

Bowie State University
Department of History and Government
Method Of Teaching History
History 390 3 Credits

Instructor: Dr. E.R. Ozomeyo
Semester: Fall Semester 2010
Email: ozom@mail.com
Class Time: Mo: 7:25-9:55

Office: MLK 0210
Office Hours: MW:12:00- 1:00pm
TuTh: 11:00-2:00pm
Telephone: 301-860-3614

COURSE PREREQUISITES: Students must have successfully passed English 101 to enroll in this class.

COURSE DESCRIPTION: This course focuses on the methods and techniques for the presentation of historical materials, with primary emphasis on the preparations, motivations, and procedures in testing and evaluation as they relate to history. Instruction for this course will be on individual and group basis. History or social science majors seeking certification in the field must take this Course.

REQUIRED TEXTS AND OTHER READING MATERIALS: Martorella, Peter. H. Beal, Candy. M. Bolick, Cheryl. M: Teaching Social Studies in Middle and Secondary Schools. Pearson: Merrill Prentice Hall, Upper Sadd River, NJ. 2005.

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

- (1) Written and Oral Communications:
 - (a) Analyze and discuss critical issues and recurring themes in the discipline.
 - (b) Conduct research and evaluate information using the appropriate methods of the discipline.
- (2) Scientific and Quantitative Reasoning:
 - (a) Analyze and understand the physical the physical and the biological world as they Relate to the historical discipline.
- (3) Critical Analysis and Reasoning:
 - (a) Apply skill in analysis, synthesis, and problem solving.
 - (b) Apply logical reasoning in the examination and resolution of tasks.
- (4) Technological Competency:
 - (a) Create a document using word processing software.
 - (b) Produce a quantitative visual representation of data using mathematical computation software.
 - (c) Construct a presentation using presentation software or

- (d) Manipulate data using a database management system or programming language.
- (5) Information Literacy:
 - (a) Identification of key concept and terms that describe the information needed.
 - (b) Understanding of critical, legal and socioeconomic issues surrounding information and information technology.

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES: WITH CORRESPONDING LEARNING OBJECTIVES.

- (1) Lecture and discussion of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material.
 - (a) To help students' reading and comprehension skills through synthesizing large amounts of information from required reading material. (1&3)
 - (b) To develop historical analysis skills and relate the past to contemporary events. (2&3)
 - (c) To help students develop listening and note taking skills. (5)
- (2) Examinations:
 - (a) To test the retention of historical knowledge. (3)
- (3) Research Project:
 - (a) To assist students in developing a thesis emphasizing critical thoughts with regard to a historical problem or question (2)
 - (b) To assist students in the synthesis of gathered detailed or factual information in a comprehensive and structural fashion. (1)
 - (c) To assist students in the analysis of a historical question or problem. (2)
 - (d) To draw conclusions for the development of individual perspectives and interpretations of historical problems or questions. (3)
- (4) Technological competence and Information literacy.
 - (a) Use the internet to locate materials via BSU online pertaining to course. (4)
 - (b) Use the library software to identify relevant resources for course assignments. (4)
 - (c) Use of library to locate and access information from the university consortium. (4&5)
 - (d) Select appropriate materials for assignments. (4&5)

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on University's blackboard system.

Library Requirements: Students will be required to utilize the holdings of the university's library as well as other repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

To produce a teacher, trained in The Social Sciences, who is capable of dealing with the educational environment in his/her respective school by:

- 1 Being able to teach a variety of students.

- 2 Being able to assume many roles in the classroom.
- 3 Being able to deal with his/her assets and liabilities.
- 4 Being able to deal with the variety of personalities in the classroom.
- 5 Being able to communicate the basic Social Science skills to the teaching candidate's students.
- 6 Being able to use audio-visual equipment and computers to facilitate learning.
- 7 Being able to call upon a reservoir of knowledge available in a teacher developed library.
- 8 Being able to comprehend and use many of the latest innovations in teaching.
- 9 Being able to deal with the variety of expectations of the teacher (that is community expectations, parent expectations and student expectations).

SUGGESTED SUPPLEMENTAL READING

Curriculum Standards for Social Studies: Expectations of Excellence.

National Council For The Social Studies.

National Standards, World History: Exploring Paths to the Present.

National Standard for History: National for History in Schools.

National Standards, United States History: Exploring the American Experience.

National Geography Standards For Life 1994: Geography Education Standards Project.

Kenworthy, Leonard S. Guide to Social Studies Teaching. Belmont, Ca: Wadsworth, Inc.

Curriculum Themes

Academic Scholar

Multicultural and Global Perspectives

Personal and Interpersonal Perspectives

Technological Applications

Corresponding Outcomes or Objectives

Outcomes 1, 2, & all objectives

Outcomes 3, 4, 5 & all objectives

Outcomes 3, 4, 5 & all objectives

Outcomes 1 & 2; Objectives 1 & 2

TEACHING MODES:

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

STUDENTS WITH DISABILITY

Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael Hughes, DSS Coordinator at 301-860-4067.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments.*

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University "prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations." Students

must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or CD players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Examination questions may be short answer/essay, true or false, or multiple choices. There will be two in-class examinations-a midterm and a final. Students are required to research and present a unit outline (specific guidelines to follow) There will be four lesson plans and an in- class teaching assignment. In addition, students will be required to review a book on education of their choice. Homework and discussion questions will be assigned with each lecture topic. Students must complete and turn in all homework at the stipulated time. Optional extra-credit assignment may be assigned during the semester.

COURSE GRADE:

Unit Outline	50
Book Review	50
Lesson Plans (4)	100
Mid-Term Exam	100
Final Exam	100
Teaching Assignment	<u>100</u>
TOTAL	500

GRADE SCALE

450- 500	A
400- 450	B
350- 400	C
300- 350	D
300 and below	

Paper will be evaluated as follows:

1) Statements of thesis (clarity).....	10%
2) Organization & Coherence.....	20%
3) Critical Thinking & Analysis.....	50%
4) Use of references.....	10%
5) Citations' Format.....	10%

Total	100%

TOPICAL OUTLINE:

WEEK 1-3: Introduction. Discussion of syllabus. Perspectives on the Social Studies.
8-30/9-18 The contemporary Social Studies Teacher. Certification. The State of the Social Studies and Citizenship Education.

Readings:

Martorella, Ch.1-3

WEEK 4-8: Developing Reflective, Competent, and Concerned Citizens. Basic Issues
9-20/10-23 in Planning Social Studies Instruction. Organizing Subject Matter into Lessons. Lesson Plans. Engaging Students in Learning Through Small Group, Questions, Role Playing, and Simulations. Grouping Students for Learning. Social Concern in a Globally and Culturally Diverse World.

Readings:

Martorella, Ch.4-8

Mid-term Exam

MID-TERM

WEEK 9-12: Analyzing and Improving Social Studies Teaching and Learning.

10-25/10-30 Using Technology to Enhance Social Studies Instructions.

Adapting Social Studies Instruction to Individual Needs.

Evaluating and Assessing Student Learning.

Readings:

Martorella, Ch.9-12

BOOK REVIEW DUE

WEEK 13-15:

11-22/12-15

TEACHING ASSIGNMENT

WEEK 16:

12-16/12-22

FINAL EXAMINATION

BOOK REVIEW

Book Title:

- 1) Content Analysis: Does not require telling the story.
- 2) Review should focus on the significance of the book.
Reserves the right to not accept material from unexcused absence.

ORAL PRESENTATION

- | | |
|---|-----|
| 1) Content Analysis | 70% |
| 2) Clarity of Presentation and Delivery | 30% |

CLASSROOM DECORUM

- 1) No cell Phones and Music Players in Class.
- 2) Unnecessary Distractions.
- 3) Appropriate Clothing Required At All Times.

CLASS ATTENDANCE

- 1) No Tardiness. Students should be Punctual.
- 2) Class Attendance is Mandatory.
- 3) Two Absences will Disqualify you from earning the points for Attendance.
- 4) A Student may be advised by the Instructor to withdraw from a Course for Excessive Absences. Five or more Hours of Unexcused Absences before the Final Date may result in the Student receiving a Grade of "F" for the course.

Bibliography

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- Van, Sledright. Bruce. In Search of America's Past: Learning to Read History in Elementary School. New York Teacher's College Press, 2002.
- Wagar, W.W. Back to Basics on Global Scale: Alternative Approaches to Teaching World History. Los Angeles, 1981.
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- Winkler, Andrea. Digitized Medieval Manuscripts in the Classroom: A Project in Progress. *In The History Teacher Vol. 35, No.2* (February 2002).
- Williams, Robert Chadwell. The Historians Toolbox: A Students' Guide to the Theory and Craft of History. New York: Armonk. 2003.
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- Zook, Melinda S. Integrating Men's History into Women's History: A Proposition. *In the History Teacher*, 35(3), (May2002).