

HIST 4197
Social Studies Teaching Practicum Fall 2019
Monday, 4:00-4:50, Stabler Hall 408

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Office Hours: Mondays and Wednesdays, 12:00-1:30, Tuesdays 8:45-10:15

Course Description: This course is a field experience course in the social studies disciplines (geography, behavioral sciences, economics). Students observe and practice pedagogy techniques learned in HIST/POLS 4397, which must be taken concurrently. By the end of the course, students will complete 30 hours of observation and teaching in a partner school's social studies classroom with a qualified cooperating teacher. Students will plan and teach two lessons, using a variety of teaching methods, across the C3 Social Studies Framework. Information on this course is found online at <http://blackboard.ualr.edu>.

Objectives/ Knowledge Base:

By the end of the course, students will be able to:

- Demonstrate professionalism when interacting with teachers, students, and administrators in a 7-12 school and classroom setting
- Refine skills for observing, describing, and analyzing classroom practices.
 - Plan and teach two complete lessons, using methods introduced in HIST 4397, across the National Council for the Social Studies' ten curriculum strands, incorporating the Arkansas Social Studies Frameworks and literacy standards in reading, writing, and speaking/listening.
 - Explain connections across history/social studies and education coursework and the practicum field experience.

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:
 - a. Analyze a primary source as a product of a particular historical context;
 - b. 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.”

Requirements and Grading (scoring rubrics for each assignment on Blackboard):

- 5 reflective assignments, connecting HIST/POLS 4397 content with classroom observations, 15 points each (75 points)
- Two complete lesson plans with ancillary materials, university supervisor observations, student work, reflection, and revisions (first observation – 75 points; second observation – 100 points)

Total points possible = 250*

A=225-250

B=200-224

C=175-199

D=150-174

F=under 150

*You must earn at least a “C” in this course in order to progress to your final student teaching internship.

Students with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.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.

Course Outline/Topics

Week 1 Professionalism and expectations

Weeks 2-10 Classroom observations and reflective assignments

Week 11 Lesson plan draft 1 (week of 10/29)

Week 12 Teach lesson 1, reflect, collect student work, revise lesson (week of 11/5)

Week 13 Lesson plan draft 2

Week 14 Teach lesson 2, reflect, collect student work, revise lesson

Week 15 Upload assignments to Chalk-and-Wire account, complete observation hours

Meeting dates (4:00-4:50pm)

August 19

September 9

October 7

November 4

