EDUC 550: Teaching with Primary Sources (Experimental Education)

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<tr>
<th>Instructor: Dr. Jerry Hostetler: <a href="mailto:jhostetl@siu.edu">jhostetl@siu.edu</a></th>
<th>1:00 – 4:00pm Tuesday</th>
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<tr>
<td>TPS Staff: Caitlin Schupp: <a href="mailto:erschupp@siu.edu">erschupp@siu.edu</a></td>
<td>Wham 112</td>
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Teaching with Primary Sources is a 3-hour graduate course. The course Instructor reserves the right to change the Syllabus based on the needs of the student or any other exigency related to delivery of the content.

Course Description:
SIUC TPS is a Partner in the national Teaching with Primary Sources (TPS) program, an educational outreach initiative of the Library of Congress (http://www.loc.gov/teachers/tps/). The purpose of EDUC 550 is to help in-service and pre-service teachers efficiently and effectively access digitized primary source materials from the collections of the Library of Congress for use in producing classroom curriculum. The course focuses on the nature of primary sources and classroom applications for digital technology, and provides hands-on experience in using the historical texts, photographs, motion pictures, maps, and sound recordings from the Library of Congress’ American Memory digital collections (http://www.loc.gov/ammem). In this course, you will learn the value of using primary sources from the Library of Congress web site. In addition, you will create and implement a Lesson Plan using the criteria established. Attendance is mandatory; grades will reflect participation as well as performance.

Primary sources available through the Library of Congress offer exceptional digital resources for bringing students into the center of disciplinary experience through the application of skills of analysis characterized by critical thinking that leads to deep understanding. EDUC 550: Teaching with Primary Sources introduces the pre-service teacher to the Inquiry process, with emphasis on Understanding by Design and the Teaching for Understanding frameworks, with an emphasis on active, engaged learning. The aim is to move beyond surface coverage of disciplinary and interdisciplinary topics and focus on helping students reach genuine levels of understanding.

A focus of the class will be on how to make primary sources central in developing Lesson Plans and Thematic Annotated Primary Source Sets as defined in the course materials, and literacy-based activities, which might include a Sort it Out, Crop It, or Zoom In activity. Evidence for success includes development of a Lesson Plan which is suitable for national publication.
Some specific goals of the course include developing the skills to:
-- navigate the Library of Congress website and locate materials I find interesting
-- become aware of the resources for teachers and develop a foundational understanding of best instructional practices for using inquiry-based teaching materials
-- identify what primary sources are and why they are important for teaching and learning
-- learn strategies and techniques for finding primary sources content from the Library of Congress website and become familiar with techniques to access, save, and present primary sources from the Library of Congress website
-- find primary sources that support specific subject matter
-- incorporate strategies for teaching with primary sources into lesson plans
-- gain a foundational understanding of best instructional practices for teaching with primary sources
-- improve students’ basic literacy skills, i.e., by closely reading and summarizing documents
-- promote student work with primary sources that demonstrates deep understanding of the content
-- teach students to analyze different kinds of sources -- for example, photographs, documents, maps, oral histories, etc.
-- promote student engagement in their own learning
-- use primary sources to better engage all students in learning
-- use primary sources to improve student literacy and critical thinking
-- use primary sources to deepen student subject matter understanding

**Academic Integrity:** The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process. Plagiarism, that is, failure to properly acknowledge sources, **written or electronic**, used for **verbatim quotations** or **ideas**, is a violation of academic integrity and will result as an F for the assignment. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Students with Disabilities:** If you have a disability, you are entitled by law to equal access to University programs and facilities. The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under these laws you cannot be discriminated against on the basis of your disability. In the University setting, this often means that alterations must be made in the classroom or in testing procedures. **Advance notice and appropriate documentation are required for accommodations.** All disclosures will be kept confidential.
**Important Notice to All SIUC Students (Emergency Procedures):** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu) and the Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop-down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team (BERT) will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Daily schedule**

You are expected to be in class every day, and to be on time. Unexcused late arrivals and early departures from daily class meetings may result in a loss of points for the final grade.

**Tues. Aug. 19:** Course Overview

- Blackboard
- Syllabus
- Introduction to the Library of Congress
- Introduction to Teaching with Primary Sources

**Course Assignments Discussion**

- IL Scrapbook
- Primary Sources Sets
- Video/Audio
- Multimedia Presentation
- Readings
- Lesson Plan

**Activity:** World Map Activity

Video/Audio Example: [http://www.youtube.com/user/itgetsbetterproject](http://www.youtube.com/user/itgetsbetterproject)

Video/Audio Example: YouTube: Did You Know?

**Assignment:**

**Read Barbara Stripling**

**View:**


**Tues. Aug26:** Class meeting will be in Wham 210 Lab
Exploring the Library of Congress

Topic: When is a source a primary versus a secondary source? Why use primary sources in the classroom?

• American Memory and LOC Collections
• Teachers Pages
• Choosing and Evaluating Collections
• Lesson Plan Format Discussion
• Why do primary sources offer unique inquiry-based learning opportunities?
• Where do teachers use historical sources within the established curriculum?

Activity: Annotated Primary Source Sets/Example Lesson Plans
Video/Audio Example: Clay Shirky

Assignment: Assignment: TPSQ assignment
Become familiar with the academic journal, Teaching with Primary Sources Quarterly. Go to this website – http://www.loc.gov/teachers/tps/quarterly/archive.html see related assignment sheet, available on Blackboard.

Tues. Sept. 2:

Pedagogy: Differentiated analysis tools; differentiated instruction

Student presentations: A Lesson Plan I Like

Video/Audio Example: Michael Specter

Activity: Textbooks in the Library
Skim a textbook and report out (see accompanying assignment sheet)

Assignment: Scrapbook 1 due on June 23

Tues. Sept 9: Class meeting will be in Wham 210 Lab A

Getting started with Primary Sources; Veterans History Project

Activity: Library of Congress American Folklife Center
PowerPoint Tutorial
Show “Daring to Look”
Audacity
Irfanview

Video/Audio Example: Nicholas Carr
Assignment: Complete Veteran’s History assignment sheet

Tues. Sept. 21
Inquiry Learning
Activity: Perspectives Through Photography

Student Video/Audio 1:

Assignment: Photography reflection 1-2p.

Tues. Sept. 28:

Deconstructing Inquiry;
Evaluating Inquiry in Lesson Plans
Practicing Inquiry
Small group presentations

Activity: Rambler’s Park
Rambler’s Park Report Out

Student Video/Audio 2:

Assignment: Assess Lesson Plan / Complete inquiry assignment sheet

Tues. Nov. 4

NETS Standards and INTASC standards;
Inquiry through Digital Primary Sources – Sort it Out; Crop It; Zoom In

Activity: 1776/Daring to Look

Student Video/Audio 3:

Assignment: Create a zoom-in

Tues. Nov. 18

Analyzing Sheet Music/Music as Historical Artifact—Creating an Inquiry-based Student-Centered Lesson Plan

Activity: America’s Jukebox

Student Video/Audio 4:

Assignment: Turn in lesson plan topic and one scrapbook page
**Tues. Nov. 25:**

TPS Staff: Understanding Copyright; Citation Formats; Thinking Like a Historian

Guest Speaker: Vicky Devenport: WSIU

Activity: View and assess Hollander video and lesson plan from DePaul University
  • Identify Inquiry-based learning elements

*PD presentations*
*Student presentations: PowerPoint*

Student Video/Audio 5:
Assignment: One page reflection on Devenport presentation

**Tues. Dec. 2:**

*Student presentations and peer feedback*

**Fri. Dec. 5:** Final Exam posted on course website, due by midnight Dec. 11

**The Americans with Disabilities Act** requires that reasonable allowances be made for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the semester to discuss suitable arrangements for this course.

**Plagiarism**

According to SIUC Student Conduct Code, plagiarism, defined as “representing the work of another as one’s own work” and any other form of cheating constitute acts of academic dishonesty and will be punished in accordance with the same code. Please note that plagiarism may result in failing the course, and suspension or removal from the university.

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