: a small discussion (under 30 students ) and a large class (more than fifty students). You will write a two-page description and evaluation of the class your attend, discussing the positive and negative aspects of the methods being used, and relating what you have observed to material read in class. There should be no indication of the identity of the lecturer, either directly through the use of his or her name or indirectly through specific references to the subject matter of the class.

### Course Description and Syllabus

As part of the course you will develop a course description and a syllabus, which will be suitable for submission as part of a teaching dossier or as part of an application to teach a course on our campus. The syllabus should provide your future students with a clear over view of what they can expect in your course, weekly reading assignments, and a clear indication of what kinds of exams or papers will be used.

### Teaching a Section of the Course

I would like you to work with another member of the class to prepare to lead the rest of us in a 45-minute discussion of one of the following topics:

- 1) Reading history
- 2) Writing history
- 3) Preconceptions about history that students bring into the class
- 4) The use of technology in teaching history
- 5) History teaching as a vocation
- 6) Institutional and historical dimensions of contemporary history teaching

In most cases this will involve identifying extra readings for the rest of us, preparing a lesson plan, and conducting the class.

### III. TEXTS

Course materials are available either in the History Department Pedagogical Library or through e-reserve. Please let me know if anything is missing.

***N.B.I have provided full citations for almost all of the works below, but unless otherwise indicated the items will be listed in reserve with the title of the chapter, rather than that of the entire book.***

### PART I - DISCUSSION

#### Week 1: Jan. 12 - INTRODUCTION

(Contemporary discussions of teaching/learning, objectives, individual styles and roles, the goals of this course)

##### READINGS:

Arthur Chickering and Zelda F. Gamson, "Seven Principles for Good Practice in Undergraduate Education," *New Directions for Teaching and Learning*, No. 47 (Fall 1991), pp. 63-69.

Robert B. Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change* (Nov.-Dec. 1995), pp. 13-21 (On E-Reserve)

Mel Spector, "'Look at Me! A Teaching Primer,'" *The Chronicle of Higher Education* (September 27, 2002), p.B15.

David Lowenthal, "Dilemmas and Delights of Learning History" in Peter N. Stearns, Peter Seixas, and Sam Wineburg, ed., *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000), 63-82.

#### Week 2: Jan. 19 - LEADING DISCUSSION (1) AND THE ROLE OF DISCIPLINES

(Establishing course objectives [cont.], strategies for asking questions, management of discussion, and the impact of disciplinary differences on student

learning.)

#### READINGS (1)

Wilbert J. McKeachie et al, *Teaching Tips: Strategies, Research and Theory for College and University Teachers* (Nineth Edition, 1994), "Chapters 3 ("Meeting a Class for the First Time") Chapter 4 ("Facilitating Discussions")

Mel Silberman, "Ten Tips When Facilitating Discussion" from *Active Learning; 100 Strategies to Teach Any Subject*, pp., 24-26.

Joan Middendorf, "Learning Students Names"

#### READINGS (2) – The Role of Disciplines in Student Learning

Sheila Tobias, "Disciplinary Cultures and General Education: What can we learn from our learners?," *Teaching Excellence*, Vol. 4, No.6 (1992-1993)

John Seely Brown, Allan Collins, and Paul Duguid, "Situated Cognition and the Culture of Learning," *Educational Researcher*, Vol. 13 (Jan.-Feb. 1989), pp.32-41.

Sam Wineburg, "On the Reading of Historical Texts: Notes on the Breach Between School and Academy," *Historical Thinking and Other Unnatural Acts* (Philadelphia: Temple University Press, 2001), pp.63-88.

#### ASSIGNMENTS:

Develop in outline form a strategy for leading a discussion on a particular reading or set of readings in your field or in a discussion section you will be running. Provide some of the questions you would like to ask at appropriate points and give an indication of the kinds of outcomes you are seeking.

Compose 3 "Medusa" questions (i.e. questions which are guaranteed to kill discussion). Try to incorporate a nuber of different elements which are detrimental to discussion in each question.

#### Week 3: Jan. 26 - LEADING DISCUSSION (II)

(Alternatives to direct questioning: structures for encouraging discussion, buzz groups, debates, role playing, use of A-V in discussion, problem solving, and the use of documents)

#### READINGS

Peter Frederick, "The Dreaded Discussion -- Ten Ways to Start," *Improving College and University Teaching*, Vol. 29 , No. 3, pp. 109-114. (E-Reserve and Pedagogical Library)

Mary Lynn Crow, "Teaching as an Interactive Process" *New Directions for Teaching and Learning*, 1 (1980), pp. 41-55.

Peter J. Frederick, "Motivating Students by Active Learning in the History Classroom" in Alan Booth and Paul Hyland, eds., *The Practice of*

*University History Teaching* (Manchester and New York: Manchester University Press, 2000), pp. 101-111.

McKeachie et al, *Teaching Tips*, Chapter 14 ("Reading as Active Learning")

Bonnie Kendall, "Entry Tickets" and "Exit Visas," *Quick Hits*, p. 20

Mel Silberman, "The Nuts and Bolts and Active Learning" from *Active Learning; 100 Strategies to Teach Any Subject*, pp.9-19.

#### ASSIGNMENTS

Report of Observation of small class due.

Take a discussion topic which you will have to present in an A.I. section or would like to cover in a hypothetical class. Write a short essay (1-2 pages) describing ways in which you might encourage discussion in that class using materials you have prepared in advance (i.e. structured patterns for discussion, role playing exercises, original documents, etc.) Be sure to make explicit references (positive or negative) to ideas in the readings.

### PART II – UNDERGRADUATES

#### Week 4: Feb. 2 - MODELS OF STUDENT LEARNING

(Learning styles, stages of cognitive development, gender and cognitive development)

##### READINGS:

Leah Savion and Joan Middendorf, "Enhancing Concept Comprehension and Retention," *The National Teaching and Learning Forum*, Vol. 3, No. 4 (1994), pp. 6-8.

William G. Perry, Jr., "Cognitive and Ethical Growth: The Making of Meaning," Arthur W. Chickering and Associates, eds., *The Modern American College* (San Francisco: Jossey-Bass, 1981), pp. 76-109.

Robert J. Kloss, "A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development," *College Teaching*, Vol.42, No.4 , pp. 151-158.

Barbara J. Duch and Mary K. Norton, "Teaching for Cognitive Growth," *Teaching Excellence*, Vol. 4, No. 8 (1992-1993), pp. 97-98. On E-Reserve

Sam Wineburg, "The Psychology of Teaching and Learning History," *Historical Thinking and Other Unnatural Acts* (Philadelphia: Temple University Press, 2001), pp.28-60.

#### Week 5: Feb. 9 -- THE CULTURAL EXPERIENCE OF COLLEGE

(The impact of the cultural experience of undergraduates on learning)

##### READINGS:

Bette L. Erikson and Diane W. Strommer, , "From High School to College: The Entering Freshman" and "The First Year: Coping with Challenges and Changes," from *Teaching College Freshmen*, pp. 3-45 (E-Reserve and History Department Library)

Patrick Terenzini, et al, "Making the Transition to College" from Robert J.

Menges, Maryellen Weimer, and Associations, eds., *Teaching on Solid Ground: Using Scholarship to Improve Practice*, pp. 43-73. (E-Reserve)  
Helen Lefkowitz Horowitz, *Campus Life; Undergraduate Culture from the End of the Eighteenth Century to the Present*, pp. ix-xiv, 3-55, 220-288. [Entire book recommended]

Week 6: Feb. 16 - DIVERSITY IN THE STUDENT BODY

(The role of gender, race, and class in formulating teaching strategies)

READINGS:

McKeachie et al, *Teaching Tips*, Chapter 10 ("Valuing Student Differences")  
Lee Warren, "Class in the Classroom," Teaching Resources Center, Vol. 10, No. 1 (Fall 1998), pp. 1-3.  
Claude Steele, "Race and the Schooling of Black Americans," *Atlantic Monthly* (April 1992), pp. 68-76. (E-Reserve)  
Peter Frederick, "Walking on Eggs; Mastering the Dreaded Discussion," *College Teaching*, 43(3), pp. 83-92.  
Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies," Working Paper, No.189, Wellesley College Center for Research on Women, 1988)  
Deborah Tannen, "Teacher's Classroom Strategies Should Recognize That Men and Women Use Language Differently," *Chronicle of Higher Education*, vol. XXXVII, no. 40 (June 1991) (E-Reserve and History Library)  
Nancy Van Note Chism, Jamie Cano, and Anne S. Pruitt, "Teaching in a Diverse Environment: Knowledge and Skills Needed by TAs," *New Directions for Teaching and Learning*, No. 39 (Fall 1989), pp. 23-35.  
Juanita Keck, "Teaching Non-Traditional Adult Learners," *Quick Hits*, p. 77

Recommended:

Sam Wineburg, "Picturing the Past," *Historical Thinking and Other Unnatural Acts* (Philadelphia: Temple University Press, 2001), pp 113-136.

Week 7: Feb. 23 - INSTRUCTOR-STUDENT INTERACTIONS

(Questions of "fairness," ethical issues, sexual harassment, challenges from students, analysis of transactions, and cognitive development in students.)

READINGS:

McKeachie et al, *Teaching Tips*, Chapter 7 ("What to Do About Cheating"), Chapter 9 ("Motivation in the College Classroom"), Chapter 11 ("Problem Students"), Chapter 12 ("Counseling, Advising, and Educating"), Chapter 25 ("Teaching Values"), and Chapter 26 ("Ethics in College Teaching")  
Raymond P. Perry, Verna H. Menec, and C. Ward Struthers, "Student Motivation from the Teacher's Perspective" from Robert J. Menges, Maryellen

- Weimer, and Associations, eds., *Teaching on Solid Ground: Using Scholarship to Improve Practice*, pp. 75-100.
- Joyce L. Hocker, "Teacher-Student Confrontations," *New Directions for Teaching and Learning*, No.26 (June 1986), 71-82.
- Donelson R. Forsyth and James H. McMillan, "Practical Proposals for Motivating Students," "Practical Proposals for Motivating Students," *New Directions for Teaching and Learning*, No. 45 (Spring 1991), pp. 53-65.
- Janet Mancini Billson and Richard G. Tiberius, "Effective Social Arrangements for Teaching and Learning," *New Directions for Teaching and Learning*, No. 45 (Spring 1991), pp. 87-109. (E-Reserve)
- Myra Sadker and David Sadker. "Assuring Equitable Participation in College Classes" *New Directions for Teaching and Learning*, No.49 (Spring 1992), pp.49-56. (E-Reserve)
- Janis F. Andersen, "Instructor Nonverbal Communication: Listening to Our Silent Messages" *New Directions for Teaching and Learning*, No. 26 (June 1986), pp. 41-49.
- David Pace, "Controlled Fission: Teaching Supercharged Subjects," *College Teaching*, (Spring 2003)
- Marcia Ann Pulich, "Student Grade Appeals Can Be Reduced," *Improving College and University Teaching*, Vol. 31, No. 1, pp. 9-12.
- Mel Silberman, from "Ten Interventions When Students Get Out of Hand" from *Active Learning; 100 Strategies to Teach Any Subject*, pp.29-31.
- Bernice Pescosolido, "The Book: A Simple Logistical Solution to Office Hours in Large Classes" in *Quick Hits*, p. 16
- Holly Stocking, "Feedback or Criticism?" *Quick Hits*, p. 82
- Bonnie Stocking, "Electronic Office Hours," *Quick Hits*, p. 88

### Part III – COURSE CONSTRUCTION

#### Week 8: March 2 - STRATEGIES OF COURSE CONSTRUCTION

(Conceptualization of course, syllabus, setting goals.)

##### READINGS:

- McKeachie et al, *Teaching Tips*, Chapter 2 ("Countdown for Course Preparation")
- Sharon Rubin, "Professors, Students, and the Syllabus," *The Chronicle of Higher Education*, Aug. 7, 1985. (E-Reserve and the History Library)
- Kathleen T. Brinko, "Visioning Your Course: Questions to Ask as You Design Your Course," *The Teaching Professor*, February 1991.
- Grant Wiggins and Jay McTighe, "What is Backward Design?" from *Understanding By Design*, pp.7-19. [N.B. This work was written largely in response to the problems encountered in K-12 classrooms, and it will be necessary for you to adapt it for use on the college level.]

#### ASSIGNMENT:

Create a brief description of a course that you would like to teach. Indicate the subject matter, the level at which it would be taught, and the nature and size of the presumed student body.

Prepare a draft of the syllabus for this course, including topics for lecture and/or discussion for each class period and an introduction for the students in which you describe the subject matter, the requirements, grading procedures, the benefits of the course, and any other information which you think appropriate. It is not necessary at this stage to indicate the readings.

(NB: You will be working with this course through the rest of the semester. Therefore, you may wish to focus on a subject which you really may teach some day and which might be helpful to you on the job market.)

#### Week 9: March 9 -- LECTURING

(Basic techniques of organizing and presenting a lecture)

#### READINGS:

McKeachie et al, *Teaching Tips*, Chapter 5 ("How to Make Lectures More Effective")

Peter Frederick, "The Lively Lecture - Ten Variations," *College Teaching*, Vol. 34, No. 2, pp. 43-50. (EReserve and History Library)

Joan Middendorf and Alan Kalish, "The 'Change-up' in Lectures"

Mel Silberman, "Ten Suggestions to Improve a Lecture" from *Active Learning; 100 Strategies to Teach Any Subject*, pp.19-21.

Maryellen Gleason, "Better Communication in Large Classes," *College Teaching*, Vol. 34, No. 1, pp. 20-24. (E-Reserve)

Nancy Goulden, "Improving Instructor's Speaking Skills"

Janis F. Andeson, "Instructor Nonverbal Communication: Listening to Our Silent Messages" in J.M. Civikly, ed., *Communication in College Classrooms, New Directions in Teaching and Learning*, no.26 (June 1986), pp.41-49

#### RECOMMENDED:

Bonnie Kendall, "Strong Contrasts/ Dialogic Thinking," *Quick Hits*, p. 43.

Kevin Sue Bailey, "Say It Graphically," *Quick Hits*, pp. 46-47.

Bonnie Kendall, "Strong Contrasts/ Dialogic Thinking," *Quick Hits*, p. 43

Kevin Sue Bailey, "Say It Graphically," *Quick Hits*, pp. 46-47.

J. Clarke Rountree, "The Hermeneutical Approach," *Quick Hits*, p. 48

Susan Shapiro, "Using Cartoons," *Quick Hits*, p. 79

#### ASSIGNMENT:

Observation of large class due

Compose an outline (1-2 pages) for a lecture in the course that you are designing.

Come to class prepared to actually present the first ten minutes of your lecture

## Week 10: March 23 -- ASSESSMENT AND WRITING

(Getting feedback on student learning, creation of exams, paper assignments, materials for students, etc.)

### READINGS:

- McKeachie et al, *Teaching Tips*, Chapter 6 ("Assessing, Testing, and Evaluating") and Chapter 8 ("The ABC's of Assigning Grades")
- Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, pp.3-11, 25-59
- Robert Blackey, "A Guide to the Skill of Essay Construction in History," *Social Education* (March 1981). Reprinted in Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today* (Long Beach, California: California State University Press, 1993), pp.49-58.
- Ann McCormick Scott, "Life is a Multiple Choice Question" *Perspectives*, December 1983. Reprinted in Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today* (Long Beach, California: California State University Press, 1993), pp.59-72
- Ray W. Karras, "A Multidimensional Multiple-Choice Testing System," *Perspectives*, February 1984. Reprinted in Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today* (Long Beach, California: California State University Press, 1993), pp.73-81.
- John C. Bartul, "Teaching the Value of Inquiry Through the Essay Question," *Perspectives*, November 1989. Reprinted in *Robert Blackey, ed., History Anew: Innovations in the Teaching of History Today* (Long Beach, California: California State University Press, 1993), pp.73-81.
- Alfie Kohn, "Group Grade Grubbing versus Cooperative Learning," *Educational Leadership* 43 (5), pp. 83-87.
- Gaea Leinhardt, "Lessons on Teaching and Learning in History from Paul's Pen" in Peter N. Stearns, Peter Seixas, and Sam Wineburg, eds., *Knowing, Teaching, and Learning History : National and International Perspectives* (New York: New York University Press, 2000), pp.223-245.
- Young, Kathleen McCarthy and Gaea Leinhardt, "Writing from Primary Documents: A Way of Knowing in History," *Written Communication*, 15 (1) (1998), pp.25-86.

### Recommended:

- Craig Nelson, "Continuous Assessment," *Quick Hits*, p. 24
- Dave Boeyink, "Peer Evaluations," *Quick Hits*, p. 24
- Holly Stocking, "Self-Assessment," *Quick Hits*, p. 29
- Bonnie Kendall, "Collaborative Exams," *Quick Hits*, p. 55
- Robin Morgan, "Understanding Sources," *Quick Hits*, p. 65
- Sharon Hamilton, "Responding to Student Papers with Letters of Transmittal," *Quick Hits*, pp. 65-66

Barbara Cambridge, "What is a Dialogue Journal," "Using Dialogue Journals," and "Communal Dialogue Journals," *Quick Hits*, pp. 69-70  
Brenda Knowles, "Term Paper Workshops," *Quick Hits*, pp. 70-71  
Marilyn Watkins, "The Contract: A Solution to the End-of-the-Semester Student Panic," *Quick Hits*, p. 73  
Patrick Furlong, "Imagination in Context," *Quick Hits*, p. 75  
Alfie Kohn, "The Dangerous Myth of Grade Inflation," *Chronicle of Higher Education* (November 8, 2002), p.B7.

#### ASSIGNMENT:

Using the procedures outlined in Angelo and Cross define a learning goal for the students in the class that you are designing and adapt one of the classroom assessment techniques from their books to your class. (Please include the number of the technique you are adapting to your class.) Be sure to describe your goal as explicitly as possible and explain how the assessment technique will measure student learning in the area that you specified and how it will be carried out in the context of your class.

#### Week 11: March 30 -- COLLABORATIVE LEARNING, ACTIVE LEARNING, AND OTHER ALTERNATIVES TO THE TRADITIONAL CLASSROOM

#### READINGS:

McKeachie et al, *Teaching Tips*, Chapter 15 ("Active Learning"), Chapter 16 ("Problem-based Learning"), Chapter 18 ("Teaching Large Classes"), Chapter 20 "Facilitating Experiential Learning"), and Chapter 21 ("Using Project Methods")  
Barbara Leigh Smith and Jean T. MacGregor, "What is Collaborative Thinking?" Collaborative Learning: A Sourcebook for Higher Education  
Barbara Gross Davis, "Collaborative Learning: Group Work and Study Teams" from *Tools for Teaching* (San Francisco: Jossey-Bass, 1993)  
Larry K. Michaelsen, L. Dee Fink, and Arletta Knight, "Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development."

#### ASSIGNMENTS:

Prepare a second draft of your course syllabus. This time include readings. You do not have to provide the exact page numbers, but you should indicate whether the materials will be available for purchase, on reserve, or in a course reader.

Pick two active learning techniques that you think might be appropriate for the course that you are developing. from Mel Silberman's *Active Learning; 100 Strategies to Teach Any Subject* – one each from the sections "How to Get Students Active from the Start" (pp.32-66) and "How to Help Students Acquire Knowledge, Skills, and Attitudes . . . Actively" (pp.67-

155) Give the name and number of the technique and describe in a paragraph or two how you might adapt it to the course material you will be teaching.

## Week 12: April 6 -- TEACHING BASIC SKILLS AND CRITICAL THINKING

### READINGS:

- McKeachie et al, *Teaching Tips*, Chapter 13 ("Teaching Students to Learn Through Writing"), Chapter 23 ("Teaching Students to Learn"), and Chapter 24 ("Teaching Thinking")
- Robert F Berkhofer, Jr., "Demystifying Historical Authority: Critical Textual Analysis in the Classroom," *Perspectives* (February 1988). Reprinted in Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today* (Long Beach, California: California State University Press, 1993, pp.21-27.
- Michael Robertson, "Writing and Responding" in Mimi Schwartz, ed., *Writer's Craft, Teacher's Art: Teaching What We Know* (Portsmouth, N.H.: Boynton/Cook Publishers, 1991), pp. 115-124.
- Joan Middendorf and David Pace, "Decoding the disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking" and David Pace, "Deconstructing the Disciplines: An Example of the Process" in David Pace and Joan Middendorf, eds., *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking (New Directions in Teaching and Learning, Vol. 98 (Fall 2004), pp.1-21. [You need not evaluate these articles in your journal.]*
- Robert B. Bain, "Into the Breach: Using Research and Theory to Shape History Instruction" in Peter N. Stearns, Peter Seixas, and Sam Weinburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000), pp.331-352.
- Charles A. Perfetti, M. Anne Britt, Jean-François Rouet, Mara C. Georgi, and Robert A. Mason, "How Students Use Texts to Learn and Reason about Historical Uncertainty," Mario Carretero and James F. Voss, eds., *Cognitive and Instructional Processes in History and the Social Sciences* (Hillsdale, N.J.: 1994), pp.257-283.
- Gregor Novak, "How to Do Well in This Class," *Quick Hits*, p. 4.
- Erwin Boschmann, "Readiness Profile," *Quick Hits*, pp. 34-39
- Sharon Hamilton, "Collaborating on Defining Good Writing," *Quick Hits*, pp. 71-72.

### ASSIGNMENT:

Compose a one-page essay in which you discuss the skills needed for students to do well in your course. If you intend to make the teaching of some of these skills a part of your teaching strategy, explain how you would go about it. If not, be as precise as possible concerning the types of operations you expect the students to be able to perform when they come

into the course.

Week 13: April 13 -- STUDENTS PRIOR CONCEPTIONS OF HISTORY AND THE USE OF TECHNOLOGY

Linda S. Levstik, "Articulating the Silences: Teachers' and Adolescents' Conceptions of Historical Significance," in Peter N. Stearns, Peter Seixas, and Sam Weinburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000), pp.284-305.

Sam Wineburg, "Making (Historical) Sense in the New Millennium," *Historical Thinking and Other Unnatural Acts* (Philadelphia: Temple University Press, 2001), pp.232-255.

McKeachie et al, *Teaching Tips*, Chapter 17 ("Technology and Teaching")  
Robert J. Menges, "Teaching in the Age of Electronic Information"

Part IV  
CAREER DEVELOPMENT

Week 14: April 20 - EVALUATION OF TEACHING, THE DEVELOPMENT OF A PHILOSOPHY OF TEACHING, AND THE FORMATION OF CAREER STRATEGIES

(Improving teaching over time, using teaching to gain and maintain employment, the institutional framework of a teaching career)

READINGS I: New Visions of Academia and of Scholarship

McKeachie et al, *Teaching Tips*, Chapter 27

R. Eugene Rice, "Making a Place for the New American Scholar," AAHE Working Paper 1996, pp. 1-17 (Entire article recommended)

Pat Hutchings and Lee Shulman "The Scholarship of Teaching: New Elaborations, New Developments," *Change* (Sep/Oct 99), pp. 11-15  
<http://proquest.umi.com/pqdlink?index=20&did=45115705&SrchMode=3&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1113855832&clientId=12010&aid=1>

Lee S. Shulman, "Teaching as Community Property: Putting an End to Pedagogical Solitude," *Change* (Nov./Dec. 1993), pp.6-7  
<http://proquest.umi.com/pqdlink?PMID=24736&TS=1113854853&SrchMode=3&SrtM=0&PCID=147253&VType=PQD&VInst=PROD&aid=1&clientId=12010&RQT=572&VName=PQD&firstIndex=20>

Palmer J. Parker, *The Courage to Teach; Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass, 1998), pp. 1-16.

READINGS II: Maneuvering in Academia, New or Old:

McKeachie, *Teaching Tips*, Chapter 1

Marcia Ann Pulich, "Better Use of Student Evaluations for Teaching Effectiveness," *Improving College Teaching and Learning*, Vol. 32, No. 2, pp. 91-94.

Peter Seldin, *The Teaching Portfolio*, pp. 1-19, 33-46

Robert Boice, "Quick Starters: New Faculty Who Succeed," *New Directions for Teaching and Learning*, No.48 (Winter 1991), pp. 111-121. (E-Reserve and History Library)

#### ASSIGNMENT:

Find an advertisement for a teaching position to which you might apply, if you were on the job market. [If there are no appropriate positions advertised in your field, create a job description patterned after those listed in the A.H.A. job listings.] Prepare a teaching dossier for that position, including a statement of your interest in and approaches to teaching, your qualifications for fulfilling this particular position, and any supporting materials that you may have. [Please tailor the dossier for the particular position you have chosen or created, and include the advertisement with the dossier.]

Prepare to role play a job interview for the position for which you have prepared the dossier.