

HST 700 - Fall 2018

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# Teaching Practicum

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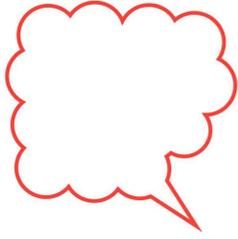
Dr. Brittany Fremion

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## Course Description

This course explores the scholarship on pedagogy, theories of learning, and course conceptualization to introduce graduate students to teaching at the college level. We will explore teaching strategies, concepts, and exercises practiced by professional historians and academics in college classrooms, building upon your knowledge of history and historical methodology. You will be challenged to synthesize and explain different kinds of evidence used by historians and to evaluate, analyze, and select appropriate materials for a course syllabus on a topic of your choice. You will leave this class with a teaching portfolio that demonstrates your dedication to professional development, knowledge of helpful resources, a teaching philosophy, and a sample syllabus, assignment(s), and instructional plan.

## Learning Outcomes

Upon completion of this course, students will be able to:

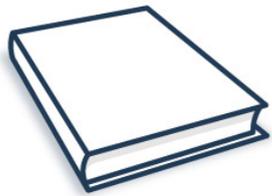
- Articulate a workable definition of history;
- Explain the broad theories or patterns of history;
- Identify and explain the various kinds of evidence that historians use and their reliability;
- Compare and contrast the main pedagogical and theoretical approaches adopted in university classrooms;
- Assess and discuss how instructors prepare for and present course materials;
- Evaluate and select appropriate materials for a survey-level history course;
- Identify and explain a teaching philosophy; and
- Design a syllabus including student-centered objectives, methods of assessment, teaching strategies, course materials, and calendar of classes.



## Course Texts

Please purchase the following books for class. Additional readings are noted in the calendar of classes and accessible either by hyperlink or BlackBoard.

1. Ken Bain, *What the Best College Teachers Do*
2. John Bean, *Engaging Ideas, 2nd edition*
3. Jay McTighe and Grant Wiggins, *Understanding by Design*
4. Sam Wineburg, *Historical Thinking and Other Unnatural Acts*



## Resources

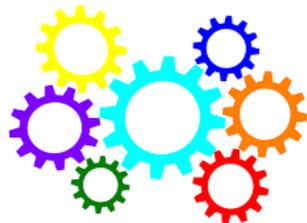
Blackboard (BB): This course uses Blackboard, a virtual learning program and course management system. I will upload grades, assignment handouts, reading materials, as well as important resources to the course site. If you have questions or have never used BB, please let the instructor know.

Sample Materials: This semester, your instructor will build a “syllabus bank,” obtain examples of teaching philosophies, and find sample course projects/ assignment handouts for your reference. There are also valuable digital resources that are accessible for free. These materials will be compiled and made available on the course BB site.

CETL: The Center for Excellence in Teaching and Learning provides faculty and graduate students with information and support to improve teaching and learning at CMU. They host a variety of events, workshops, and webinars, as well as maintain online resources (check out their webpage [here](#)), which will be valuable to your growth as instructors. CETL is located in Park Library, Office 413.

## Get/Stay Connected!

Flyers for special events are included at the end of this syllabus. I encourage you to attend as many as you may find helpful throughout the course of the semester —and academic year. They will also help you to grow your CVs and demonstrate your commitment to ongoing professional development. Moreover, many may provide valuable insight into topics we are only able to briefly address in this class.



# Calendar of Classes

\*subject to change; alterations announced in class/digitally via email/BlackBoard (BB)

Week: Topic	Themes/Disussion Prompts	Materials/Assignments
Week 1 (8/27): Teaching History	What are we doing here?: What is the purpose of higher education? Why teach/take history classes?	<ul style="list-style-type: none"> <li>• Course Syllabus and Resources</li> </ul>
Week 2 (9/3): No Class (Labor Day)		<ul style="list-style-type: none"> <li>• Contact instructors for observation assignment by the end of the week</li> </ul>
Week 3 (9/10): Historical Thinking	What should be taught/learned in a history class?	<ul style="list-style-type: none"> <li>• Assignment 1 Due</li> <li>• Prep: Wineburg, <i>Historical Thinking and Other Unnatural Acts</i></li> <li>• Prep: Loewen, <i>Lies My Teacher Told Me</i> (excerpts on BB)</li> <li>• Prep: Thomas Andrews and Flannery Burke, “<a href="#">What does it mean to think historically?</a>” <i>Perspectives</i> (January 1, 2007)</li> <li>• Prep: Andrew H. Lee, “<a href="#">Classroom Goals: Teaching Historical Thinking through Soccer</a>” <i>Perspectives</i> (July 5, 2018)</li> </ul>
Week 4 (9/17): No Class - Teaching Observations	Teaching Observations	<ul style="list-style-type: none"> <li>• Attend class(es) of choice, with instructor approval</li> <li>• Use Framework for Observation(s)</li> </ul>
Week 5 (9/24): No Class - Teaching Observations	Teaching Observations	<ul style="list-style-type: none"> <li>• Attend class(es) of choice, with instructor approval</li> <li>• Use Framework for Observation(s)</li> </ul>
Week 6 (10/1): Teaching Observations: Non-/Majors, Teaching Styles, and Transferable Skills	Guest Presentation: Dr. Stefanie Lassitter (CETL) Meet at CETL Office in Park at 6:45 pm Observation Discussion	<ul style="list-style-type: none"> <li>• Assignment 2 Due</li> <li>• Prep: Bain, <i>What the Best College Teachers Do</i></li> <li>• Prep: Strauss, Valerie, “<a href="#">How to teach history (and how not to)</a>” <i>Washington Post</i> (May 16, 2013)</li> <li>• Prep: Steven Mintz, “<a href="#">Reimagining the History Survey Course</a>” <i>Perspectives</i> (April 23, 2018)</li> </ul>
Week 7 (10/8): Diversity in the Classroom	Guest Presentation: Lynne L’Hommedieu (SDS) Universal Design, Student Disability Services, and Students with Disabilities at CMU	<ul style="list-style-type: none"> <li>• Assignment 3 Due</li> <li>• Prep: Bean, <i>Engaging Ideas</i></li> <li>• Prep: CAST, “<a href="#">Universal Design for Learning Guidelines</a>” (2018)</li> <li>• Prep: Sheryl Burgstahler, “<a href="#">Universal Design of Instruction: Definition, Principles, Guidelines, and Examples</a>” (brochure, 2015)</li> </ul>
Week 8 (10/15): Diversity of the Classroom	Guest Presentation: Dr. Steven Gorsich (CSE) Team-Based Learning Meet in BIO 1015 at 6:30 pm	<ul style="list-style-type: none"> <li>• Assignment 4 Due</li> <li>• Prep: McTighe and Wiggins, <i>Understanding by Design</i></li> <li>• Tai, Emily Sohmer, “<a href="#">Teaching History at a Community College,</a>” <i>Perspectives</i> (2004)</li> </ul>
Week 9 (10/22): Students as Learners/Theories of Learning	Guest Presentation: Dr. Jonathan Truitt (HST) Game-Based Learning/Active Learning Methods	<ul style="list-style-type: none"> <li>• Assignment 5.1 Due (Review resources on BB)</li> <li>• Prep: James Lang, <i>Small Teaching: Everyday Lessons from the Science of Learning</i> (library e-book)</li> </ul>

# Calendar of Classes

\*subject to change; alterations announced in class/digitally via email/BlackBoard (BB)

Week: Topic	Themes/Disussion Prompts	Materials/Assignments
Week 10 (10/29): On the Job: The Work-Life Balance	What is the work-life balance? What strategies can instructors employ to work toward achieving a balance—or good self-care?	<ul style="list-style-type: none"> <li>Prep: James Lang, <i>Life on the Tenure Track: Lessons from the First Year</i> (library e-book)</li> </ul>
Week 11 (11/5): Teaching Philosophies	<p>What kind of teacher do you aspire to be? Who are your role models and why?</p> <p>Guest Presentation: Troy Hicks (ENG) WI, Grading, and Rubric Workshop</p>	<ul style="list-style-type: none"> <li>Assignment 5.2 Due (send to academic advisor for feedback)</li> </ul>
Week 12 (11/12): Course Conceptualization—Nuts and Bolts	<p>What class will be your “bread and butter?”</p> <p>How will you teach? What will you teach? Why?</p>	<ul style="list-style-type: none"> <li>Prep: James Lang, <i>On Course</i> (excerpts on BB)</li> <li>Work on TP and Syllabus (review resources on BB)</li> </ul>
Week 13 (11/19): Life in Academia	<p>Guest Presentation: Dale Moler (new CMU PhD)</p> <p>Experiences as a CMU graduate instructor and student, adjunct faculty member, and life on the job market—in a nutshell.</p>	<ul style="list-style-type: none"> <li>Work on Syllabus</li> </ul>
Week 14 (11/26): Syllabus Peer Review	<p>Meet at Ponder Coffee Company (Campus) at 6:30 for peer review of draft syllabi. Please bring a hard copy of your syllabus.</p>	<ul style="list-style-type: none"> <li>Draft Syllabus Due</li> </ul>
Week 15 (12/3): No Class	<p>Dr. Fremion is available to review and/or discuss syllabi or TPs prior to the final deadline</p>	<ul style="list-style-type: none"> <li>Work on Revising Syllabus and TP</li> </ul>
Week 16 (12/10): Final Class Meeting		<ul style="list-style-type: none"> <li>Assignments 5.3 (TP) and 6 (Syllabus) Due by 5:00 pm Wednesday</li> </ul>

## Grading Scale

This course is worth 200 points total:

200 - 180 points =	A/A-
179 - 160 points =	B+/B/B-
159 - 140 points =	C+/C/C-
139 - 120 points =	D+/D/D-
119 - 0 points =	E

Points are distributed accordingly:

Participation	50 points/25%
Assignment 1	10 points/5%
Assignment 2	30 points/15%
Assignment 3	10 points/5%
Assignment 4	10 points/5%
Assignment 5	30 points/15%
Assignment 6	60 points/30%

## Assignment Overview

### **Assignment 1: Learning Outcomes (10 points)**

For this assignment you will write specific learning outcomes for a college course of your choice (existing or not). Please submit:

1. A statement of each learning outcome (what do you want students to learn?).
2. A brief description of how you would evaluate whether students have met the learning objectives (if they've learned what you intended them to learn).
3. A brief description of how you would teach toward each student learning outcome. In other words, what would you do to help students learn?

#### Tips:

- Focus on two to three learning outcomes that are truly important for your students.
- Remember Bloom's Taxonomy. Focus on outcomes that deal with learning above and beyond fundamental memorization or observation, or basic awareness.
- State outcomes as *learning objectives* or *learning promises*—describe what the students are going to learn, not what you're going to teach.

### **Assignment 2: Observations (30 points/15 each)**

You can learn a great deal about effective teaching from watching others. This assignment offers you the opportunity to observe two (2) class sessions taught by two (2) different instructors. Your objective for the observation experience is to focus on what is happening in a “live” instructional situation and to think about why things might have unfolded as they did. I am not asking you to rate the instructor's teaching; rather, you should learn from the experience of observing other instructors. Approach the observations with a clear purpose of your own, using the Observation Framework Handout (on BB).

For one of the observations, contact one of the instructors on the list below and ask to attend his/her class. You should also ask for some context about the course: who are the students, what is the class, does the instructor favor a particular teaching strategy, should you prepare any materials to attend and/or participate?

- Dr. Kirsten Weber, COM 361 (T/Th 9:30, 11, 12:30)
- Dr. Steve Gorsich, BIO 211 (MWF 9:00, 2:00)
- Dr. Holly Hoffman, HDF 100 (T/Th 8:00 am)
- Dr. Doug Lapp, MTH 132 (M/W 10:00 am)
- Dr. Tom Kozal, HSC 106(?) (M 2:00 pm)

For the other observation, you are responsible for identifying an instructor in the Department of History and making arrangements with him/her to attend a class. You should again ask about course context.

#### Guidelines:

1. This is an open-ended paper (no page requirement) that explains what you learned from your observations. I am especially interested in knowing how you might use what you have learned to help you as an instructor.
2. Please do not identify the instructors in your paper.

### **Assignment 3: Assessing Learning (10 points)**

Design three (3) different kinds of evaluation strategies for the learning outcomes you identified in assignment one (if you prefer, you may develop new learning outcomes for this assignment). Because you must design three different methods of assessment, you should consider a variety of content areas or topics in your field, and how they might represent different courses or teaching situations.

Be imaginative. You may include in-class assignments, complex projects, one-on-one activities, group projects, tests, games—whatever you believe would be effective.

Tip: Your means of evaluation may or may not include a grade.

Your assignment must include:

1. A statement for the learning outcome(s)/learning objective(s) you intend to assess.
2. A description of each evaluation activity.  
Describe: a) what you expect students to do and b) what you will do to determine whether they have met expectations.  
a. Note: If you propose a test, you should include examples of questions you intend to ask.
3. A brief explanation of how the evaluation strategies are appropriate for the learning outcome(s) you identified.
4. An answer/response key/rubric for correct/acceptable student feedback. State, describe, or outline criteria you would use to evaluate their learning.

#### **Assignment 4: Instructional Strategy (10 points)**

In assignments 1 and 3 you developed specific learning outcomes and methods of assessment. For this assignment, you will develop a plan for how you would help students meet a stated learning objective through instruction. If you were to choose a lecture as an instructional strategy, for instance, you would need to plan the lecture and explain how and why you have chosen the topic or content, as well as identify the materials and time you would need to prepare.

Your assignment should include:

1. A statement of the student learning outcome(s).
2. A brief statement of how you would evaluate whether students have met the learning objective (e.g. final project, exam, group activity).
3. A detailed description of the instructional strategy/ies you would use, including:
  - a. what you would do to prepare for instruction,
  - b. what you, the instructor, would do during instruction, and
  - c. what you expect students to do during (and maybe preceding/following) the instruction.
4. Finally, your rationale for selecting this particular instructional strategy. Consider how the strategy will help your students meet the learning objectives as well as how it relates to the evaluation method. You may also have personal reasons for choosing a particular strategy—don't hesitate to mention them.

#### **Assignment 5: Personal Teaching Philosophy (30 points)**

For this assignment, you will write your own teaching philosophy. The philosophy should reflect your viewpoint and basic theories about learning and teaching. You may certainly borrow and adapt ideas from others, but be sure to provide proper attribution.

This is a layered assignment, with three deadlines:

1. You will begin with an introspective teaching philosophy. Describe in detail the general ideas and concepts you want to include. At this stage, it's better to include more ideas than fewer—don't limit yourself. There is no page requirement for a personal teaching philosophy; rather, I expect that you will carefully consider and take pride in it. Your draft philosophy will be submitted for early feedback on 10/22.
2. The second version of the philosophy is prepared for review and feedback by your academic advisor. This version should be more polished—something you could potentially share as part of an application. \*If your advisor is unable to provide feedback, please ask your instructor for guidance. You should supply your mentor with a copy of your teaching philosophy no later than 11/5.
3. The final version is prepared for your instructor and is due during finals week.

#### **Assignment 6: Syllabus (60 points)**

You will create a course syllabus in this class—a full syllabus, including description, objectives/outcomes, assigned materials/texts, grading scale and assignments, course policies, and a calendar of classes.

There are several deadlines for this project noted in the calendar of classes and outlined below:

1. A complete draft of your syllabus is due 11/26.
2. There may be mini-conferences with your instructor, peers, or faculty who regularly teach the course, wherein you will gather additional feedback and guidance.
3. You may be asked to present/share your syllabus with the class.
4. The final syllabus is due during finals week.

Resource: See CMU's [Syllabus Development Guide](#)

## Course & University Policies

Attendance/Participation: This class requires active participation. Attending class and nodding appropriately will not cut it. The idea behind the class is to develop an understanding of what it takes to teach at the college level. To accomplish this, you will be discussing assigned reading material, participating in class activities, engaging with guest speakers, and collaborating with your classmates. Attendance will be factored into your participation grade. Frequent absences, late arrivals, and early departures will adversely affect your grade. Any changes to the syllabus will also be announced in class/BB. There are no class notes available. Students are individually responsible for everything that transpires in class. That said, life happens. Notify the instructor if you need to miss a class—communication, early and often, is important to your success in this class and beyond.

Late Assignments: Assignments are late if submitted after the start of class on the due date and docked 1/2 letter grade each day after the deadline has lapsed. Assignments submitted more than 10 days late are worth zero.

Statement on Assignments: Students must complete all assignments for this class in order to earn a grade, unless alternative arrangements have been made with the instructor prior to noted deadlines.

Course Changes: The instructor reserves the right to make changes to the class outline and syllabus policies, as needed.

Academic Integrity and Dishonesty: Please refer to CMU's policy [here](#).

ADA: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library), and then contact the professor as soon as possible.