AM ST 502.2
TEACHING AND LEARNING AMERICAN STUDIES

Section 1 (Schedule no. 366391)
American Studies Program, Penn State Harrisburg
Sem/Time: Fall 2014, W 1:25-4:25 p.m., Rm 334E Olmsted Building

Simon Bronner, Ph.D.
Chair & Distinguished Professor of American Studies

<table>
<thead>
<tr>
<th><strong>Primary Email:</strong> <a href="mailto:sbronner@psu.edu">sbronner@psu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Location and Hours:</strong> W356 Olmsted Building, M 3-5 p.m., and by appointment</td>
</tr>
<tr>
<td><strong>Mailing Address:</strong> Penn State Harrisburg, 777 W Harrisburg Pike, Middletown, PA 17057-4898</td>
</tr>
<tr>
<td><strong>Phone Nos.:</strong> 717-948-6039 (office), 717-948-6201 (staff), 717-948-6724 (fax)</td>
</tr>
<tr>
<td><strong>Video Communication:</strong> sbronner64 (Skype)</td>
</tr>
<tr>
<td><strong>ANGEL Course Website:</strong> <a href="http://cms.psu.edu">http://cms.psu.edu</a></td>
</tr>
<tr>
<td><strong>Syllabus Site:</strong> <a href="http://www.personal.psu.edu/sjb2/502syllabusfall2014">http://www.personal.psu.edu/sjb2/502syllabusfall2014</a></td>
</tr>
<tr>
<td><strong>Course Social Media:</strong> <a href="http://yammer.psu.edu">http://yammer.psu.edu</a>, <a href="http://voicethread.psu.edu">http://voicethread.psu.edu</a></td>
</tr>
</tbody>
</table>

**Personal Interactive Websites**
- [http://sites.psu.edu/bronner](http://sites.psu.edu/bronner) (Blog)
- [http://www.facebook.com/simon.bronner](http://www.facebook.com/simon.bronner) (Facebook)
- [http://twitter.com/simbron](http://twitter.com/simbron) (Twitter)
- [https://pennstate.academia.edu/SimonBronner](https://pennstate.academia.edu/SimonBronner) (Academia)
DESCRIPTION OF COURSE

The intent of the 502 “problem” courses is that they address critical issues in the American Studies profession. Teaching and learning are more than things we do; they are processes that raise philosophical, social, and cultural questions about their ties to the history, mission, and practice of American Studies. An impetus to the emergence of American Studies was educational reform and the discourse on linking instructional approaches to goals of the American Studies movement has continued to the present day. This course addresses American Studies pedagogy over time and space, and the way that it informs, and is influenced by, American Studies theory and epistemology. On a practical level, it covers techniques of teaching and learning in the classroom—especially at Penn State as well as at other college campuses. The practices can also be applied to other educational settings, including K-12 classrooms, adult programs, museums and heritage organizations, festivals, and conferences. A central theme of the course is the approach to teaching and learning as performance and contributing to a “community of practice.” The course is designed as a “hybrid” course combining online work with hands-on, in-class workshops, and observation of faculty work in various courses. Toward these ends, it will include rehearsal of performance strategies, instructional technologies, and classroom management. As a course in education, it also covers the historical and cultural context for ethical, social, economic, and political issues in higher education. Besides engaging in various participatory activities in and out of class, students will compile a teaching portfolio and present a class lesson. This “problem course” satisfies pre-candidacy requirements for doctoral students and can be counted toward the minimum 18 credits of 500-level coursework for master’s degree students. It is required for graduate teaching assistants and other students assigned to teach at Penn State.
OBJECTIVES OF COURSE

By the end of the course,

1. Students will be able to compose a philosophy of teaching appropriate to university-level teaching in American Studies.

2. Students will be able to construct a syllabus and course materials that can be the basis for instruction at Penn State.

3. Students will be able to apply instructional technologies such as Powerpoint, Prezi, VoiceThread, and electronic resources to present lecture-discussions in the classroom and interact with students through course management software (ANGEL).

4. Students will show familiarity with online courses as well as residential classes, including use of plug-in software for online instruction.

5. Students will have strategies to deal with ethical issues and conflict resolution techniques related to teaching, grading, and advising.

6. Students will become familiar with Penn State policies regarding access, attendance, safety, and other issues relating to instructional management.
TECHNICAL REQUIREMENTS

The course requires use of a computer and readings and assignments require use of the ANGEL website (cms.psu.edu or www.angel.psu.edu; they are “mirror” sites):

After logging on, you’ll choose AM ST 502 from your course profile, and then see a set of “tabs.” The folders referred to in this syllabus are mostly under the “Course Lessons” tab.
You should have an access account allowing you to log on to the Penn State network. You can use computers on campus at various lab locations or use a laptop on campus that logs into the wireless system (see http://wireless.psu.edu). If you are using a computer at home to access ANGEL or Penn State resources, a broadband connection is essential. ANGEL maintenance will be conducted on Wednesdays and Saturdays from 4:00 to 6:00 a.m. U.S. Eastern Time, during
which time ANGEL will be unavailable. A message will be posted during each maintenance period as a reminder. Most databases require a PC platform; the following chart summarizes the technical needs, which are usually standard on consumer computers. Penn State recommends use of Internet Explorer 7-10 for ANGEL. Please note that at the present time some versions of Chrome, Safari, and Firefox browsers do NOT perform all ANGEL functions and mobile versions of these browsers might not be responsive. See http://kb.its.psu.edu/cms/article/6 for updates on functionality of browsers. In word processing Microsoft Works is NOT supported. For a site to retrieve free Penn State downloads, see https://downloads.its.psu.edu/. For technical assistance with Penn State computer resources, contact: helpdesk@psu.edu or look at the guide to information technology posted at http://css.its.psu.edu/internet/. For local help, you can visit:

Instructional and Information Technologies

E303 Olmsted Building

777 West Harrisburg Pike

Middletown, PA 17057

Computer Center Phone: 717-948-6188

http://hbg.psu.edu/its/index.htm

<table>
<thead>
<tr>
<th><strong>Operating System</strong></th>
<th>Windows 7 or above recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>2 GHz or higher</td>
</tr>
<tr>
<td>Memory</td>
<td>256 MB of RAM</td>
</tr>
<tr>
<td>Hard Drive Space</td>
<td>500 MB free disk space</td>
</tr>
<tr>
<td>Browser</td>
<td>Windows: Internet Explorer 7-10 OR Windows Firefox 15-18, Chrome 24, Safari 6</td>
</tr>
<tr>
<td>Plug-ins (free)</td>
<td>Adobe Reader</td>
</tr>
<tr>
<td></td>
<td>Flash Player</td>
</tr>
<tr>
<td></td>
<td>Quicktime Player</td>
</tr>
<tr>
<td></td>
<td>Real Player</td>
</tr>
<tr>
<td>Additional Software</td>
<td>Microsoft Office or Word Perfect, Powerpoint</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>Broadband connection; Wireless 2.0 service on campuses (<a href="http://hbg.psu.edu/its/wireless.htm">http://hbg.psu.edu/its/wireless.htm</a>)</td>
</tr>
</tbody>
</table>

**References to Learning Software used in the course other than the Office Suite:**

**VoiceThread** can be accessed at http://voicethread.psu.edu. It is a totally web-based application that allows you to place collections of media like images, videos, documents, and presentations at the center of an asynchronous conversation. VoiceThread allows course members to have conversations and to make comments using any mix of text, a microphone, a
web cam, a telephone, or uploaded audio file. VoiceThread runs inside your web browser, so there is no software to download, install, or update (unless you use the mobile application).

**Prezi (prezi.com)** is a cloud-based (SaaS) presentation software and narrative tool for exploring and sharing ideas on a virtual canvas. Prezi is distinguished by its Zooming User Interface (ZUI), which enables users to zoom in and out of their presentation media. Prezi allows users to display and navigate through information within a 2.5D space on the Z-axis.

Prezi is used as platform for bridging linear and non-linear information, and as a tool for both free-form brainstorming and structured presentation. Text, images, videos and other presentation media are placed upon the canvas, and can be grouped together in frames. Users then designate the relative size and position between all presentation objects and may pan and zoom in and between these objects. For linear presentations, users can construct a prescribed navigation path.

**Yammer** is a collaborative environment, a form of social media, for you to primarily connect with people in the course, and if you wish, across the University community. It has the look and functionality of Facebook, but it is commercial-free. It is available for your desktop and your mobile device. The Yammer group is restricted to members of the course and people outside of the course cannot view your communication. Some of the uses of Yammer include collaborating on team projects, getting updates on what others are working on, asking questions, sharing ideas, receiving feedback, creating and editing content, and planning events. You log in with your Penn State access account.
To the left is a Prezi “canvas” on which you can place multiple layered frames. This allows you to go between parts of the canvas in a nonlinear sequence. In contrast, Powerpoint operates linearly with “slides” which are arranged sequentially.

Post here with text. Click on paper clip icon to add photos or videos. Above update box is a search box for people, groups, and conversations.

Click “Reply” to give a response or on “More” to “Share,” “Bookmark,” or “Email.”

Use this sidebar to have an online “chat.” A green circle next to the name will indicate if that person is online.

Your groups are listed here. Above it in red is the number of messages waiting for you in your Inbox.
TEACHING PHILOSOPHY

Effective teaching expands what students know and gives them skills to put knowledge into use. I strive to develop multiple competencies in students, including visual and oral communication, in addition to writing and reading. I also build the classroom experience on the idea of a dialogue in which there can be exchange and discussion culminating in the achievement of learning goals. Toward that end, much of the model of teaching follows ideas of “practice” and “performance.” It is practice in the sense of being repeated (and it is hoped, both innovative and traditional) customs that enhance active learning and builds community. It is performance in the sense of being rehearsed and delivered individually with the goal of reaching an audience emotionally. It should be the kind of practice and performance that is engaging, inspiring, and evocative. I also adhere to a pragmatic philosophy that students respond to structure for their learning and derive educational benefits from direct experience with their subject, including opportunities to engage in the practices they need as professionals such as writing, teaching, and interpretation. They also need to know outcomes and products that will be useful to them in a pursuit of life-long learning. In this course, this pragmatist emphasis is especially important in relating the craft of teaching to theoretical frames for the transmission of knowledge and skills. The course is an example of a course in which learning promotes the application of concepts and students building on this foundation to make discoveries on their own.

STRUCTURE OF THE COURSE

The course is organized as if you are preparing for a performance, which a large part of teaching. The foundation of the course is a reading of various “scripts” in the form of presentational strategies in the classroom (as a kind of stage) and becoming familiar with the contexts of teaching as dramatic communication. The course addresses the enhancement of learning as the primary goal, and it outlines types of learning and strategies for facilitating them. A focus of this learning is the development of “critical thinking” skills. In the second part of the course, you will develop techniques and skills for teaching for a variety of “acts” and audiences, including
on-line and “live” delivery. In the third section of the course, you will essentially be in “rehearsal” of a course you propose with the guidance of your instructor and feedback from your fellow “actors.” In the conclusion of the course, you will document your experience with a teaching portfolio that contains materials appropriate to an American Studies course.

**TEACHING PORTFOLIO**

Materials that go into the teaching portfolio will be submitted electronically for evaluation and feedback through the semester. For information on the e-portfolio, see [http://sites.psu.edu/portfolios/](http://sites.psu.edu/portfolios/). Based on feedback from me, students will edit materials and “publish” a final portfolio at the end of the course. Consultation with the instructor on the portfolio can occur directly by phone, office appointment, instant messaging, or electronic mail. The portfolio is a package you can continue to develop and use in your professional career.

Sample e-Portfolio that includes headings for teaching and mentoring philosophies, presentations, and course goals. See [http://sites.psu.edu/portfolios/wp-content/uploads/sites/7952/2014/02/Laura-Guertin.png](http://sites.psu.edu/portfolios/wp-content/uploads/sites/7952/2014/02/Laura-Guertin.png)

You will have a computer workshop to show you how to create an e-portfolio through sites.psu.edu. For information on getting started creating a portfolio, see [http://sites.psu.edu/portfolios/create-a-portfolio/](http://sites.psu.edu/portfolios/create-a-portfolio/).
The following draft materials will go into your portfolio according to this schedule:

1. Biographical Paragraph and Written Teaching Philosophy—**September 17**
2. Course Description—**September 24**
3. Syllabus —**October 8**
4. Video of welcome message to course (cameras available from digital commons or use of One Touch Studio)—**October 15**
5. Lesson Plan addressing critical thinking goal—**October 22**
6. Assignment and exam guide, Grading Rubric—**November 12**
7. Powerpoint or Prezi Presentation for orally delivered lecture-discussion—**December 3**

**FINAL ELECTRONIC PORTFOLIO DUE—DECEMBER 15, before noon.**

The portfolio is marked for composition and scholarship of teaching. This rubric will be used to give feedback to students on their work. The grading rubric for the written parts of the portfolio assignment is:

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Unsatisfactory or Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Composition (100 points)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>A. Clarity and Tone (student maintains analytical tone and provides clear syntax; essay does not over-rely on passages from someone else's work and attributes ideas to sources [see plagiarism policy]; essay is free of run-on sentences and awkward or unclear phrasing; there are no dropped in quotes)</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>B. Mechanics (essay is free of spelling and grammatical errors such as pronoun and verb agreement; improper use of punctuation; dangling modifiers)</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>C. Strength of Documentation (thorough documentation is provided, following standard forms [CMS, MLA] of textual and visual sources used in essay)</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td><strong>II. Scholarship (100 points)</strong></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>A. Design of Teaching Material (text engages students and addresses scholarship of teaching and learning in American Studies)</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>
B. Application of Scholarship (uses scholarship in accessible, structured manner to shape presentation in written and oral forms)

<table>
<thead>
<tr>
<th></th>
<th>25</th>
<th>20</th>
<th>15</th>
<th>10</th>
<th>0</th>
</tr>
</thead>
</table>

C. Performance and Communication (Presents material in engaging, imaginative way appropriate to college-level students in American Studies)

<table>
<thead>
<tr>
<th></th>
<th>25</th>
<th>20</th>
<th>15</th>
<th>10</th>
<th>0</th>
</tr>
</thead>
</table>

Total possible points

<table>
<thead>
<tr>
<th></th>
<th>150 (A)</th>
<th>120 (B- to B+)</th>
<th>90 (D to C+)</th>
<th>60 (F)</th>
<th>0 (F)</th>
</tr>
</thead>
</table>

TOTAL=5 SUBMISSIONS OF WRITTEN MATERIAL X 5 FOR MAXIMUM OF 750 POINTS

American Studies faculty members use the following assessment rubric for writing:

<table>
<thead>
<tr>
<th>SCORING LEVEL</th>
<th>CLARITY AND TONE</th>
<th>MECHANICS AND CONVENTIONS</th>
<th>USE OF SOURCES AND DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Accomplished</td>
<td>In addition to meeting the requirements for a &quot;3,&quot; writing flows smoothly from one idea to another. The writer uses engaging, lively prose (using active voice) that clearly communicates a thesis to the reader. The writer's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.</td>
<td>In addition to meeting the requirements for a &quot;3,&quot; the writing is completely or close to error-free in terms of mechanics such as spelling and grammar. Models the style and format appropriate to the assignment. Presentation of the assignment appears neat, clean, and professional.</td>
<td>In addition to meeting the requirements for a &quot;3,&quot; the writer has given attention to finding multiple sources and documented them correctly (archives, interviews, newspapers, books, Internet, lectures). The writer uses notes in addition to bibliography or works cited in an appropriate way and shows thorough coverage of the subject.</td>
</tr>
<tr>
<td>3-Competent</td>
<td>Essay is organized well by a clear thesis and has an objective analytical tone in keeping with scholarly examples from American Studies. Essay has a clear beginning that contains background information, problem statement, and thesis; middle part of essay describes collected evidence and analysis; the end returns to problem statement/question and plan of study stated in introduction and suggests implications of study. Sentences are structured correctly and words are chosen to communicate ideas clearly. Essays are free of run-on sentences and awkward or convoluted constructions. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>While there may be minor errors, the essay follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing. Writing follows all requirements of the assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates thoroughness and competence in documenting sources. The reader would have little difficulty referring back to cited sources. Correctly uses standard citation style recommended by the American Studies Program such as the latest versions of Chicago Manual of Style or Modern Language Association Manual of Style. Differences between quoted material and paraphrased text are clear. Quotations and interviews are properly introduced and contextualized (no &quot;dropped-in quotes&quot;).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Rudimentary</td>
<td>Statement of thesis and problem in introduction needs clarification and organization of argument needs work to help the reader understand the material in the middle and end of the essay. Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements, pronoun agreement, and usage of tenses), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. All requirements of the assignment are not fulfilled.</td>
<td>Follows citation style recommended by American Studies Program (CMS, MLA), but makes frequent errors in documentation. Uses limited number of sources and does not use print or analytical works to document essay. Uses &quot;dropped-in&quot; quotes and omits documentation of some statements of fact or quotations.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1-Deficient</td>
<td>Essay lacks thesis and problem statement with an outline of the argument in the essay. Sentence structure, word choice, lack of transitions, sequencing of ideas, run-on sentences, and awkward or convoluted constructions make reading and understanding difficult.</td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. All requirements of the assignment are not fulfilled.</td>
<td>Fails to demonstrate thoroughness and competence in documentation. Citations are incomplete (lacking, for example, author, full title, publisher or place of publication, and year); Internet sources lack titles, URLs, and author or organization. Statements of fact in the essay are undocumented and quotations do not have citations. Reader would have difficulty checking sources used in the essay. It may be unclear which references are direct quotes and which are paraphrased. Writer might overuse external sources and drop in quotes without...</td>
</tr>
<tr>
<td>0- Unacceptable</td>
<td>Essay is incomplete (does not meet minimum requirements of pages or word count), plagiarized, or not submitted properly (did not meet deadlines or not submitted according in proper format).</td>
<td>Essay is incomplete (does not meet minimum requirements of pages or word count), plagiarized, or not submitted properly (did not meet deadlines or not submitted according in proper format).</td>
<td>Essay is incomplete (does not meet minimum requirements of pages or word count), plagiarized, or not submitted properly (did not meet deadlines or not submitted according in proper format).</td>
</tr>
</tbody>
</table>

**PRESENTATIONS AND TEACHING DEMONSTRATIONS**

In addition to developing writing competencies in this course, you will also have graded activities intended to give practice in oral presentation and instructional technology: welcome video and teaching demonstrations. **Teaching demonstrations will be scheduled for November 12 and 19.**

The “One-Button Studio” is located in the Rm 201C of the Library. It provides a simplified video recording setup that can be used without any previous video production experience. Bring your flash drive with you and push a single button.
The grading rubric for oral/video presentation is:

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation followed guidelines and instructions of assignment (e.g., length, addressing discussion theme, format)</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2. Oral communication is audible, engaging, and articulate to the audience</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3. Presentation demonstrates knowledge and/or research of subject, and is explanatory and/or interpretative</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>4. Presenter shows command of instructional technology and uses it in an appropriate, creative way</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>5. Presentation well composed and logical in sequence and content</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS = 250

Classroom simulation using instructional technology (2012).

I sue the following assessment rubric for the presentational goal of American Studies:
<table>
<thead>
<tr>
<th>CATEGORY OF PRACTICE</th>
<th>4-HIGHLY EFFECTIVE</th>
<th>3-EFFECTIVE</th>
<th>2-IMPROVEMENT NECESSARY</th>
<th>1-DOES NOT MEET STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Presents material methodology/pedagogy clearly, with well-chosen, memorable examples and lively and appropriate language that are highly engaging to the audience.</td>
<td>Provides explanations, appropriate language, and examples to present material that hold an audience’s attention</td>
<td>Uses some language and explanations that are fuzzy, confusing, or inappropriate that do not fully hold an audience’s attention.</td>
<td>Most of the presentation is given in a confusing way, using language that is inappropriate, or fails to hold the audience’s attention.</td>
</tr>
<tr>
<td>Organization</td>
<td>Presents central question/focus/theme and arranges subsequent parts of the presentation clearly, smoothly, and/or vividly from beginning to end. Closing answers question or leaves a lasting, thought-provoking impression in a presentation that is easy to follow.</td>
<td>Has a main question/focus/theme and arranges subsequent parts of the presentation logically from beginning to end. Closing addresses question/theme.</td>
<td>Question/focus/theme is presented but arranges parts of the presentation out of sequence or has distracting trajectories. Does not return to answer question at end or ends abruptly.</td>
<td>Question/focus/theme of presentation is unclear and parts of the presentation do not have continuity.</td>
</tr>
<tr>
<td>Knowledge/Insight</td>
<td>Presents original research and command of knowledge in presentation. Provides thought-provoking insight and intellectually defensible interpretation that address American Studies scholarship.</td>
<td>Demonstrates command of knowledge in presentation. Provides intellectually defensible interpretation that addresses American Studies scholarship.</td>
<td>Presents some knowledge in presentation that is inaccurate, overly generalized, or debatable. Does not provide clear interpretation or address American Studies scholarship.</td>
<td>Most of the presentation contains knowledge that is inaccurate, overly generalized, or debatable. Does not provide interpretation and does not address American Studies scholarship.</td>
</tr>
<tr>
<td>Technical/Creative</td>
<td>Masterfully and colorfully coordinates text and images in presentational media and creates a dynamic presentation that is engaging to the audience, illuminates American Studies concepts, and enhances learning.</td>
<td>Coordinates text and images in presentation media and creates a presentation that captures audience’s attention, demonstrates American Studies concepts, and enhances learning.</td>
<td>Text and images in the presentation are not all coordinated, and presenter confronts some technical challenges. Images, colors, and/or movements in the presentation distract from point of presentation and weaken confidence of the audience in presenter.</td>
<td>Most of the text and images in the presentation are not coordinator and presenter consistently as technical problems. Use of media is inappropriate or disengages audience.</td>
</tr>
</tbody>
</table>
Participation Activities: In addition to graded writing assignments and oral/video presentations, there are several brief, ungraded, and required activities to enhance classroom participation by students. See the consultation with me for your portfolio around September 17; classroom observations of faculty members and participation in a discussion thread around November 5; finding references to ethical issues covered by the *Chronicle of Higher Education* on November 12.

**GRADING**

The following tables summarize the grading.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>750</td>
</tr>
<tr>
<td>Presentations</td>
<td>250</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

The following table will be used to calculate final Letter Grades submitted to the University.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Quality of Performance</th>
<th>GPA Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
<td>Exceptional Achievement</td>
<td>4.00</td>
</tr>
<tr>
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<td>XF</td>
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For more information on Penn State’s grading policy, see [http://www.psu.edu/ufs/policies/47-00.html#47-60](http://www.psu.edu/ufs/policies/47-00.html#47-60).

**N.B.** : STUDENTS ARE REQUIRED TO SUBMIT ALL ASSIGNMENTS. That means the student can fail for not submitting assignments even if his or her cumulative score is passing.

*Grade Entry in elion.psu.edu. You can also use elion to post your CV and syllabi on Penn State’s schedule of courses.*
SPECIAL EVENTS (OPTIONAL)

PENN STATE HARRISBURG RECEPTION: Monday, September 8, 5-6 p.m. Gallery Lounge. Refreshments Served.

DOCTORAL INFORMATION NIGHT, Tuesday, September 9, 6-8 p.m., Library.

GRADUATE INFORMATION NIGHT, Thursday, October 9, 6-8 p.m., Library

AMERICAN FOLKLORE SOCIETY MEETING: November 5-9, Santa Fe, New Mexico. Funding available from American Studies Student Association.

HOLOCAUST CURRICULUM AND EDUCATION IN PENNSYLVANIA with State Senator Rob Teplitz: November 13, Noon, Morrison Gallery.

REQUIRED TEXTBOOKS (Available at Campus Bookstore)


**ELECTRONIC TEXTS (Available on ANGEL)**

Armstrong, Thomas. “Neurodiversity: A Concept Whose Time Has Come.” *American Institute for Learning and Human Development*

http://www.institute4learning.com/neurodiversity.php


http://www.theasa.net/project_eas_online/page/project_eas_online_eas_Forum_Archives/


Faculty Center for Teaching and Instructional Technology. Penn State Harrisburg. Website. https://sites.psu.edu/facultycenter/

FERPA website at Penn State:

http://www.registrar.psu.edu/staff/ferpa_tutorial/ferpa_tutorial.cfm


http://nblo.gs/Zob54.

“Gender Issues in the College Classroom.” *Graduate School of Arts & Sciences Teaching*


Penn State, “Compliance and Ethics Hotline Overview” and “Clery Act Online Training.” http://www.psu.edu/hotlines


University of San Diego School of Education, “Classroom Implications for Teaching Chinese Students.” http://www.sandiego.edu/esl/cultures/chinese/teachingchinese.htm


Schreyer Institute for Teaching Excellence website (many of your sources for the course are there) at http://www.schreyerinstitute.psu.edu
COURSE OUTLINE AND SCHEDULE

I. Backstage: Teaching/Learning Philosophies, Performance/Practice Theory, & American Studies Pedagogy

II. Critical Thinking and Techniques to Enhance It

III. Rehearsal

IV. Showtime: The Analytics, Assessment, and Future of Teaching

(For a detachable summary of course meetings and student tasks, see the color-coded table at the end of the syllabus)

I. Backstage: Teaching/Learning Philosophies, Performance/Practice Theory, & American Studies Pedagogy

Meeting 1: August 27

A. INTRODUCTION TO COURSE & THE “PROBLEM” OF TEACHING/LEARNING IN AMERICAN STUDIES

This will be the introductory session with the aim of defining American Studies teaching as performance/practice entailing principles of American Studies (“seeing things whole,” “problem orientation,” “variety of evidence,” “integrative orientation,” and “public awareness.”). The syllabus will be discussed; objectives, themes, assignments, and course resources on the web will be explained.

B. NAVIGATING AROUND ANGEL, SCHREYER INSTITUTE SITE FOR TEACHING RESOURCES, FACULTY CENTER, AND YAMMER

In the second part of meeting, we will have a computer workshop and view resources for teaching/learning and course management tools.

Meeting 2: September 3

C. PREMISES: TEACHING AND LEARNING PHILOSOPHIES

D. UNDERSTANDING YOURSELF AS THE (AMERICAN STUDIES) TEACHER
E. UNDERSTANDING YOUR (AMERICAN STUDIES) STUDENTS

In this meeting, we will discuss a variety of basic teaching and learning philosophies in higher education from classical times to the present. You will be given guidance to crafting a teaching philosophy that is geared toward your own goals and circumstances. We also will discuss theories of learning including Gardner’s Theory of Multiple Intelligences and the Critical Theory of ethnic/gender/class socialization to learning.

F. CREATING A TEACHING E-PORTFOLIO

In the second part of the course, we will have a computer workshop on creating a teaching e-portfolio (through sites.psu.edu). Be sure that you created an access account beforehand.

READING:

Read in the following combinations:

Bronner, ed. “Teaching American Studies” and “Learning American Studies”; Cooke, “Historical Fallacy”; and Buchanan, “Teaching the American History Survey”

University of San Diego, “Classroom Implications for Teaching Chinese Students”; Graduate School of Arts & Sciences Teaching Center, “Gender Issues in the Classroom”; and Guild, “Diversity, Learning Style and Culture”

Smith, “Howard Gardner, Multiple Intelligences and Education”; Armstrong, “Neurodiversity”; and Robison, “Neurodiversity and Me”

Wenger, “Communities of Practice: An Introduction”; Haneda, “Classrooms as Communities of Practice”; and Freire, “Pedagogy of the Oppressed.”

REVIEW:

IT Knowledge Base, “Seven Principles for Good Teaching Practice and Penn State”
http://kb.its.psu.edu/cms/article/139
Schreyer, “Writing a Teaching Philosophy”
http://www.schreyerinstitute.psu.edu/Tools/Philosophy/
Portfolios at Penn State: http://sites.psu.edu/portfolios/create-a-portfolio/
Meeting 3: September 10

G. HISTORIES OF CURRICULAR INNOVATION

H. AMERICAN STUDIES AND THE LEARNING PARADIGM

READING:

Oppermann, *American Studies in Dialogue*

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**II. Critical Thinking and Techniques to Enhance It**

Meeting 4: September 17

A. CRITICAL THINKING: WHAT IS IT AND WHY DOES IT MATTER

The term “critical thinking” shows up in most teaching philosophies, but it is rarely clear what it entails or how it is applied to teaching/learning as well as research/scholarship. In this session, we will discuss the components of critical thinking, its application to American Studies, and its importance in American Studies pedagogy and “active learning.” In this course session, we will discuss the background of educational objectives introduced by Benjamin Bloom and subsequent revisions, and move on to approaches outlined by Washburn from comparing (p. 9) to explaining (p.177) with case studies to view types of critical thinking in action.

READING:

Washburn, *Vocabulary of Critical Thinking*, pp. 3-197.

REVIEW:

Bloom’s Taxonomy of Educational Objectives:
http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy (Old Dominion)

http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/ (Iowa State)
ACTIVITY:

SCHEDULE INDIVIDUAL CONSULTATIONS WITH PROFESSOR BRONNER ON COURSES TO BE DEVELOPED FOR YOUR PORTFOLIO

ASSIGNMENT 1: POST (1) ABOUT ME (BIOGRAPHICAL PARAGRAPH) AND (2) TEACHING PHILOSOPHY TO HOME PORTION OF E-PORTFOLIO

Meeting 5: September 24

B. CRITICAL THINKING FROM VALUING TO CREATING

In this session, we continue discussion of the application of critical thinking to American Studies teaching and learning. Approaches that will be discussed are valuing, justifying, reasoning, meaning, assuming, and creating.

READING:

ASSIGNMENT 2: POST COURSE DESCRIPTION TO “COURSES” PORTION OF E-PORTFOLIO

Meeting 6: October 1

C. THE COURSE DESCRIPTION AND SYLLABUS
D. WELCOMING STUDENTS IN PERSON AND IN VIDEO
E. SHARING PERSONAL INFORMATION IN A BIO, CV, AND OTHER FORMS

In this meeting, we will discuss the significance of the syllabus in teaching and discuss effective formats for a variety of contents. Connected to presentation of the syllabus is the introduction of the course to students. Relevant to this, we will have discussion and training in welcoming students in person and in video. Course sites often ask for personal information, and we will discuss the formats and contents for this.

In the second part of the class, we will have a computer workshop to develop advanced Powerpoint, Prezi, and VoiceThread techniques

READING:

Lang, 1-20

REVIEW:

Schreyer Institute site for “writing a syllabus”:
http://www.schreyerinstitute.psu.edu/Tools/Syllabus

Teaching and Learning with Technology, http://tlt.psu.edu/.
American Studies Group Site on ANGEL, “Fall 2014 Course Descriptions and Syllabi”

Meeting 7: October 8

F. THE LESSON PLAN

G. LECTURES AND DISCUSSIONS


Effective delivery of lectures and managing good class discussion are two basic skills of college teaching. We will discuss techniques suggested by successful teachers and responses of students (Powerpoint, video, audio) involving instructional technology. Toward the goal of becoming better communicators, you will learn techniques of dramatics.

READING:
Lang, 21-126
National Endowment for the Humanities, “Lesson Plans.”
Shrawder and Warner, “Planning a Successful Lesson”

REVIEW:
Ed Tech Advisor. http://sites.psu.edu/eta

ASSIGNMENT 3: POST COURSE SYLLABUS TO “COURSES” PORTION OF YOUR E-PORTFOLIO
Meeting 8: October 15

I. ASSIGNMENTS, EVALUATIONS, AND GRADING

In this meeting, we will discuss the scholarship of teaching about effective assignments, evaluations of student work, and grading rubrics. This subject also includes discussion of classroom activities such as individual presentations, group work, active learning strategies, field work, and field trips. We also will discuss “peer-review” observations of teaching and the reading of student ratings of teaching effectiveness (SRTEs). I also will discuss the problems of plagiarism and academic integrity and ways that instructors can deal with them.

READING:

Lang, 92-114, 265-92

REVIEW:

Turnitin, http://turnitin.psu.edu/bestpractices
Schreyer Institute site for “Course Evaluation,” and “Teaching and Assessment Strategies”: http://www.schreyerinstitute.psu.edu/Tools/

ACTIVITY:

Respond to VoiceThread document with comments on how you would evaluate/grade it.

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**ASSIGNMENT 4:** POST YOUR VIDEO WELCOMING STUDENTS TO CLASS ON “COURSES” PORTION OF YOUR E-PORTFOLIO
Meeting 9: October 22

J. ASSESSMENTS, POLLS, AND FEEDBACK

We will discuss recent developments in university accountability and assessment of learning, and analyze different techniques for tracking programmatic learning. As a case-study, we will work on an assessment in the form of a survey for students of their competencies in American Studies. We will also review challenges of improving communication in different forms, including writing.

REVIEW:


ASSIGNMENT 5: POST A LESSON PLAN ADDRESSING CRITICAL THINKING GOAL IN AMERICAN STUDIES TO “LESSONS & PRESENTATIONS” SECTION OF YOUR E-PORTFOLIO

Meeting 10: October 29

K. ON-LINE COURSE DELIVERY

We will have a computer workshop covering plug-in software and techniques for composition of online courses. We will discuss advanced techniques for engaging students online including “Voice Thread,” “Wiki Pages,” and “Discussion Threads.”
L. REVIEW OF PRESENTATIONS
   We will discuss upcoming presentations and various formats for enhancing engagement of learning.

READING:

Conrad, “University Instructors’ Reflections on Their First Online Teaching Experiences”
Gerson, “E-CLASS: Creating a Guide to Online Course Development for Distance Learning Faculty”

III. Rehearsal

November 5

NO CLASS MEETING to facilitate your observations of class meetings of undergraduate courses at Penn State Harrisburg. I will distribute options for classes to observe (most will be at 100-level). Post 100-word evaluation of the class you observed according to observational guidelines for tenure and promotion and respond to others in ANGEL discussion forum.
Meeting 11: November 12

PRESENTATIONS FOR THE CLASSROOM

Students will present lecture-discussions of 20 to 30 minutes that simulate a classroom delivery of the course they designed. Audience members will provide constructive feedback on distributed forms.

ASSIGNMENT 6: POST GUIDES TO A WRITING ASSIGNMENT AND EXAM THAT INCLUDE A GRADING RUBRIC TO THE “LESSONS & PRESENTATIONS” PORTION OF YOUR E-PORTFOLIO
Meeting 12: November 19

PRESENTATIONS FOR THE CLASSROOM, CONTINUED

Students will present lecture-discussions of 20 to 30 minutes that simulate a classroom delivery of the course they designed. Audience members will provide constructive feedback on distributed forms.

N.B.: NO CLASS ON NOVEMBER 26
IN OBSERVANCE OF THANKSGIVING BREAK
(Library and offices will be open during the break, except for 11/27)

IV. Showtime: Analytics, Assessment, and Future of Teaching

Meeting 13: December 3

A. OBJECTIVITY & THE ETHICS OF TEACHING AND ADVISING
B. CLASSROOM MANAGEMENT AND CONFLICT RESOLUTION

After the review of presentations, this class meeting will be devoted to a review of the kinds of ethical issues that arise in your roles as teachers and advisers. “Ethics” spills over into classroom management and conflict resolution issues, which entail a wide range of material; in this meeting we will be sure to give time to discuss (1) copyright and intellectual property, including rights of students and teachers to work conducted in class as well as “fair use” of copyrighted material in instruction; (2) handling disruptive students and students with learning/behavior conditions; (3) student-teacher relations, including encounters outside of the classroom and handling of students who are previously familiar or relatives; (4) responsibilities
of students and teachers in evaluations and preparation for classroom work; (5) handling of “non-traditional” and “challenged” students.

READING:

Lang, 196-264, 293-299
Corntassel, “Activist Posing as an Academic”
Penn State, “Managing Disruptions and Related Behaviors”

Read the following articles in this combination:


REVIEW:

AccessAbility: http://accessibility.psu.edu/
Adult Learners of Penn State: http://www.clubs.psu.edu/up/adultlearnersps/
Clery Act Online Training: http://www.police.psu.edu/clery/resources/online-training.cfm
FERPA tutorial: http://www.registrar.psu.edu/staff/ferpa_tutorial/ferpa_tutorial.cfm
Penn State, “Compliance and Ethics Hotline Overview” http://www.psu.edu/hotlines

ACTIVITY:

Search Chronicle of Higher Education website (chronicle.com) through library website (http://cat.libraries.psu.edu) for article in last five years on teaching ethics and/or controversies you will discuss in class.

ASSIGNMENT 7: POST REVISED ORALLY DELIVERED POWERPOINT PRESENTATION TO
(Last) Meeting 14: December 10

C. CAREER AND PROFESSIONAL ISSUES

In this meeting, we will discuss your own career and professional issues of collegiality, working in a department/bureaucracy, and balancing life/work/study. We will discuss your teaching in the short-term future at Penn State and in the long-term, the opportunities and challenges for teaching in higher education.

D. ASSESSMENT, ANALYTICS, AND FUTURE OF TEACHING AND LEARNING IN AMERICAN STUDIES

In this section, we will discuss the future of the scholarship of teaching and learning American Studies. We will return to questions raised in the first class meeting concerning the way that pedagogy informs, and is influenced by, American Studies theory and epistemology, in light of a changing environment.

READING:

*University Handbook for Part-Time Faculty*

REVIEW:

- American Studies Association “Opportunities” job site: theasa.net
- *Chronicle of Higher Education* website for current news and job directory (search American Studies): chronicle.com (obtain access through http://cat.libraries.psu.edu)
- *H-Net* job site for American Studies: h-net.org

**FINAL TEACHING PORTFOLIO DUE DECEMBER 15, BEFORE 12 noon. USE DROP-BOX TO SEND LINK.**
N.B. Schedule Subject to Change.

| POLICY STATEMENTS: | (1) Academic Freedom; (2) Academic Integrity; (3) Attendance; (4) Cancellations due to Weather, Emergencies, and Campus Closing; (5) Confidentiality; (6) Disability Services; (7) Penn State Harrisburg Emergency Procedures; (8) Personal Digital Devices |

1. **Academic Freedom:** According to Penn State policy HR64, “The faculty member is expected to train students to think for themselves, and to provide them access to those materials which they need if they are to think intelligently. Hence, in giving instruction upon controversial matters the faculty member is expected to be of a fair and judicial mind, and to set forth justly, without supersession or innuendo, the divergent opinions of other investigators.” See [http://guru.psu.edu/policies/OHR/hr64.html](http://guru.psu.edu/policies/OHR/hr64.html).

2. **Academic Integrity:** According to Penn State policy 49-20, Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an education objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The instructor can fail a student for major infractions. For more information, see [http://www.psu.edu/dept/ufs/policies/47-00.html#49-20](http://www.psu.edu/dept/ufs/policies/47-00.html#49-20). The instructor reserves the right to use Turnitin as a plagiarism detection tool.

3. **Attendance:** Students are expected to complete every lesson in the course and are held responsible for all work covered in the course. A student whose irregular attendance causes him or her, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the student might have secured had the student been in regular attendance. Participation by students in the course should not be disruptive or offensive to other class members. See [http://www.psu.edu/ufs/policies/42-00.html#42-27](http://www.psu.edu/ufs/policies/42-00.html#42-27). I interpret this policy to mean that students who miss more than one quarter of the course or 3 classes can fail the course even if the student has passed written assignments.

4. **Cancellations Due to Weather, Emergencies, or Campus Closing:** When the Provost and Dean makes the decision to close the Harrisburg campus or delay the start of classes, the regional media will be notified at least two hours prior to the standard 8:00 a.m.
reporting time for staff and before the start of the earliest scheduled class. The college will make its announcement in the following ways:

a. The college’s web page at www.hbg.psu.edu will carry a message regarding the status of classes.

b. The university’s email system will also be used to notify email subscribers about a weather emergency. Additionally, students, faculty, and staff are invited to register for PSUAlert at https://psualert.psu.edu/psualert/. The service will feature enhanced messaging capabilities and robust integration with the University’s other communications platforms.

c. An announcement will be placed on the college's AUDIX telephone system at the 948-6000 and 948-6029 numbers.

d. For information on the campus’s weather emergency policy, including media outlets carrying cancellation notices, see http://www.hbg.psu.edu/hbg/weather.html

5. Confidentiality: The right of students to confidentiality is of concern to your instructor and to the University. According to Penn State policy AD-11, "The Pennsylvania State University collects and retains data and information about students for designated periods of time for the expressed purpose of facilitating the student's educational development. The University recognizes the privacy rights of individuals in exerting control over what information about themselves may be disclosed and, at the same time, attempts to balance that right with the institution's need for information relevant to the fulfillment of its educational missions. Student educational records are defined as records, files, documents, and other materials that contain information directly related to a student and are maintained by The Pennsylvania State University or by a person acting for the University pursuant to University, college, campus, or departmental policy. Exclusions include: Notes of a professor concerning a student and intended for the professor's own use are not subject to inspection, disclosure, and challenge." For more information, see http://guru.psu.edu/policies/Ad11.html.

6. Disability Services and Accessibility: Any student who cannot complete requirements of the class because of physical disabilities should make circumstances known to the instructor. In cases where documentation of disability is available, alternative ways to fulfill requirements will be made. For more information, see Penn State’s disability services handbook at http://www.hbg.psu.edu/studaf/disability/dshandbook.htm

7. Penn State Harrisburg Emergency Procedures: Penn State Harrisburg has an Emergency Response Plan for various disturbances and unusual events such as fires, spillage of hazardous materials, and violent behavior. For more information, see http://www.hbg.psu.edu/EmergencyProceduresFlyer.pdf (Emergency Procedures-Quick Reference) and http://php.scripts.psu.edu/dept/iit/hbg/police/erp.php (Emergency Response Plan). Note the phone number for Police Services in the event of an emergency: 717-948-6232. In extreme emergencies, call 911. Offices that can provide assistance are Safety/Police Services at 717-979-7976 and Physical Plant at 717-948-
6235. For campus safety policies and initiatives, see [http://btmt.psu.edu](http://btmt.psu.edu) and [http://www.police.psu.edu](http://www.police.psu.edu).

8. **Personal Digital Devices**: Personal digital devices such as cell phones, smartphones and personal digital assistants (e.g., iPods, droids), laptop and netbook computers, iPad and tablet computers can help students in academic settings but can also distract from learning. As a matter of policy, I insist that cell phones be turned off or silenced; texting and other communication on the cell phone are strictly prohibited in class. Laptops, netbooks, and tablet computers enabling notetaking and viewing of course materials are permitted but students must not engage in non-classroom tasks such as emailing, web browsing, e-shopping, and social networking in class. If they do not abide by this guideline, use of their devices in class will be prohibited.

**Policy Sources**

For other policies relating to campus life and academic participation, see [http://guru.psu.edu/policies](http://guru.psu.edu/policies).
# TABLE OF MEETINGS AND TASKS

<table>
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<th>Meeting</th>
<th>Title</th>
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| **Meeting 1**  
**8/27**  
I. Backstage: Teaching/Learning Philosophies, Performance/Practice Theory, & American Studies Pedagogy | Introduction to Course & The “Problem” of Teaching/Learning in American Studies  
Navigating ANGEL and Schreyer Institute Site | READ syllabus  
ACTIVITY: Complete the Contact Info card  
Computer Workshop In 2nd Part of Class | Access ID needed to get into ANGEL. To obtain account, swipe ID at one of campus computer workstations.  
Labor Day holiday September 1 |
| **Meeting 2**  
**9/3** | Premises and Teaching Philosophies  
Understanding Yourself as the (American Studies) Teacher  
Understanding Your (American Studies) Students  
Creating a Teaching E-Portfolio | READING:  
In these combinations:  
- Bronner, ed., “Teaching American Studies” and “Learning American Studies”;  
- Cooke, “Historical Fallacy”; Buchanan, “Teaching the American History Survey”  
- Univ of San Diego, “Classroom Implications for Teaching Chinese Students”;  
- Grad School of Arts & Sciences, “Gender Issues in the Classroom”; Guild, “Diversity, Learning Style and Culture”  
- Smith, “Howard Gardner, Multiple Intelligences and Education”; Armstrong, “Neurodiversity”; and Robison, “Neurodiversity and Me”  
- Wenger, “Communities of Practice”; Haneda, “Classrooms as Communities of Practice”; Freire, “Pedagogy of the Oppressed.” | Computer Workshop in Second Part of Class |
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<th>Meeting 3</th>
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<th>Histories of Curricular Innovation</th>
<th><strong>READING:</strong> Oppermann, <em>American Studies in Dialogue</em></th>
<th><strong>American Studies Program Reception,</strong> September 8, 5-6 p.m. Refreshments Served</th>
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| **Meeting 4**  
9/17 | Critical Thinking and Techniques to Enhance It | **READING:** Washburn, *Vocabulary of Critical Thinking*, pp. 3-197.  
**REVIEW:** Bloom’s Taxonomy (Old Dominion & Iowa State sites) | **ASSIGNMENT 1:** POST “ABOUT ME” AND “TEACHING PHILOSOPHY” (between 300-800 words) TO HOME ON E-PORTFOLIO | Schedule Individual Consultation With Professor Bronner On Course Development |
| **Meeting 5**  
9/24 | Critical Thinking from Valuing to Creating | **READING:** Washburn, *Vocabulary of Critical Thinking*, pp. 198-364 | **ASSIGNMENT 2:** POST COURSE DESCRIPTION TO “COURSES” PORTION OF E-PORTFOLIO | Students should have previously consulted with Professor Bronner and received approval for course description |
| **Meeting 6**  
10/1 | The Course Description and Syllabus  
Welcoming Students in Person and in Video  
Sharing Personal Information in a Bio, CV, and Other Forms | **READING:** Lang, 1-20  
**REVIEW:** Schreyer Institute, “Writing a Syllabus”  
Teaching and Learning with Technology Site  
American Studies Group Site in Angel | Computer Workshop in Second Part of Class |
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<td>10/8</td>
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<td>&amp; Setting the</td>
<td>Shrawder and Warner, “Planning a Successful Lesson”</td>
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<td>Lang, 92-114, 265-92</td>
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<td>and “Teaching and Assessment Strategies”</td>
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<td>ACTIVITY:</td>
<td>Respond to VoiceThread document as to how you would evaluate/grade it.</td>
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<td>ASSIGNMENT 4: POST YOUR VIDEO WELCOMING STUDENTS TO CLASS ON THE “COURSES” PORTION OF YOUR E-PORTFOLIO</td>
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<th>Assessments, Polls, and Feedback</th>
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<tbody>
<tr>
<td>10/22</td>
<td></td>
<td>Schreyer Institute Site, “SRTEs”</td>
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<td>ASSIGNMENT 5: POST A LESSON PLAN ADDRESSING CRITICAL THINKING GOAL IN AMERICAN STUDIES TO “LESSONS &amp; PRESENTATIONS” SECTION OF YOUR E-PORTFOLIO</td>
</tr>
</tbody>
</table>

To create your Video, you can check out camcorders from the Digital Commons or use the “One-Button Studio” in Room 201C of the Library. Editing facilities available on the first floor of the library.
<table>
<thead>
<tr>
<th>Meeting 10</th>
<th>On-Line Course Delivery</th>
<th>Conrad, Univ. Instructors’ Reflections on Their First Online Teaching Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/29</td>
<td>Review of Presentations</td>
<td>Gerson, “E-CLASS”</td>
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<td></td>
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<td>Graham, Cagiltay, et al. “Teaching in a Web Based Distance Learning Environment”</td>
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<td><strong>Arrange for Classroom Observations in the following week</strong></td>
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<td><strong>11/5</strong></td>
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<tr>
<td>III. Rehearsal</td>
<td>Classroom Observations</td>
<td>No class meeting to facilitate your observations of class meetings of undergraduate courses at Penn State Harrisburg</td>
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<td><strong>ACTIVITY:</strong></td>
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<td>Post 100-word evaluation of the class you observed according to observational guidelines for tenure and promotion .and respond to others in ANGEL discussion forum</td>
</tr>
<tr>
<td>Meeting 11</td>
<td>Presentations for the Classroom</td>
<td><strong>ACTIVITY:</strong> Present lecture-discussion of 20 to 30 minutes that simulates a classroom delivery of the course you designed. Audience members will provide constructive feedback on distributed forms.</td>
</tr>
<tr>
<td>11/12</td>
<td></td>
<td><strong>ASSIGNMENT 6: POST GUIDES TO A WRITING ASSIGNMENT AND EXAM THAT INCLUDE A GRADING RUBRIC TO THE “LESSONS &amp; PRESENTATIONS” PORTION OF YOUR E-PORTFOLIO</strong></td>
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<td></td>
<td>No class on November 26 in Observance of Thanksgiving Break (Library and offices will be open during the break, except for 11/27)</td>
</tr>
</tbody>
</table>
**Meeting 13**  
**12/3**  
**IV.**  
Showtime: Analytics, Assessment, and Future of Teaching

| Objectivity and the Ethics of Teaching and Advising | Reading: | 
| Classroom Management and Conflict Resolution | Lang, 196-264, 293-99 | 
| | Corntassel, “Activist Posing as an Academic” | 
| | Penn State, “Managing Disruptions” | 
| | Read the following articles in this combination: | 
| | Review: | 
| | AccessAbility | 
| | Adult Learners of Penn State | 
| | Clery Act Online Training | 
| | FERPA tutorial | 
| | Penn State, “Compliance and Ethics Hotline Overview” | 
| | Activity: | 
| | Search Chronicle of Higher Education articles for article in last five years on teaching ethics and/or controversies you will discuss in class. | 

**ASSIGNMENT 7: POST REVISED ORALLY DELIVERED POWERPOINT PRESENTATION TO “LESSONS & PRESENTATIONS” PORTION OF E-PORTFOLIO**

**Final Portfolio due on Monday of Finals Week, before noon.**

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**N.B.** The Schedule is Subject to Change. Students will be notified of changes via ANGEL.