**Teaching College History 5980.001**

**Spring 2025**

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Office Location: Wooten Hall 231A

Office Hours: Tuesdays and Thursdays 10:30 a.m. – 12:00 p.m.

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**Course Description:**

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. This course is designed to help facilitate these processes.

**Course Mission and Goals:**

At the core of this course are two notions, which are assumed to be self-evident:

* Effective teaching is as crucial to the career development of most historians as research skills.
* 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, and/or a truncated career.

**Learning Objectives:**

* Students will experience an atmosphere in which educational theory are freely discussed.
* Students will explore current scholarship on teaching and learning history and theory.
* Students will develop an understanding of cognitive and affective factors which may affect the learning of undergraduates.
* Students will consider alternatives to traditional lecture teaching approaches.
* Students will develop their own individual educational philosophies and teaching styles.
* Students will examine online and traditional course design.
* Students will explore strategies on how to partner with University Support Services in order to encourage student success.
* Students will compare and contrast the concept of academic freedom, academic duty, and shared governance.
* Students will examine the role of equity and diversity in higher education.
* Students will examine the various assessment methods conducted at the instructor and departmental level.
* Students will cultivate an ability to develop and share teaching strategies which will be of assistance in obtaining a teaching job.

**Required Texts:**

Derek Bok. Higher Expectations. Princeton University Press, 2022. **ISBN: 978-0691206615**

James M. Lang. Small Teaching: Everyday Lessons from the Science of Learning. Jossey-Bass, 2nd edition, 2021. **ISBN: 978-1119755548**

Therese Huston, Therese. Teaching What You Don’t Know. Harvard University Press, 2012. **ISBN: 978-0674066175**

David Vaught. Teaching the BIG Class: Advice from a History Colleague. Bedford/St. Martin’s Press, 2011. **ISBN-13: 978-0312571450**

Julia Miller Vick Jennifer Furlong, and Rosanne Luric. The Academic Job Search Handbook. University pf Pennsylvania Press, 2016. **ISBN: 978-0812223408**

**Attendance:**

Regular attendance allows you to follow the content and context of the assigned material as well as helping you develop teaching techniques to employ in your future courses. Regular attendance also demonstratesthat you have made an effort in the class, something that is taken into consideration at the end of the semester, especially for those with a borderline average. No one will be penalized for poor attendance, but the infrequent classroom visitor should not count on any special consideration at grade time.

**Observation of Religious Holy Days:**

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know.

**Disability Statement:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.  The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources>.

**Recording Policy:**

* Anyone enrolled in the class may make audio recording of my lectures for their own personal use in studying for the course. **However, taking images of either the professor or students are prohibited.**
* **Absolutely no recordings of any kind (images, video, audio, or otherwise) of the class or my lectures may be posted online for any reason. Among other things, this is a potential violation of the Federal Family Educational Rights and Privacy Act (FERPA).**

**Course Assignments:**

**1. Educational Philosophy**

What do you think about the profession of teaching? How will you engage all students? What do teachers do to meet students where they are? These are just some of the questions to answer in designing your educational philosophy. I will distribute my educational philosophy for a reference example.

**2. Sample Syllabus - The Plan for a Course that You are Prepared to Teach**

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, such as weekly reading assignments and a clear indication of what type of exams or papers will be used. Think of this document as a contract – it should be what you expect from them and what they expect from you.

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.

**3. Classroom Observations**

You will answer a series of reflective questions and evaluate the classes you attend, discussing the positive and negative aspects of the methods being used, and relating what you have observed to materials 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. An observation rubric will be provided to you for your assistance. Through email or in person you will need to inquiry about your selected professors educational philosophy and how they incorporate it in their teaching techniques. A list of cooperative professors will be provided. You must choose two professors to observe and interview.

**Below are the volunteer instructors:**

Dr. Harold Tanner Dr. Zoe Ortiz

Dr. Diana Reinhard Dr. Joshua Lopez

Dr. David Galindo Dr. Sandra Mendiola Garcia

Dr. Wes Phelps Dr. Manuel Grajales

Dr. Andrew Torget Dr. Jakob Burnham

Dr. Walt Roberts

**4. Lesson Plan, Objectives, and Assessments**

Each student will create a lesson plan for one specific lecture topic and list the lesson’s objectives according to Bloom’s taxonomy as well as define a method for assessing the lesson. A lesson plan template is loaded to blackboard and examples will be provided in order to pattern your submissions.

**5. Application Packet**

Students will select a faculty/academic position from the Chronicle of Higher Education to which they will “apply.” The application process will include preparing a curriculum vitae, cover letter of application, and college abstract. An effective cover letter that concisely conveys the basis for interest in the position, summarizes recent research and a projected research agenda, details teaching interests and experiences and specifically addresses how one’s research and teaching experience and expertise are a good match for the position. The Academic Job Search Handbook will aid you in this assignment.

**5. Lesson Plan Presentation and Reflection**

Students will prepare and deliver a **25 minute presentation** (30 min max) of all aspects of your lesson plan. There will be a brief question and answer follow-up after your presentation. After your presentation you will write a self reflection according to some directed questions that will be provided.

**Grading:**

Educational Philosophy – 100 points

Sample Syllabus – 100 points

Class Observation – 100 points

Sample Lesson Plan – 100 points

Application Packet – Vitae, Cover Letter, College Abstract – 300 points

Lesson Plan Presentation – 100 points

Reflection – 100 points

Book Discussions and Class Participation – 100 points

**Total Possible Points – 1000 possible points**

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**Course Schedule:**

This is an outline of our schedule with the corresponding readings for each lecture. This schedule can be amended at any time.

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| January 14, 2025 | Introduction and syllabus |  |
| January 16,2025 | Professoriate and Educational Philosophy | **Educational Philosophy Due on Tuesday Jan. 21, 2025 at 11:59 p.m.**  Read articles in module 2 that are posted to the module for this week’s discussion |
| January 21-23 2025 | Curriculum, Syllabi and Crafting a Lesson    What do they mean by Academic Freedom and Duty? | Read articles in module 3 that are posted to the module for this week’s discussion. |
| January 28, 2025 | Can Colleges Teach What Student need to Know in the 21st Century? | **Book Discussion – Bok – Higher Expectations – Jan. 28th**  **Syllabus due on February 13, 2024 at 11:59 p.m.** |
| **January 30, 2025** | **NO CLASS – OUT OF TOWN** |  |
| February 4, 2025 | Experiential Teaching Based Learning – what is it really? |  |
| **February 11, 2025** | **Effect of AI on Higher Education**  **Dr. Kerry Goldman**  **Dr. Toniann Trevino** |  |
| February 13, 2025 | Discussion on Classroom Observations | **Classroom Observation Reflection Due on Feb. 13th** |
| **February 18, 2025** | **ODA – How can we help ALL our students?**  **Devin Axtman**  **ODA Student Services**  **Coordinator** |  |
| February 20, 2025 | Teaching Outside of our Comfort Zone | **Book Discussion - Huston – Teaching What You Don’t Know – Feb. 20th** |
| February 25, 2024 | Online Teaching, Rubrics and Assessment. Is Writing Necessary? Why does Assessment Matter? |  |
| **February 27, 2025** | **Online Course Design**  **Kathleen Harris**  **Instruction Design Consultant**  **UNT CLEAR** |  |
| March 4, 2025 | What is “Small Teaching” | **Book Discussion – Lang Small Teaching – March 4th** |
| March 6, 2025 |  | **NO CLASS** |
| **March 10-14, 2025** | **SPRING BREAK** |  |
| March 18, 2025 | Primary Sources | **Primary Source List due March 18th at 11:59 p.m.** |
| March 20, 2025 | Presentation – 1 | **Lesson and Assessment Plan are due the day that we discuss your plan.**  **Bring copies of your lesson plan for each member of the class. Application Packet Due the Day you present in class.** |
| March 25, 2025 | Presentations -2 |  |
| March 27, 2025 | Presentations - 3 |  |
| April 1, 2025 | Presentations - 4 |  |
| April 3, 2025 | Presentations - 5 |  |
| April 8, 2025 | Presentations - 6 |  |
| April 10, 2025 | Presentations - 7 |  |
| April 15, 2025 | Presentations - 8 |  |
| April 17, 2025 | Presentations - 9 |  |
| April 22, 2025 | Presentations - 10 |  |
| April 24, 2025 | Presentations - 11 |  |
| April 29, 2025 | Presentations -12 | **All Reflections Due on May 1, 2023 at 11:59 p.m.** |