

History 598A
Teaching of College History:
Pedagogy Seminar

Professor Dana Rabin
Office: 421 Gregory Hall
Office Phone: 300-4102
E-mail: drabin@illinois.edu

History 598A
Spring 2017
Monday 5:00 pm-7:00 pm
207 Gregory Hall

Office Hours:
Thursdays 3:00-4:30 and by appointment

Course Objectives

This pedagogy seminar will prepare graduate students for teaching. The course is intended to help you as you prepare to teach your own courses in the Department of History at the University of Illinois (498, summer school, and stand-alone, semester-long courses and 8 week courses) and in any future teaching positions beyond the U of I. Members of the Pedagogy Seminar will 1) read about and discuss theoretical and practical issues in teaching; 2) prepare a polished syllabus that can be included in a teaching portfolio as part of a job application; 3) prepare a teaching philosophy that can be included in a teaching portfolio as part of a job application; and 4) gain evidence on their transcript of having received pedagogy training.

The Pedagogy Seminar is open to all graduate students. Although designed for students in the Department of History, students in other humanities disciplines are welcome. Attendance at all sessions is required.

Our readings consist of an electronic coursepack [CP] available on the Department of History website <http://www.history.illinois.edu/resources/>. We will also read all of Ken Bain's *What the Best College Teachers Do* (2004) available electronically through the U of I library.

You might also wish to purchase Katherine Gottschalk/Keith Hjortshoj, *The Elements of Teaching Writing* (1993 edition or later) and Wilbert J. McEachie, *Teaching Tips*, any edition.

Appreciation for and Utilization of Diversity:

We're fortunate because students and instructors bring a diversity of experiences, ideas, and perspectives to this course. That diversity is essential to understanding any course in the humanities. Discussion is fundamental to this course because it allows us to express and share this diversity.

Note: Any student with a disability requiring accommodations in this course is encouraged to contact the instructor after class or during office hours.

Schedule of Meetings

Week 2: January 23 Introduction

Topics:

What is the Pedagogy Seminar? Who are we? Who are our students?
Diversity, respect for students and for classroom time
Understanding the rules of the institution where you work
Department's syllabus bank – drawing on the resources in Gregory Hall

Assignment:

Please bring to class a proposal for a course you would like to teach someday – anything from a title and paragraph to a syllabus

Week 3: January 30 Getting Started

Meet at the University's resources on teaching, Center for Teaching Excellence:
<http://cte.illinois.edu/> for a tour of the Center for Innovative Teaching and Learning, 428 Armory

Discussion about teaching portfolios and teaching philosophies

Required Readings [CP]:

Wilbert T. McKeachie, *Teaching Tips*, ch. 1-2
Ken Bain, *What the Best College Teachers Do*, chapter 1-2
[CP] Parker J. Palmer, "Good Talk about Good Teaching"

Recommended Readings [CP]-- please choose one to summarize and discuss:

Terry Seip, "Into the Classroom! Tips and Tricks to Succeed as a Teacher"
Robert Boice, "Characteristics of New Faculty Who Succeed."
Howard B. Altman, "Designing a Course Syllabus"
Vicky Casella, Module on preparing a syllabus:
<http://oct.sfsu.edu/design/syllabus/index.html>
Acitelli, "Learning and Teaching During Office Hours:
http://www.crlt.umich.edu/gsis/P4_5.php
M. T. Turvey, "Preparing a Course"
University of Illinois, grading policies:
http://provost.illinois.edu/resources/Faculty/FERPA_Faculty.pdf
http://admin.illinois.edu/policy/code/article1_part1_1-101.html
http://admin.illinois.edu/policy/code/article3_part1_3-101.html

Assignments:

Note down specific experiences of effective learning that you had as a student. Why did this kind of teaching work? Please prepare to present an example of how you might incorporate this example into your own syllabus.

Use comments from class to begin ongoing revision of your course syllabus.

Begin writing your teaching philosophy. Other portfolio materials that should be gathered over the course of the semester include ICES scores, qualitative feedback on teaching, teaching observations, and sample syllabi.

Week 4: February 6

Teaching Does Not Equal Learning

A visit from Karen Rodriguez'G, Associate Director, Office of Undergraduate Research

Exchange and discuss existing versions of course proposals

Topics:

Techniques to promote learning: asking questions, teaching through problem-solving, unhelpful habits to avoid, writing, sequenced assignments, using "key" moments (such as testing) to full advantage, library assignments

Required Readings [CP]:

McKeachie, ch. 6, "Lecturing"

M. Neil Browne and Stuart M. Keeley, "Achieving Excellence: Advice to New Teachers"

Marilla D. Svinicki, "Practical Implications of Cognitive Theories"

Bain, *What the Best College Teachers Do*, chapters 3-4

Recommended Readings [CP] – please choose one to summarize and discuss

Joseph Lowman, "Promoting Motivation and Learning"

Robert G. Kraft, "Group-Inquiry Turns Passive Students Active"

Robert G. Kraft, "Strategies to Extend Student Thinking"

Beverly Black and Elizabeth Axelson, Teaching Students to Solve Problems:

<http://www.cirtl.net/node/2622>

Vanderbilt University, Center for Teaching, "Teaching Problem Solving"

Claudia E. Nunn, "Discussion in the College Classroom: Triangulating Observational and Survey Results," *The Journal of Higher Education* 67 (1996), 243-66:

<http://jstor.org/stable/2943844>

Joanne Gainen Kurfiss, "Critical Thinking by Design"

Margaret Nuzum, "Using Tests as Teaching Tools"

Vicky Casella, et al, Module on teaching styles: <http://oct.sfsu.edu/frameornot/index.html>

UVA Handbook for Faculty and Teaching Assistants, "Preparing a Course, the first day"

Sandra M. Napell, "Six Ways to Handle Nervousness"

Sandra M. Napell, "Six Common Non-Facilitating Teaching Behaviors"

Barbara Walvoord and John Breihan, "Helping Faculty Design Assignment-Centered Courses"

Barbara Walvoord and John Breihan, "Arguing and Debating: Breihan's History Course"

Texas A&M University Libraries, "Creating Effective Assignments: A Guide for Faculty"

Teaching Strategies, "Active Learning"

Donald Paulson and Jennifer Faust, "Active Learning"

Assignments:

Choose a term, concept, theory that is important for the course you plan to teach (for example, Marx's definition of commodity). Prepare a brief exercise of up to 5 minutes in which you teach a concept using an interactive, "active learning" technique from these readings. This is NOT to be a mini-lecture. Think of it as one moment in some larger lecture in which you want to ensure that students have understood a term, concept, theory, thesis. Teach us in the next class.

Attend a large lecture class (40 students or more). Take notes on what you find effective and why.

Week 5: February 13

Discussions and presentations of terms, concepts or theory for your course
Discussion of large lecture class and what was effective and why

Week 6: February 20**Discussions and a Democratic Classroom**

Workshop led by the Office of Inclusion and Intercultural Relations

Assignment:

Develop two different, specific discussion plans for your course syllabus. (These may or may not show up on the version of the syllabus you eventually give students, depending on the preparation asked of students.) Bring handouts explaining your plans to class for distribution and discussion.

Saturday February 25: TA WORKSHOP

Attendance is highly recommended for our seminar

Week 7: February 27**Topics:**

Planning and leading discussions

The classroom as a democratic space – remaining mindful of diversity in the classroom

We'll try out the discussion plans you've devised

John Dewey on education as an essential part of democracy:

Upon the educational side, we note first that the realization of a form of social life in which interests are mutually interpenetrating, and where progress, or readjustment, is an important consideration, makes a democratic community more interested than other communities have cause to be in deliberate and systematic education. The devotion of democracy to education is a familiar fact. The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated. Since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education. But there is a deeper explanation. A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests.

Required Readings [CP]:

McKeachie, Ch. 5, "Facilitating Discussion"

McKeachie, Ch. 18, "Teaching Large Classes"

Peter J. Frederick, "The Dreaded Discussion: Ten Ways to Start"

William E. Cashin and Philip C. McKnight, "Improving Discussions"
Bain, *What the Best College Teachers Do*, chapters 5-6

Recommended Readings [CP] – please choose one to summarize and discuss

Arlene Dallalfar, Esther Kingston-Mann, and Tim Sieber, eds. *Transforming Classroom Culture: Inclusive Pedagogical Practices*. Choose any chapter.

Barbara Gross Davis, "Encouraging Student Participation in Discussion"

Barbara Gross Davis, "Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender"

Catherine G. Krupnick, "Women and Men in the Classroom: Inequality and Its Remedies"

Robert M. Hall et al., "The Classroom Climate: A Chilly One for Women?"

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies"

Claude M. Steele, "Race and the Schooling of Black Americans" *Atlantic Monthly* (April 1992)

"Advantages and Disadvantages of the Lecture Method"

Stacy E. Palmer, "The Art of Lecturing: A Few Simple Ideas"

M.T. Turvey, "The Lecture Method: Preparation and Presentation Guidelines"

"Suggestions for Effective Presentation Design and Delivery"

Barbara Woods, et. al., "Giving Lectures That Are Easy to Outline,":

<http://teaching.berkeley.edu/compendium/sectionlists/sect7.html>; "Identifying What You Consider Important:" <http://teaching.berkeley.edu/compendium/sectionlists/sect9.html>;

More from the excellent website: http://teaching.berkeley.edu/compendium/_
"Suggestion 212. Implement good practices in teaching large lecture courses:"

<http://teaching.berkeley.edu/compendium/suggestions/file212.html>

Tips for Using Questions in Large Classes (Klionsky, 1999):

<http://www.biology.lsa.umich.edu/research/labs/klionsky/TP.pdf>

Peter J. Frederick, "The Lively Lecture – 8 Variations"

Peter Filene, "A Recipe for a Successful Lecture"

Heather Dubrow and James Wilkinson, "The Theory and Practice of Lectures"

<http://teaching.uncc.edu/articles-books/best-practice-articles/large-classes/handbook-large-classes>

J. Richard Aronson, "Six Keys to Effective Instruction in Large Classes"

Assignments:

Attend any small class (20 students or fewer). Take notes about what you think worked and why.

Week 8: March 6

Teaching with Technology

Ashley Hetrick will join us to showcase the various classroom technologies including iclicker. Courtney Cain will share their experiences teaching online.

Topics:

Technologies available for the classroom

Promise and perils of technology

Incorporating technology into your classroom activity

Required Readings [CP]:

McKeachie, Ch. 17, "Teaching and Technology"

Section on "Audiovisual Aids": <http://ctl.stanford.edu/handbook/lecturing.html>: note especially the blackboard.

Jonathan Rees, "Teaching History with YouTube":
<http://www.historians.org/perspectives/issues/2008/0805/0805tec2.cfm>
Bain, *What the Best College Teachers Do*, chapters 7 and Epilogue

Recommended Readings [CP] – please choose one to summarize and discuss

"Students in Western Civ find Wikipedia..."
http://en.wikipedia.org/wiki/Wikipedia:Signpost/2007-04-30/Western_Civ_blog
"Wikipedia or Wickedpedia" <http://educationnext.org/wikipedia-or-wickedpedia/>
Lynn D. Lampert, "Where Will They Find History? The Challenges of Information Literacy Instruction": <http://www.historians.org/perspectives/issues/2006/0602/0602tea1.cfm>
Kate Masur, "Papers, Profits, and Pedagogy: Plagiarism in the Age of the Internet":
<http://www.historians.org/perspectives/issues/2001/0105/0105new3.cfm>
Michael W. Flamm, "The Promise and Pitfalls of PowerPoint":
<http://www.historians.org/perspectives/issues/2008/0803/0803vie2.cfm>
Knox, "The Rewards of Teaching On-Line":
<http://www.h-net.org/aha/papers/Knox.html>
"Research on Best Practices": <http://www.sanjuancollege.edu/pages/2825.asp>
Nigel Thrift, "The Future of Undergraduate Teaching": <http://chronicle.com/blogs/worldwise/the-future-of-undergraduate-teaching/29672>
Jeffrey R. Young, "When Computers Leave Classrooms, So Does Boredom":
<http://chronicle.com/article/Teach-Naked-Effort-Strips/47398/>
Jeffrey R. Young, "When Good Technology Means Bad Teaching":
<http://chronicle.com/article/When-Good-Technology-Means-Bad/10922>
Jeffrey R. Young, "How Not To Lose Face on Facebook, for Professors":
<http://chronicle.com/article/How-Not-to-Lose-Face-on/24101>
Thomas H. Benton, "On Stupidity, Pt. 2": <http://chronicle.com/article/On-Stupidity-Part-2/45908>
"Owning the Past," especially section on "fair use":
<http://chnm.gmu.edu/digitalhistory/copyright/index.php>
"Copyright Laws and Electronic Reserves":
<http://www.utsystem.edu/OGC/IntellectualProperty/ereserve.htm>
Stephanie Cole, "Quit surfing and start clicking: One professor's effort to combat the problems of teaching the U.S. survey in a large lecture hall," *History Teacher*, 43(2010), 397-410.
Chris Lambert, "Professor Video," *Harvard Magazine*
<http://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/>
<http://www.kellimmarshall.net/teaching-academia/twitter-classroom/>
<http://www.youtube.com/watch?v=MJUOa7VCkk4>
<http://www.kellimmarshall.net/twitter/studies-twitter-classroom/>
<http://ethemes.missouri.edu/themes/1246>
<http://hdl.handle.net/2027/spo.5871848.0001.001>
<http://wikistrategies.net/wikipedia-in-the-college-classroom/>

Assignments:

Devise three questions using the iclicker related to the lecture.
Choose a classroom technology: wiki, website, facebook, twitter, Compass. Experiment with it and devise an assignment for your course. How and why would you integrate this technology and the assignment into your syllabus? Be ready to report on your experiences.
Prepare a draft of your teaching philosophy to share in class.

Week 9: March 13: Teaching Philosophies

Bring 3 copies of your teaching philosophy to class for distribution and discussion. We will also discuss your questions for the iclicker as well as your classroom technology exercises, so bring a hard copy of the questions and a description of your classroom technology activity.

Required Readings [to be distributed as PDFs]:

Selections from bell hooks, *Teaching to Transgress*
Chapter 2 of Paulo Freire's *Pedagogy of the Oppressed*

Week 10: March 20: Spring Break!!!

Week 11: March 27

Please e-mail me your revised teaching philosophy by Monday at 5
Class will not meet this week
Individual meetings to discuss teaching philosophies, portfolios, and syllabi

Assignment:

Write the first 10 minutes of a lecture on any topic you plan to cover in your course.

Week 12: April 3: Lecturing

Each student will give a mini-lecture and receive constructive feedback from the class.

Week 13: April 10: No class - Passover

Week 14: April 17: Teaching in varied academic settings

Panel discussion with faculty from Parkland Community College, Illinois Wesleyan University, University Laboratory School, and Eastern Illinois University. Stephanie Seawell (UIUC, 2014), Executive Director of the Illinois Labor History Society, will also join us.

Week 15: April 24: Assignments

Topics:

Assigning and evaluating writing, formal and informal writing, sequenced assignments, grading and evaluating writing, practice on grading, using sample student paper
We will finish up sample mini-lectures as needed

Required Readings [CP]:

McKeachie, ch. 16, "Using High Stakes and Low Stakes Writing to Enhance Learning"
Kate Kiefer, "Integrating Writing into Any Course: Starting Points"
Katherine Gottschalk and Keith Hjortshoj, *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*, chapters 1-6.

Recommended Readings [CP] – please choose one to summarize and discuss:

"Helping Students to Write Better in All Courses"
Peter Elbow, "Writing For Learning – Not Just for Demonstrating Learning"
Richard H. Haswell, "Minimal Marking"

Nancy Sommers, "Responding to Student Writing"
Also relevant, University of Minnesota reading on subjectivity and grading from session 6

Assignments:

Add or complete the writing assignments for your course syllabus. Consider both the structure of the assignments and your plans for how to evaluate them. Devise a rubric. Bring handouts on this to class for distribution and discussion.

Note grading techniques you plan to use, and include on your syllabus draft. Bring copies of syllabus draft for distribution and discussion.

Week 16 May 1

Rare but Possible Problems; Improving Our Objectivity and Fairness

Topics:

Bring your syllabus, rubric, and draft assignments to class for distribution and discussion.

Discussion of "hot moments." Maybe the student is the problem: Plagiarism, mental and physical illness, crises, disruptive behavior, academic deficiencies, sexual harassment, University of Illinois resources to help with these situations

Maybe we are the problem: Tests and grading, sexual harassment, techniques for holding ourselves to a higher standard of objectivity and empathy.

Required Readings [CP]:

McKeachie, ch. 8, "Testing: the Details," pp. 95-100.

McKeachie, ch. 16, "Plagiarism," pp. 230-232.

McKeachie, ch. 13, "Dealing with Student Problems and Problem Students"

McKeachie, ch. 10, "The ABCs of Assigning Grades"

McKeachie, ch. 23, "Vitality and Growth Throughout your Teaching Career"

University of Illinois Sexual Harassment policy:

<http://oeoa.illinois.edu/sexualharassment.html>

http://admin.illinois.edu/policy/code/article1_part1_1-109.html

University of Illinois Counseling Center:

<http://www.counselingcenter.illinois.edu/>

University of Illinois Disability Resources and Educational Services (DRES). Please note that DRES recommends that instructors place a note in the syllabus requesting that students with disabilities contact the instructor to request accommodations

<http://www.disability.illinois.edu/>

University of Illinois, LAS, academic advising

<http://www.las.illinois.edu/students/advising/college/>

Department of History plagiarism policy:

<http://www.history.illinois.edu/courses/plagiarism/>

Recommended Readings [CP] – please choose one to summarize and discuss

University of Missouri, Office of Student Rights and Responsibilities

<http://osrr.missouri.edu/faculty/encouraging-honesty.html>

Centre for Teaching Excellence, Waterloo University

http://cte.uwaterloo.ca/teaching_resources/tips/encouraging_academic_integrity.html

The University of Illinois Center for Writing Studies

<http://www.cws.illinois.edu/>

The University of Illinois Writers Workshop

<http://www.cws.illinois.edu/workshop/>

“Problem Students and Disruptive Behavior”: <http://teaching.berkeley.edu/problemstudents.html>

Center for the Integration of Research, Teaching, and Learning on disruptive behavior in the classroom," <http://www.cirtl.net/node/2553>

University of Michigan, Center for Research on Learning and Teaching, on civility

<http://www.crlt.umich.edu/tstrategies/Incivility.php>

Derek Bok Center for Teaching and Learning, Harvard University “Managing Hot Moments in the Classroom”

<http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html>

Barbara Davis, “Assigning Grades”: <http://teaching.berkeley.edu/bgd/grading.html>

David Frisbie and Kristie Waltman, “Developing a Personal Grading Plan”

University of Minnesota: subjectivity and grading:

http://www.carla.umn.edu/assessment/vac/evaluation/p_2.html

Craig Mertler, “Designing Scoring Rubrics for your Classroom,”

<http://pareonline.net/getvn.asp?v=7&n=25>

University of Oregon: testing and grading

<http://tep.uoregon.edu/resources/assessment/testsgrading.html>

University of Illinois, Center for Teaching Excellence, Assigning Course Grades

http://cte.illinois.edu/testing/exam/course_grades.html

University of Michigan, Center for Research on Learning and Teaching, “Improving your teaching: Obtaining Feedback,” http://www.crlt.umich.edu/gsis/P9_1.php

Fordham University, Center for Teaching Excellence, “Managing a Course,”

http://www.fordham.edu/academics/office_of_research/research_centers__in/center_for_teaching_the_art_of_teaching/managing_a_course_72551.asp

Session 3 readings on diversity in the classroom are relevant here as well.

Friday May 12: Final Assignments Due

Turn in a final version of your syllabus and teaching philosophy

Further Reading:

What follows is a small selection of books on teaching and classroom management. As you come across others, please let us know and we will expand the reading list which is also available on our website.

Janis F. Andersen, "Instructor Nonverbal Communication: Listening to Our Silent Messages," *New Directions for Teaching and Learning*. 26 (1986): pp. 41-49.

Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*. Jossey-Bass, 2 edition: San Francisco, 1993.

Ken Bain, *What the Best College Teachers Do*. Cambridge: Harvard University Press, 2004.

Robert B. Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change* (1995), pp. 13-21.

Fredric V. Bogel and Katherine K. Gottschalk, eds. *Teaching Prose: A guide for Writing Instructors*. New York: Norton, 1988

Robert Boice, *Advice for new faculty member: nihil nimus*. Boston: Allyn and Bacon, 2000.

Robert Boice, *First-order principles for college teachers: ten basic ways to improve the teaching process*. Bolton, MA: Anker Pub. Co., 1996.

- Robert Boice, *The new faculty member: supporting and fostering professional development*. San Francisco: Jossey-Bass, 1992.
- Robert Boice, "Quick Starters: New Faculty Who Succeed," *New Directions for Teaching and Learning* 48 (1991), pp. 111-121.
- Alan Brinkley et al., *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. Chicago: University of Chicago Press, 1999.
- Kathleen T. Brinko, "Visioning Your Course: Questions to Ask as You Design Your Course," *The Teaching Professor* 5 (1991): 3-4.
- Stephen Brookfield, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass, 1999.
- Arthur Chickering and Zelda F. Gamson, "Seven Principles for Good Practice in Undergraduate Education," *New Directions for Teaching and Learning* 47 (1991), pp. 63-69.
- Mary Lynn Crow, "Teaching as an Interactive Process," *New Directions for Teaching and Learning* 1 (1980), 41-55.
- Arlene Dallalfar, Esther Kingston Mann, and Tim Sieber eds. *Transforming Classroom Cultures: Inclusive Pedagogical Practices*. New York: Palgrave/Macmillan, 2011.
- Barbara Gross Davis, *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.
- Barbara J. Duch and Mary K. Norton, "Teaching for Cognitive Growth," *Teaching Excellence* 4 (1992-1993), pp. 97-98.
- Peter Elbow, "Using Writing to Teach Something Else" Unpublished paper, 1987.
- Bette L. Erikson and Diane W. Strommer, "From High School to College: The Entering Freshman." In *Teaching College Freshmen*. San Francisco: Jossey-Bass Publishers, 1991, pp. 3-45.
- Donelson R. Forsyth and James H. McMillan, "Practical Proposals for Motivating Students," *New Directions for Teaching and Learning* 45 (1991), pp. 53-65.
- Maryellen Gleason, "Better Communication in Large Classes," *College Teaching*, 34 (1986): 20-24.
- Katherine Gottschalk and Keith Hjortshoj, *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. New York: Bedford/St. Martin's, 2003.
- Margaret Morganroth Gullette, ed. *The Art and Craft of Teaching*. Cambridge, MA: Harvard University Press, 1982.
- Beth Finch Hedengren. *A TA's Guide to Teaching Writing in All Disciplines*. New York: Bedford/St. Martin's, 2004.
- Joyce L. Hocker, "Teacher-Student Confrontations." *New Directions for Teaching and Learning* 26 (1986): 71-82.
- Helen Lefkowitz Horowitz. *Campus Life; Undergraduate Culture from the End of the Eighteenth Century to the Present*. Chicago: University of Chicago Press, 1988.
- Robert J. Kloss, "A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development," *College Teaching* 42 (1994), 151-158.
- Leo M. Lambert, Stacey Lane Tice, and Patricia H. Featherstone, eds., *University Teaching: A Guide for Graduate Students*. Syracuse: Syracuse University Press, 1996.
- Richard J. Light, *Making the Most of College. Students Speak Their Minds*. Harvard University Press, 2001.
- Robert J. Menges, Maryellen Weimer, and Associations, eds., *Teaching on Solid Ground: Using Scholarship to Improve Practice*. San Francisco: Jossey-Bass; 1st ed., 1995.
- Larry K. Michaelsen, "Three Keys to Using Learning Groups Effectively": http://www.med.wright.edu/sites/default/files/aa/facdev/_Files/PDFfiles/ThreeKeys.pdf
- Joan Middendorf, "Learning Students Names": <http://www.ntlf.com/html/lib/bib/names.htm>
- Joan Middendorf and Alan Kalish, "The 'Change-up' in Lectures": <http://www.iub.edu/~tchsotl/part3/Middendorf%20&%20Kalish.pdf>

- Joan Middendorf and David Pace, eds., *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking* (special issue, *New Directions in Teaching and Learning*) 98 (2004).
- Michael Moffatt, "Chapter 2: What College is Really Like," from *Coming of Age in New Jersey: College and American Culture*. New Brunswick, N.J.: Rutgers University Press, 1989.
- David Pace, "Controlled Fission: Teaching Supercharged Subjects," *College Teaching* 51 (2003), pp. 42-45.
- Palmer J. Parker, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Wiley, 1999.
- William G. Perry, Jr., "Cognitive and Ethical Growth: The Making of Meaning," Chapter 3 in *College Student Development and Academic Life: Psychological, Intellectual, Social and Moral Issues*. Karen D. Arnold, Ilda Carreiro King, eds., New York: Garland Pub., 1997, pp. 48-88.
- Marcia Ann Pulich, "Better Use of Student Evaluations for Teaching Effectiveness," *Improving College Teaching and Learning*, 32 (1984), pp. 91-94.
- Marcia Ann Pulich, "Student Grade Appeals Can Be Reduced," *Improving College and University Teaching*, 31 (1982), pp. 9-12.
- Michael Robertson, "Writing and Responding." In Mimi Schwartz, ed., *Writer's Craft, Teacher's Art: Teaching What We Know*. Portsmouth, N.H.: Boynton/Cook Publishers, 1991, pp. 115-124.
- Mike Rose, *Lives on the Boundary: the Struggles and Achievements of America's Educationally Underprepared*. New York: Penguin Books, 1990.
- Sharon Rubin, "Professors, Students, and the Syllabus," *The Chronicle of Higher Education*, Aug. 7, 1985.
- Myra Sadker and David Sadker. "Assuring Equitable Participation in College Classes," *New Directions for Teaching and Learning* 49 (1992), pp.49-56.
- Leah Savion and Joan Middendorf, "Enhancing Concept Comprehension and Retention," at <http://www.iub.edu/~tchsotl/part2/Savion%20and%20Middendorf.pdf>
- Peter Seldin, J. Elizabeth Miller, and Clement A. Seldin. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. San Francisco: Jossey Bass, 2010.
- Lee S. Shulman, "Teaching as Community Property: Putting an End to Pedagogical Solitude," *Change* (1993), pp.6-7
- Mel Silberman, "Ten Tips When Facilitating Discussion" from *Active Learning: 100 Strategies to Teach Any Subject*, pp., 24-26.
- Bruce Speck, *Grading Student Writing: An Annotated Bibliography*. Westport, CN: Greenwood Press, 1998.
- Mel Spector, "'Look at Me! A Teaching Primer,'" *The Chronicle of Higher Education* (September 27, 2002), p.B15.
- Deborah Tannen, "Teacher's Classroom Strategies Should Recognize That Men and Women Use Language Differently," *Chronicle of Higher Education*, vol. XXXVII, 40 (June 1991).
- Sheila Tobias, "Disciplinary Cultures and General Education: What can we learn from our learners?": <http://teaching.uchicago.edu/oldsite/pod/92-93/Tobias.htm>
- Lee Warren, "Class in the Classroom," *Teaching Resources Center*, 10 (1998), pp. 1-3.
- Maryellen Weimer and Rose Ann Neff, eds. *Teaching College: Collected Readings for the New Instructor*. Madison, WI: Magna Publications, 1990.
- Kathleen McCarthy Young and Gaea Leinhardt, "Writing from Primary Documents: A Way of Knowing in History," *Written Communication*, 15 (1998), pp.25-86.

These books focus specifically on teaching history classes:

Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today*. Long Beach, California: California State University Press, 1993.

Peter J. Frederick, "Motivating Students by Active Learning in the History Classroom," *Perspectives* (October 1993), pp. 15-19.

David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning," *American Historical Review*, 109 (2004), pp.1171-1192.

Charles A. Perfetti, M. Anne Britt, Jean-François Rouet, Mara C. Georgi, and Robert A. Mason. "How Students Use Texts to Learn and Reason about Historical Uncertainty." In Mario Carretero and James F. Voss, eds., *Cognitive and Instructional Processes in History and the Social Sciences*. Hillsdale, N.J.: 1994, pp.257-283.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. Boston: Bedford, 2010.

Peter N. Stearns, Peter Seixas, and Sam Weinburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives*. New York: New York University Press, 2000.

William Kelleher Storey, *Writing History: A Guide for Students*, 2nd ed. New York: Oxford University Press, 2004.

Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

The first day:

Vanderbilt University Center for Teaching "First Day of Class"
 Barbara Gross Davis, "The First Day of Class:" <http://teaching.berkeley.edu/bgd/firstday.html>
 UNC, Chapel Hill, Center for Faculty Excellence, "The First Day of Class...Your Chance to Make a Good First Impression"
<http://www.youtube.com/watch?v=TyRG85LqaJc>

Web Resources:

http://cet.usc.edu/resources/teaching_learning/teaching_nuggets.html
<http://www.historians.org/perspectives/issues/2004/0410/0410for1.cfm>
http://www.vcu.edu/cte/resources/nfrg/09_02_guide_quick_starters.htm
<http://www.youtube.com/watch?v=koza5352Sp0>
<http://teaching.berkeley.edu/bgd/teaching.html>
<http://cft.vanderbilt.edu/docs/classroom-response-system-clickers-bibliography/>
<http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm>
<http://isites.harvard.edu/icb/icb.do?keyword=k24101&pageid=icb.page123041>
 NWP National Writing Project webpage:
http://www.nwp.org/cs/public/print/resource_topic/teaching_writing?gclid=CLOquM_ftqMCFSMtswoduy5LaQ
 Teaching large classes: set of pdfs: <http://www.schreyerstitute.psu.edu/Tools/Large/>
 Preparing to Teach the Large Lecture Class: <http://teaching.berkeley.edu/bgd/largelecture.html>
 NTLF "Selected Resources on Teaching and Learning": <http://www.ntlf.com/html/lib/bib/bib.htm>
 Faculty Development Teaching Tips Index, from University of Honolulu:
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>
 University of Texas "Professional Development Model," including a series of suggestions about syllabus-creation, motivating students, and visual aids:
<http://www.texascollaborative.org/gettingstarted.htm>

**Special thanks to Professor Lora Wildenthal and Prof. Carl Caldwell at Rice University for their model syllabus on which this one is based