Governors State
U N I V E R S I T Y

College of Education
Division of Education
Course Syllabus

Digital Primary Sources
(Teaching with Primary Sources)

Course Number: EDUC 7212
Credit Hours: 3
Semesters Offered: Fa, S, Su

Instructors: (need to add Name here)
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Catalog description:

This course is designed to effectively and wisely access, integrate, and produce curricula utilizing the Internet and digitized primary source materials from the collections of the Library of Congress. The focus is on the nature of primary sources, and how they address Common Core State Standards. The inquiry model is used for students to build classroom applications for the 21st century classroom, and provides hands-on experience using the historical texts, photographs, motion pictures, maps, and sound recordings from the Library of Congress.

Prerequisite(s):
Graduate status or permission granted by the Director of the Library of Congress Teaching with Primary Sources Program at Governors State University.

Rationale:
This course provides an in-depth study on the research and practice of using primary resources and embedded technology use in relation to content within the classroom. In addition, this course will also model strategies that will promote higher order thinking skills while using primary resources by engaging K-12 students in inquiry based learning activities using (but not limited to) technology, and creating products that will engage the learner.

The classroom teacher's creative and curricular use of these powerful technology tools will be one of the major driving forces to support the changes needed to make this

significant change for learning with technology (Trotter, 2000).   According to the Pew Internet & American Life Project, students believe that "professional development and technical assistance for teachers are crucial for effective integration of the Internet into the curriculum" (Levin & Arafeh, 2002).

Intended Audience: Students in the graduate program in Education, classroom teachers, school administrators, curriculum directors, library media specialists, professors who want to incorporate primary sources in their teaching, Grow Your Own program students, Alternative Education Program students, and Communication and Training Master's Program students, in the Human Performance and Training Sequence in the College of Arts and Sciences.

Expected Student Outcomes:

The institution's program prepares classroom teachers as 21st century educators who demonstrate an understanding of, and the capability to:

Increase the ability of educators to design student-centered primary source-based learning experiences that use effective instructional practices.

Implement standards-based learning experiences that improve student ability to critically examine primary sources.

Instructional Modalities:
This is a blended course that utilizes classroom discussions, lectures, demonstrations, teams, interactivities, and models a constructivist environment. Computers, either as laptops, IPads, or in a computer lab setting is made available. Online, students will blog, email, respond to discussion groups, upload certain assignments and complete Library of Congress Modules and expand in social media communication.

Activities, Assignments, Requirements, and Expectatons:
1. Develop a digital lesson using primary resources in teaching that will be hosted on the Governor State University Teaching with Primary Source (TPS) Web site.
2. Develop a Web site with their TPS Inquiry Based Lesson.
3. Manage graphics, sounds, and text on an Internet presence.
4. This course uses technology as a tool for research, accessing primary digital sources used in curriculum for use in teaching and learning activities.

Attention to Diversity: In this the class student composition reflects a broad spectrum of multiculturalism and diversity; students will be given the opportunity to exchange information regarding same. Field experiences will provide the opportunity for students to gain first-hand experience in a multicultural setting. Last, the professor will set a tone of appreciation and demonstrate leadership qualities where diversity is appreciated and valued.

Textbooks/Resources and Other Required Materials/Equipment:

The Library of Congress http://www.loc.gov

Governors State University TPS site http://tps.govst.edu

Internet connection at home and at school, preferable in the classroom.

Optional: Additional Resources
Current research articles may include but are not limited to the areas of:

- Inquiry-Based Model
- Constructivism
- Primary sources
- Thematic units
- Curriculum integration
- Multi-media for learning
- Professional development: mentoring
- Lesson/Unit plan designs

Austin, H. M. and Thompson, K. Examining the evidence: seven strategies for teaching with primary sources. Eau Claire, WI: Maupin House Publishing, Inc. by Capstone Professional, 2015.

Barton, Keith C. " *Primary Sources in History: Breaking Through the Myths*." Phi Delta Kappan (June 2005): 745-753.

Beers, S. and Howell, L. *Reading strategies for the content areas.* Virginia: Association for Supervision and Curriculum Design (ACSD), 2003.

Burnell, L. *Visual literacy, learn to see, see to learn*. Virginia: Association for Supervision and Curriculum Design (ACSD), 2002.

Costa, Tom and Brooke Doyle. "*Runaway slave advertisements: teaching from primary documents*." Social Education 68.4 (2004): 4-10.

Harris, Frances Jacobson. "*There was a great collision in the stock market": middle school students, online primary sources, and historical sense making*." School Library Media Research 5 (2002): 5.

Johnson, M. Primary Sources in the Library. A Collaboration Guide for Library Media *Specialists*. Ohio: Linworth Publishing, 2003.

Lawlor, John M., Jr. "*My reward: outstanding student projects based on primary sources. (How do I use them?)*" Social Education 67.7 (2003): 405-410.

Lesh, B. "Why won't you just let us the answer?" : teaching historical thinking in Grades 7-12. Portland, ME, Stenhouse, 2011.

Levy, Peter B. "*Teaching the 1960s with Primary Sources*." The History Teacher 38 (2004): 9-20.

McCormick, Theresa M. "*Letters from Trenton, 1776: Teaching with Primary Sources*." Social Studies and the Young Learner 17 (2004): 5-12.

Morgan, Katherine R. "*Using Primary Sources to Build a Community of Thinkers*." The English Journal 91(2002): 69-74.

Morris, Ronald V. "*Use Primary Sources to Develop a Soap Opera: As the Civil War Turns*," Social Studies 93 (2002): 53-56.

Morris, Ronald V., Barbara Morgan-Fleming, and Carole Janisch. "*Using Primary Sources in the Elementary Classroom*." Social Studies 92 (2001): 151-153.

National Archives (2000), *History in the Raw.* Overview rationale for using primary sources. Online document down-loaded March, 2007. http://www.archives.gov/education/history-in-the-raw.html

Potter, Lee Ann. "*Connection with the past: uncovering clues in primary source documents. (What are they?)*." Social Education 67.7 (2003): 372-378.

Repository of Primary Sources (May 2009) http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html

Stephens, Robert P. and Daniel B. Thorp, Thomas E. Ewing, David Hicks. "*Technology to Teach Historical Understanding: The Digital History Reader Brings the Possibilities of New Technology to the History Classroom*," Social Education 69 (2005): 151 - 155.

Skowron, J. *Differentiated instruction.* United States:Academic Services, Inc. 2003.

Simkus. M. Cole, K. Tavalin, F. and Means, B. *Increasing student learning through multimedia projects.* Virginia: Association for Supervision and Curriculum Design (ACSD), 2002.

Strategies with primary sources. Retrieved from http://sunsite.berkeley.edu/calheritage/k12project/strategies.html

Tallman, J. & Henderson, L. (1999)."Constructing Mental Model Paradigms for Teaching Electronic Resources," *School Library Media Research 12* (1999). **DisplayText cannot span more than one line!** Accessed March 2007
Wineburg, S. Historical thinking and other unnatural acts: charting the future of teaching the past. Philadelphia, PA: Temple, 2001.

Tally, Bill. "*History Goes Digital: Teaching With On-line Primary Sources*." Feb. 1, 1997. http://www.techlearning.com/db_area/ archives/ WCE/ archives/tally1.htm (Accessed April 4, 2004).

Tally, Bill and Lauren B. Goldenberg. "*Fostering Historical Thinking with Digitized Primary Sources*." Journal of Research on Technology in Education 38 (2005): 1-21. 20.

The American Memory Collections: Primary Resource Activities Across the Curriculum, Grades 7-9. Ohio: Linworth Publishing, 2003.

Thomas, Samuel J. "*Teaching America's GAPE (or any other period) with Political Cartoons: A Systematic Approach to Primary Source Analysis*." History Teacher 37 (2004): 425-446.

Veccia, S. *Uncovering Our History: Teaching with Primary Sources*. Illinois: American Library Association, 2003.

Wineburg, S. Historical thinking and other unnatural acts: charting the future of teaching the past.

Dispositions: Your work and participation in class, while being one indication of your knowledge of course material, also reflects your dispositions with regard to becoming a Teaching with Primary Sources Governors State University Alumni Member. The following dispositions will be monitored:
- professional behavior,
- appreciation of human diversity,
- commitment to collaboration with colleagues,
- commitment to ethical behavior,
- commitment to life-long learning, including professional development, and
- habits of mind that reveal reasoned eclecticism.

As indications of positive and professional dispositions, we expect students to:
- be actively involved during in-class and online activities,
- contribute to class and post on the discussion board in Blackboard.
- be on time for class and when submitting assignments, and
- cooperate in and make significant contributions to group planning of lessons if required.

Assignments:

Web site: Be sure to use http://tps.govst.edu. You will find materials related to this class, including class lecture notes and this syllabus, which is offered online in .pdf format. Updates, links to supplemental information and modifications to the course syllabus will be added regularly throughout the semester**. It is your responsibility to check the site regularly.**

Assignments should be presented in the highest quality. Never submit hand written material. Project will be graded for it content, form, and quality (composition, clarity, grammar, etc.) More specific directions will be given in class.

On dates shown within the syllabus where an assignment is due, the assignment must be turned-in within the first 10 minutes of class and/or uploaded to the discussion forum on Blackboard. Late assignments will not be accepted.

Disability Statement:

GSU is committed to providing all students equal access to university programs and facilities. Students needing an accommodation based on disability should contact the Director of Access Services for Students with Disabilities (ASSD). Students must register with ASSD before faculty is required to provide appropriate accommodations. For more information or to register, please contact the Director of ASSD (Room B1215 or assd@govst.edu or 708-235-3968). To ensure that learning needs are met, contact ASSD the first week of classes

Academic Honesty: Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other

students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in-group projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at http://www.govst.edu/catalog/catback08.pdf#nameddest=appendix.

Evaluation: This is a Project Driven Course

Grading Points and Scale:

Online Modules 6 X 5	_____/30 points
Class, online participation, and homework	_____/50 points
Journal Reflections Per Class 6 X 5	_____/30 points
Web TPS Project	_____/90 points
Power Point	_____/25 points
Presentation	_____/25 points

Total Points   250 Points

Grades:

A = 250-232

B = 231-212

C = 211-190

D = 189-162

F = 161 and below

Course Schedule on Following Document