Course description and objectives

History 692 is designed to provide you with a theoretical base for, as well as practical experience in, teaching history at the college level. In addition, the course is intended to assist you as you consider, seek, and gain employment teaching history at the college level.

Weekly seminars are supplemented with laboratory hours in which you will be assigned by the course instructor to work as an intern for an undergraduate introductory course taught by a History faculty member.

When you leave this course, you will have:

- designed a syllabus for a course you may teach
- gained some practical experience in college teaching

Required reading:

Peter Filene, *The Joy of Teaching* (available at Lyon Books, 121 West Fifth Street, on the downtown Chico Plaza; phone: 891-3338)

Other readings noted below are on Blackboard Learn

Course Schedule

*(Class topics may change, but any change in assignment(s) will be announced)*

Aug 27  
Introduction

Sept 3  
No Class Meeting (Labor Day)

Sept 10  
The Audience
Reading: Filene, chapters 1 & 2
Nathan, “Lessons from My Freshman Year” from *My Freshman Year*, ch. 7 (BV)
“Intellectual Development in College” (BV)
“Knowing, Understanding, Thinking, and Learning How to Learn” (BV)

Sept 17  
Teaching History – and Not Just the Facts, Ma’am
- Discussion of articles by Roy Rosenzweig, Robert Bain, and James Voss & Jennifer Wiley

Sept 24  
A Syllabus: Step One
Filene, chs. 3 & 4
Nash, “The Rhythms of the Semester” (BV)
- Turn in a (rough) draft of a syllabus
  - What’s the course? Key objectives? How will it be organized? Sketch of key topics and readings?
  - What kind of assignments and assessments?

Oct 1  
Lecturing
Filene, ch. 5
Martha Dill, “Effective Lecturing”
- Turn in a written draft of a lecture, reflecting advice from Filene & Dill

Oct 8  
No Class Meeting (You are kindly invited to attend the Cowden Lecture at 7:30 pm in PAC 134.)

Oct 15  
Teaching with technology
- Turn in at least two essay exam questions or four short-response exam questions based on a section of your proposed syllabus. Also turn in ten multiple choice questions that you would include on a quiz or exam. Briefly explain your rationale for the questions (essay, short response, or multiple choice) you create.
Oct 22   Sample Lectures, I
  o  Roughly ½ the class will deliver 15-minute mini-lectures
  o  Everyone will turn in a fully-realized section of a syllabus:
      -- progression (plot), readings, short paper question(s), quiz questions, exam questions

Oct 29   Sample Lectures, II
  o  The other roughly ½ of the class will deliver 15-minute mini-lectures

Nov 5    Reading, Writing & Discussing
        Filene, chs. 6 & 7
  o  Turn in a set of questions you would use to prompt discussion about a particular reading in your syllabus

Nov 12   No Class Meeting (Veterans’ Day)

Nov 19   No Class Meeting (Thanksgiving Break)

Nov 26   Grading and Evaluating
        Filene, ch. 8
  o  Turn in a second lecture

Dec 3    Another lecture, I
  o  Roughly ½ of the class will deliver 15-minute mini-lectures

Dec 10   Another lecture, II
  o  The other roughly ½ of the class will deliver 15-minute mini-lectures

Dec 17   Turn in your Reflection Paper & Your Final Syllabus!

**Attendance and Class Work**
In a seminar the instructor is a coordinator, not a lecturer, and so the success of the course depends largely upon the students. They are expected to read assignments faithfully, and come to class prepared to share their knowledge and to engage in discussion. Perfect attendance is expected. Less than perfect attendance will negatively affect your grade.

You and your fellow students will be assigned to take the lead in discussing the various readings during the semester. More about that in our first class meeting.

**Teaching intern**
You will serve as the teaching intern in an undergraduate History class. The instructor of that class will be your mentor throughout the semester. You are expected to attend each meeting of the class and observe how your mentor conducts it. During the semester you will perform several tasks under the direction of your mentor, including helping to formulate and grade an assignment or exam, conducting at least one class, as well as assisting your mentor in other ways that (s)he might request.

**Journal**
You are required to keep a journal in which you record your observations and reflections upon the work you are doing for this class:

- **Internship**
  o  Consider the strategies used by your teaching mentor for encouraging learning. What works? What doesn’t? Consider why.
  o  Also reflect upon the duties assigned by your mentor. What are you learning about evaluating student work, creating exams, etc.?
  o  Think about any sage advice you receive from your mentor.
  o  Be honest, but take care not to make your observations merely a series of gripes!

- **Readings**
  o  What do you think about the ideas and perspectives offered in the readings? How are they shaping how you think about the syllabus you are designing?
Other points arising from discussions (inside or outside of class) about teaching

Write at least 350 words for each week. Record each entry on a separate, numbered page, with your name and the date on it. Entries may be handwritten, but be certain that they are legible. Do not bother to “polish” them; they are not intended to be finished products.

Keep your journal in a loose-leaf binder and bring it to class each week. At every class meeting I’ll collect your journal entries from the preceding week (and return them the following one). You will be given one second chance if you fail to turn in journal entries. You will receive full credit for maintaining a journal, although journal entries themselves will not be graded. Failure to keep a complete journal consistent with these instructions will result in a score of 0 on this assignment.

Reflection Paper
At semester’s end, you’ll write a reflection paper based on your teaching and learning experiences related to this class. Put the semester into perspective by considering questions such as: What have been the most important lessons you’ve learned? What’s been most surprising, frustrating, joyful? (Your journal is an excellent source for this paper!) This paper should be 3-5 pages, typed and double-spaced, 12-point type. It’s due on December 17 (the Monday of Finals Week) to the History Department office by 5:00 pm.

Grades
Teaching Internship 20% (this portion of your grade will be determined by your mentor)
Reflection Paper 10%
Journal 10%
Lecture Deliveries 10%
Final Syllabus 20%
Participation/Assignments 30%

Written Assignments include:
  o Sketch of syllabus
  o Lecture draft #1
  o Exam Question(s)
  o Fuller detail on syllabus (or section of a syllabus)
  o Reading discussion questions
  o Lecture draft #2

Some Useful Teaching Resources:

Also see the annotated bibliography in Filene, pp. 145-156.