Faculty
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Prerequisites

Completion of the Library of Congress Summer Institute is a prerequisite for enrollment.

Summer 2020 Institute Dates

- June 15-19, 2020 - STI Session 1 (Open Session)
- June 22-26, 2020 - STI Session 2 (Open Session)
- July 6-10, 2020 - STI Session 3 (Science, Technology and Engineering Focus)
- July 13-17, 2020 - STI Session 4 (Civics Focus)

University Catalog Course Description

HIST 685 addresses specific topics in applied history selected by the instructor, with emphasis on combining theoretical analysis and readings with attention to practices and skills of applied history. May be repeated within the degree for a maximum 15 credits.

Course Overview

Participants in Teaching with Primary Sources who enroll to earn 3 graduate credits in history from George Mason University will learn new methods for teaching with primary sources during field trips to workshops held at the Library of Congress. Participants will learn various teaching strategies for using primary sources in the classroom and how to access these sources from the Library of Congress. After the workshops, teachers will work online with instructors on how best to facilitate primary-source based activities that will enable students to engage in learning about the past, think critically, and construct historical knowledge.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the
MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 26, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles.** Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see: [https://help.blackboard.com/Learn/Student/Getting_STARTED/BROWSER_SUPPORT#SUPPORTED-BROWSERS](https://help.blackboard.com/Learn/Student/Getting_STARTED/BROWSER_SUPPORT#SUPPORTED-BROWSERS)

  To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting_STARTED/BROWSER_SUPPORT#TESTED-DEVICES-AND-OPERATING-SYSTEMS](https://help.blackboard.com/Learn/Student/Getting_STARTED/BROWSER_SUPPORT#TESTED-DEVICES-AND-OPERATING-SYSTEMS)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]

*Expectations*

- **Course Week:** [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per week.

- **Participation:**
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:**
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes**

Students in HIST 685 will gain experience with:

- Researching historical records
- Analyzing documents
- Conducting independent research
- Creating a primary-source based activity to implement in the classroom
- Teaching effectively with primary sources
Professional Standards

Students in History 685 will gain further professional competency in planning inquiry, applying disciplinary tools and concepts, evaluating sources, using evidence and communicating conclusions and taking informed action consistent with the C3 Framework for Social Studies State Standards developed by the National Council for the Social Studies.

Required Texts

No further texts are assigned for this course. Students may require specific research materials relevant to their primary source activity topic.

Course Performance Evaluation

Students are expected to email all assignments on time in the manner outlined by the instructor below.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with students, parents, other professionals, and the community at large. At the College of Education and Human Development, dispositions may play a part in the discussions and assignments of any/all courses in a student’s program (and thus, as part or all of the grade for those assignments).

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Course Sequence

Day 1

Learners will:
- Describe the benefits of teaching with primary sources;
- Analyze a primary source using Library of Congress tools;
- Justify conclusions about whether a source is primary or secondary depending on the time or topic under study;
- Access teaching tools and primary sources from loc.gov/teachers.

The day includes time to connect personally with primary sources and activate both prior knowledge and new ideas about how to teach with primary sources; define professional goals and expectations for the Institute; analyze a photograph from the Library’s collections; learn strategies
for using the Library’s Primary Source Analysis Tool; understand the differences between observations and inferences; consider the differences between primary and secondary sources; and learn about the resources available at www.loc.gov/teachers.

Read:
• “Making Thinking Visible” by Ron Ritchhart and David Perkins

Day 2
Learners will:
• Identify visible thinking strategies for use with primary sources through a sample map analysis;
• Identify characteristics of primary sources to consider when selecting items for classroom use;
• Conduct basic online searches for digitized Library primary sources;
• Access primary sources and teaching materials from loc.gov for instructional use;
• Develop an activity plan to implement in the classroom integrating digitized primary sources to engage students, help them think critically, and construct knowledge.

This day includes time to analyze a map; apply visible thinking strategies and ways to incorporate visible thinking into teaching practice; assess criteria for selecting primary sources to use in instruction; visit with Library of Congress subject matter experts to build understanding about the Library’s collections; search for and access primary sources from the Library of Congress; and begin to develop a primary source activity plan that integrates the use of digitized primary sources to help students engage in learning, develop critical thinking skills, and construct knowledge.

Read:
• “Thinking Like a Historian” by Sam Wineburg

Day 3
Learners will:
• Access professional development tools on the Library’s website;
• Facilitate a primary source-based activity;
• Identify strategies for historical thinking using primary sources in the classroom;
• Identify how the analysis and investigation of multiple primary sources helps students identify different perspectives, think critically, and construct knowledge.

This day includes time to analyze a set of primary sources and apply historical thinking strategies; review professional development tools on the Library’s Teachers page and brainstorm ideas for sharing with other educators; analyze a set of primary sources and consider strategies for identifying different perspectives and building content knowledge; facilitate a primary source analysis with grade-level peers; conduct independent research in the Library’s collections and continue working on the primary source activity plan.

Read:
• “The Stripling Model of Inquiry” by Barbara Stripling

Day 4
Learners will:
• Identify ways that using primary sources can support the inquiry process
• Develop strategies for using secondary texts alongside primary sources and designing student products that demonstrate learning

This day includes time to explore strategies to help students engage in learning, develop critical thinking skills, and construct knowledge; consider how primary source analysis supports the inquiry process and can be used effectively in lessons alongside secondary texts; create sample student products; share primary source activity plans with grade-level peers and solicit feedback; conduct independent research in the Library’s collections and continue working on the primary source activity plan.

**Day 5**
Learners will:
• Finalize an activity plan to implement in the classroom;
• Evaluate and make recommendations to improve the proposed use of primary sources to engage students, support critical thinking, and construct knowledge.
• Identify ways to share with colleagues strategies for using primary sources with students

This last day includes time to share and give feedback about primary source activity plans to the entire group through a gallery walk-and-talk activity; evaluate the strengths of the Institute content; and discuss next steps for completing the Institute’s requirements.

**Post-Institute Final Reflection and Webinar**

Dates:
Participants will implement their activity in their instructional setting; write and submit a two-three page reflection paper about the process; and participate in a debrief webinar. The reflection paper will include:
• Highlights from the process of creating and implementing an activity plan using digitized primary sources;
• A description of the procedures in the activity, with an emphasis on the primary source analysis implemented in the classroom;
• Appraisal of the effectiveness of the activity for students, including specifics on how the activity helped students to be engaged, think critically, and construct knowledge;
• An evaluation of the ways the Institute content did or did not meet participant goals.

**August 30, 2020: Draft Primary Source Project Plan due**
Draft must include relevant primary sources (two to three maximum) and a description of how the plan engages students, builds critical thinking skills, and constructs knowledge. Describe what will happen in the activity and how student learning will be assessed.

**October 7, 2020: Revised Primary Source Project Plan due**

**November 10, 2020: Teach Primary Source Project by this date.**
December 4, 2020: Completed Assignments Due

** Please note – all materials to be submitted digitally via email to Nate Sleeter (nsleete1@gmu.edu)

1. A completed Primary Source Project Plan incorporating LOC primary sources and teaching strategies learned at the Teacher Institute.
2. A 5-page written reflection piece on your experience as an educator implementing this project in your instructional setting.
3. Three samples of student work (one demonstrating the work of a high performing student, one mid-level, and one low-level) with comments.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.