SEMINEAR AND PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES

SEMINAR THEME: THE HISTORY OF MASS COMMUNICATION IN AMERICA

This course is set up to include persons with disabilities. Please let me know if you need accommodations in the curriculum, instruction, or assessments to enable your full participation. I will attempt to maintain confidentiality of the information you share with me.

All readings will be found on the course website. *Registration is necessary for access.*

**JUNE 24**

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<th>Time</th>
<th>Program</th>
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<tr>
<td>8:30-9:00</td>
<td>CONTINENTAL BREAKFAST: Alumni Lounge, Pyle Center</td>
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<td>9:00-9:15</td>
<td>WELCOME AND INTRODUCTION</td>
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<td>9:00-12:00</td>
<td>SEMINAR: SOULS PITCH</td>
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12:00-1:00     LUNCH: Hosted by EOP (room tba)

1:00-4:30     PRACTICUM: Introduction to Problems of Teaching AP History
1: AP and History 101: the transition from high school to college; surviving/thriving as an AP teacher
2: Sources of Good Teaching; the AP test

**Assignment:** (to be completed before class meets) Charles L. Cohen, “The 50-Word Assignment”; “Planning the Syllabus Exercise”
JUNE 25

9:00-12:00 SEMINAR: SEX, LIES, AND NEWSPRINT


12:00-1:00 LUNCH, own your own

1:00-4:30 PRACTICUM: Planning the Syllabus, and Teaching Approaches
   1: Thinking about the syllabus
   2: The fifty-word assignment; student-centered and teacher-centered teaching approaches; post-it evaluation

Assignment: Write a 50-word sentence explaining the principle(s) you used in the “Planning the Syllabus Exercise” to balance the demands of covering an adequate amount of content while maintaining a sufficiently brisk pace.

5:00-6:00 EVENING OUTING, The Terrace, Memorial Union

JUNE 26

8:30-9:00 CONTINENTAL BREAKFAST, Pyle 325-26

9:00-9:45 KEYNOTE ADDRESS: Gloria Ladson-Billings

10:00-12:00 SEMINAR: ALL THE NEWS THAT’S FIT TO PURVEY


12:00-1:15 LUNCH (on own)

1:15-4:30 PRACTICUM: Integrating Documents into Teaching
   1: Connecting with the agenda; the SOAPS exercise; analyzing a historical document
   2: Devising a one-day unit around a document; managing time; closing journal reflection

Assignment: Read the four sets of documents handed out in class and think about how to use them as the basis of a one-day class discussion
**JUNE 27**

9:00-12:00 **SEMINAR: THE MARTIANS ARE COMING! THE MARTIANS ARE COMING!**


12:00-1:00 **LUNCH:** Hosted by EOP (room tba)

1:00-4:30 **PRACTICUM: Documents as Historical Evidence and the DBQ**

1: Teaching and writing the DBQ
2: Dissecting the DBQ; post-it evaluation

**Assignment:** read the sample DBQ. Conduct a SOAPs analysis of each document and, for discussion purposes, make a brief note (ca. 10 words) regarding each document’s 1) single most salient point, and 2) significance for answering the DBQ’s question.

**JUNE 28**

9:00-12:00 **SEMINAR: POLITICAL IMAGE**


12:00-1:00 **LUNCH,** hosted by EOP (room tba)

1:00-4:30 **PRACTICUM: Resources, Teaching Issues and Wrap-Up**

1: The 2014 AP US History Text
2: Remaining challenges; course evaluation

**Assignment:** Prepare to share an effective/favorite 1) teaching strategy; 2) lesson/teaching device; 3) review technique; or 4) post-AP test activity. - ???

**EVALUATIONS**

**JULY 12**

**Assignment:** Complete the Implementation Assignment (see course webpage)