Hist 978:
Teaching College: An Introduction to Undergraduate Pedagogy

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Office Hours: Fridays 9:30-11

Embracing the art of teaching as one of the key skills of a good historian, and acknowledging that the desire to teach is one of the main motivations for graduate study, this new two-credit course aims to translate passion for history and humanities education into practical skills for classroom success.

This 2-credit course has three main goals:

1. **Give students practical readiness for teaching while in graduate school**
   We will explore how to run discussion sections to maximize positive impact on student learning, create meaningful leaning experiences for all students, grade effectively, fairly, and efficiently while minimizing time commitments and frustrations. This course should lessen the burden of graduate student teaching by helping students learn how to preemptively avoid problems and enable undergraduate success.

2. **Apply research on student learning to the teaching of history**
   Learning and teaching are the subject of a substantive and successful body of research. Much of the research on how people learn can be leveraged to create far more effective practices for teaching history. We will study the results of research on learning and discuss how it may be applied to the project of teaching history.

3. **Prepare effectively for the challenges of teaching contemporary undergraduates**
   We need to be able to teach all the students who come to us for education. In general, today’s college students have not been taught research or writing in high school. Their high school education generally as focused on exam preparation, with little or no attention on critical thinking, writing, or to how to transfer skills and knowledge to different contexts. Contemporary undergraduates enter the classroom with a wide variety of preparation levels and prior experiences. We will develop techniques for reaching all students where they are and helping them develop as historians and thinkers.
## Class Activities & Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Related readings</th>
<th>Due</th>
<th>% of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussion</td>
<td>See class schedule</td>
<td>Ongoing</td>
<td>30%</td>
</tr>
<tr>
<td>Write a ‘description of learning goals’ for a course</td>
<td>Ambrose, complete</td>
<td>Week 11</td>
<td>10%</td>
</tr>
<tr>
<td>Develop a set of course assignments, based on a plan for the integration of component skills</td>
<td>Ambrose, chapters 4, 5, 7</td>
<td>Week 12</td>
<td>10%</td>
</tr>
<tr>
<td>Write a set of assessment rubrics for writing assignments</td>
<td>Bean Chapters 14, 15 &amp; 16, Ambrose chapter 7 &amp; Appendix C &amp; D;</td>
<td>Week 13</td>
<td>10%</td>
</tr>
<tr>
<td>Write a statement of teaching philosophy</td>
<td>All</td>
<td>Week 15</td>
<td>10%</td>
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### Additional Activities -- Choose any 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Related readings</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a summary of any of the works of education research cited in our common readings.</td>
<td>As desired</td>
<td>10% each; choose any 3</td>
</tr>
<tr>
<td>Write a discussion participation rubric</td>
<td>Bean Chapters 14, 15 &amp; 16, Ambrose Appendix C &amp; D</td>
<td>Week 13</td>
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<tr>
<td>Write a set of syllabus ground-rules for classroom conduct</td>
<td>Ambrose Chapter 1 &amp; 6; Barkley 110-126</td>
<td>Week 2</td>
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<tr>
<td>Write an ‘exam wrapper’</td>
<td>Ambrose 251-254</td>
<td>As desired</td>
</tr>
<tr>
<td>Lead 20 minute discussion in a section</td>
<td>Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362</td>
<td>As desired</td>
</tr>
<tr>
<td>Present a lecture in an undergraduate class</td>
<td>Ambrose, Bean 1-14, 149-160; Barkley 16-38, 94-109, 149-362</td>
<td>As desired</td>
</tr>
<tr>
<td>Attend two lectures by different history faculty</td>
<td></td>
<td>As desired</td>
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### Assessment

Class Participation 30%

Four Common Required Activities: 10% each (40% total)

Three Additional Activities: 10% each (30% total)
Common Readings


Schedule of Topics, Readings, and Assignments

1/23 Week 1: An Inclusive Classroom of Excellence

1/30 Week 2: Prior Knowledge & Student Development
Ambrose Chapter 1 & 2

2/7 Week 3: Student Motivation
Ambrose Chapter 3; Barkley pages 3-15, 79-93

2/13 Week 4: What happens in learning Ambrose Chapters 4 & 5

2/20 Week 5: Rubrics, Feed-back & Assessment & Lecturing on Writing
Bean Chapters 14, 15 & 16, Ambrose Appendix C & D

2/27 Week 6: Active Learning; Component Skills and Integration of Skills in History
Ambrose chapter 7, Bean 1-14, 149-160; Barkley 16-38, 94-109 Bring sample rubrics to discuss in class

3/6 Week 7: Student Engagement
Barkley 149-362 (select relevant examples) Due: Syllabus ground-rules

3/13 Week 8: Lecturing for effective learning
http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf
3/20 Week 9: Teaching critical thinking & research in discussion; Learning goals for seminars; scaffolding for large research papers Bean 183-210, 224-263

3/27 Week 10: Classroom Climate
   Ambrose Chapter 6; Barkley 110-126

4/10 Week 11: Identity and Authority in the classroom
   https://www.ted.com/speakers/amy_cuddy
   **Due:** Description of learning goals

4/17 Week 12: Helping Students Read Difficult texts
   Bean 161-182
   **Due:** Assignments, with plan for integration of component skills

4/24 Week 13: Publishing Advice
   **Due:** Assessment rubrics for participation & writing assignments

5/1 Week 14: Course Evaluations and getting effective feedback

5/8 Week 15: Discussion of Teaching Philosophy statements
   **Due:** Statement of teaching philosophy