EDUC 5306: Teaching Primary Sources
Summer II, 2017

Dr. Robert L. Stevens, School of Education, The University of Texas at Tyler
(903) 566-73155
rstevens@uttyer.edu

BEP 237
Office Hours: by appointment

Course Description:
The Library of Congress has over 25 million digital images that can be used by teachers to help students increase their historical thinking and interpretation. This course will assist teachers in accessing the materials from the Library of Congress and demonstrating a variety of instructional strategies using print, electronic, folklore, images (photography, painting, political cartoons, etc.) and material culture (architecture and artifacts) to achieve that goal.

Readings:
The Library of Congress teacher and student resources. Articles embedded in each module.(see individual modules for citations).

Student Learning Outcomes:
After completing the course students will be able to create lesson plans using the material from the LOC using five types of primary sources (INTASC Standard 5: Learning Environment). Students will create a unit of instruction appropriate to heir grade level and subject that will be taught in the fall of 2017 (INTASC Standard 8: Reflection and Professional Development).

Evaluation and Grading:
You will be required to submit two lesson plans (print and photographs or paintings) and two activity sheets and a unit of instruction (5-10 lessons using 4 of the five types of primary sources).

Grading: (1) Two lessons 25%. (2) two activity sheets 25%. (3) Unit of instruction 50%.

A= 990-100  B=80-89  C=70-79  D=60-69  F=0-59

Teaching Strategies:
A variety of teaching strategies will be used.

TEXTS:
The Library of Congress Teacher and Student Resources.
Stevens, Robert L. *Supplemental readings and handouts.*

**Grade Replacement/Forgiveness:**

If you are repeating this course for grade replacement, you must file intent to receive grade forgiveness with the Registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Graduate students will receive grade forgiveness (grade replacement) for two course repeats during his/her career at UT-Tyler.

**Disability Statement:**

If you have a disability, including a learning disability, for which you request disability support services/accommodations, please contact the Disability Support Services Office so appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Service counselor. For more information, call or visit the Student Services Office located in the University Center, Room 281. The telephone number is 566-7079 (TDD 565-557).

**Student Absence due to Religious Observance:**

Students who anticipate being absent from class due to a religious observance are requested to inform their instructor of such absences by the second meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**.

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments must be completed.

**Social Security and FERPA Statement:**

It is the policy of the University of Texas at Tyler to protect the confidential nature of social security numbers. The university has changed to computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act: grades will not be transmitted electronically.

**Student Standards of Academic Conduct:**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, collusion, the submission for credit of any work or materials that are not attributed in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or attempt to commit such acts.

(i) Cheating includes but is not limited to:

Copying from another student’s paper. Using during a test, materials not authorized by the person administering the test; failure to comply with instructions given by the person administering the test; possession during the test
of materials which are not authorized by the person giving the test; such as class notes. Or specifically designed “crib notes.” The presence of text books constitute a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part of the contents of an administered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during the test or assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purposes of preserving questions for the use of another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or kept by students; substituting for another person or permitting another person to substitute oneself to take a course, test or any course related assignment, paying or offering money or other valuable things to, coercing another person to obtain an un-administered test, test key, homework solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of UT Tyler, or of another, if the student knows or reasonably should know that an unfair academic gain advantage would be gained by such conduct; And by misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

Collusion includes but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules of scholastic honesty.

**CEP Vision and Mission Program Standards:**

**Vision:**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic condition of the region.

**Mission:**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contribute to knowledge through scholarly inquiry; organizes knowledge of application, understanding and communication; and provides leadership and service.

**Program Standards:**
The School of Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers:

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Standard 2: Student learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adaptive to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard 6: Communication

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Standard 8: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who seeks out opportunities to grow professionally.

Standard 9: Collaboration, Ethics, and relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support student’s learning and well being.