

HIST 4600
Student Teaching Internship & Reflection in History & Social Studies
Spring 2019

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Hours: Monday, 12:30-2:30, Tuesday 12:30-2:00

Course Description: This course is tied to your 60-day (12 weeks, minimum) student teaching internship in a local public school. You will teach full time for 6 weeks, including at least 2 units with corresponding culminating assessments. All lessons and units should follow the format you learned in HIST 4397/5397. You must also take and pass the Praxis II Principles of Teaching and Learning, grades 7-12 exam (5624) and complete an exit portfolio in Chalk and Wire to successfully complete this course.

Course Objective: Through reflective discussion and journaling, and formal observations with conferences, students will be able to successfully teach social studies lessons, structured by essential and guiding questions, and tied to the Arkansas social studies and disciplinary literacy frameworks.

Readings

Teach Like A Pirate, by Dave Burgess

We will also be reading sections of Doug Lemov's book, *Teach Like a Champion*, which you might consider purchasing.

Grading

Your grade in this course is based on the following items

- participation in bi-monthly seminar meetings and attendance at field site – 40%
- 3 observations (2 formative, one summative) by UALR faculty – 50%
- 1 formative observation by cooperating teacher
- Chalk and Wire portfolio – 10%
 - UALR and transfer institution transcripts
 - Score reports- Praxis II exams 5086 and Principles of Teaching and Learning, 7-12
 - 5 lesson plans covering all social studies areas
 - 5 observations, including 1 from field placement
 - work sample packet and description

In order to successfully complete this course and a degree in History/Social Studies Education, students must demonstrate proficiency in the following goals of the History Department:

1. Demonstrate a significant degree of knowledge about both American and World history through completion of a broad selection of courses in history.
2. Ask appropriate historical questions that demonstrate an understanding of the discipline of history and distinguish it from those of other disciplines.

3. Distinguish between primary sources and secondary sources used in the writing of history and know how to use and analyze each appropriately. Students will thus be able to:

- Analyze a primary source as a product of a particular historical context;
- Respond critically to a secondary source, taking into account the primary sources used by the historian, the historian's methodology, the logic of the argument, and other major interpretations in the field.

4. Present historical analysis and arguments in a clear written and oral form, including the ability to construct an argument by marshaling evidence in an appropriate and logical fashion.

5. Write a research paper that asks a significant historical question, answers it with a clear thesis and a logical argument, supports it with both primary and secondary sources, documents it appropriately, and is written in clear and artful prose with the grammar and spelling associated with formal composition.

This course aligns with conceptual framework for programs in the College of Education: "Leaders in Learning demonstrate Communication (C), Specialized Expertise (SE), Professional Development (PD) and a strong commitment to Diversity (D) in competency, disposition and behavior."

Disability Support Services

It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content, or the use of non-captioned videos- please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>.

Communication

Because I also supervise student teachers and work on grant projects outside of the UALR campus, the easiest method to reach me is via e-mail. I generally check and respond to e-mail several times a day during normal business days (i.e. Monday-Friday 8-5pm). If I have not responded to e-mail within 24 hours during the week, please try emailing again. I receive a large volume of email and may have inadvertently missed your communication. You are also encouraged to leave a telephone message with the History Department (501) 569-3235 or my voicemail (501) 569-8152. I encourage student drop-in visits to my office, Stabler Hall 604L/M, during scheduled office hours. If these times do not work for you, please email and we will find a mutually convenient time to meet.

Inclement Weather Policy

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The UA Little Rock website, UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert

notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

This syllabus and the course schedule will be posted and updated on Google Classroom.

Course Schedule

Week of 12/31 Begin internship	
Friday 1/11	HIST 4600 meeting, 2:30-4:00
Friday 1/25	HIST 4600 meeting, 2:30-4:00
	Read TLAP Intro-p.32
Friday 2/8	HIST 4600 meeting, 2:30-4:00
	Read TLAP pp. 33-71
Friday 2/15	First (formative) observation must be completed
Wednesday 2/20	HIST 4600 meeting, 2:30-4:00
	Read TLAP pp. 75-101
Monday 2/25	Second observation must be completed
Saturday 3/2	Arkansas District 7 History Day (UALR)
Friday 3/8	HIST 4600 meeting, 2:30-4:00
	Read TLAP pp. 103-141
Monday 3/11	Third observation (CT or Mann) must be completed
Friday 3/29	HIST 4600 meeting, 2:30-4:00
	Read TLAP pp. 142-176
Friday 4/5	HIST 4600 meeting, 12:30-2:00
	Bring student work to discuss
	Fourth observation must be completed
Friday 4/19	Internship hours should be completed
	Summative observation meeting should be completed
Wednesday 4/24	HIST 4600 meeting, 2:30-4:00
	Unit/ Student work sample presentations
Friday 5/3	Portfolio due on Chalk and Wire