

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Phone: (xxx - xxxx) Email:

Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College*:

Dept/Academic Unit*:

Course Alpha/Numeric*:

Course Title:

Credit hours: Fixed: or Variable: to

CrossListings:

▲ To add a course, type in course ID and click the Insert button.

▼ To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Proposed

Fill in appropriate blanks only where entry differs from first column.

College:

Dept/Academic Unit:

Course Alpha/Numeric:

Course Title:

Credit Hours: Fixed: or Variable: to

CrossListings:

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Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (only if changed) 75 words max:

Catalog Description (only if changed) 75 words max:

Methods of teaching history in college. Supervised teaching of sections in World Civilizations sequence.

Introduction to essential pedagogical and academic skills including survey class design: syllabi, lectures, history writing, theses and prospectuses. And professional skills: constructing a CV, letter of introduction, teaching philosophy, and grant proposals.

Has course content changed?

Yes

No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Introduction to essential pedagogical and academic skills including survey class design: syllabi, lectures, history writing, theses and prospectuses. And professional skills: constructing a CV, letter of introduction, teaching philosophy, and grant proposals.

Proposed effective term*: 201640 (e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date: 

Effective Date: 

Comments/Notes:

In addition to providing graduate students with essential teaching skills, this course now includes academic skills and professional skills to provide a better basis for graduate student success.

Rationale:

Incoming graduate students require a more extensive skill set to complete their graduate work in a more timely and informed manner commensurate with current post-graduate opportunities.

Approval:

Department Curriculum Authority:	<input type="text" value="Roberto Padilla"/>	Date	<input type="text" value="2015/11/12"/>
Department Chairperson:	<input type="text" value="Charles Beatty"/>	Date	<input type="text" value="2015/12/02"/>
College Curriculum Authority or Chair:	<input type="text" value="David Black"/>	Date	<input type="text" value="2017/01/30"/>
College Dean:	<input type="text" value="Barbara Schneider"/>	Date	<input type="text" value="2017/03/30"/>
Graduate Council:	<input type="text" value="Constance Schall, GC mtg 4/18/17"/>	Date	<input type="text" value="2017/04/19"/>
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	Date	<input type="text" value="2017/05/01"/>
Office of the Provost :	<input type="text"/>	Date	<input type="text"/>

Administrative Use Only

Effective Date: (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

History 6950/8950 – 3 Credit Hours
Workshop on Teaching and Professional Methods
Tuesdays, 5:30-8:00
History Department, University Hall 5260

Instructor: Roberto Padilla

Office: University Hall 5320

Office Phone: 419-530-4538

Email: roberto.padilla@utoledo.edu, roberto.padillai@gmail.com

Office Hours: Monday 4:00-6:00, Wednesday 3:00-6:00 and Thursday 3:30-6:30, or by appointment.

Course Description

This workshop introduces students to the basic pedagogical and academic skills and methods essential to a graduate education in history. Pedagogical skills focus on designing a survey level course, writing a syllabus, writing and delivering a lecture, as well as the basics of historical writing. Scholarly activities include constructing a CV, crafting a statement of purpose, learning to parse the introduction of an historical monograph, writing a statement of teaching philosophy, writing an abstract, writing a basic travel grant proposal, and conceptualizing and writing a preliminary prospectus.

Student Evaluation

Students will be evaluated on the course assignments, in-class exercises, as well as student participation in the form of peer review critiques. For each course assignment students must a copy of their work to be given to the instructor and each of the students in the seminar and turned in on the Monday of the week the assignments are due by placing them in the corresponding mailboxes. All assignments have a specific point value (listed below):

Syllabus	(10)
Lecture	(10)
Statement of teaching philosophy	(10)
Writing an outline	(5)
Thesis/ Introduction	(2 x 5=10 pts.)
CV	(5)
Statement of Purpose	(5)
Writing an abstract	(5)
Writing a travel grant	(10)
Prospectus	(30)

Attendance and Class Conduct

Attendance is required. The workshop offers a unique opportunity for participants to exchange ideas and learn from one another. This means students must come to weekly meetings prepared to discuss the assigned materials.

Schedule

Week 1: (August 25): Course Introduction

Discuss some rudiments of writing.

Week 2: (September 1): Paragraph Construction, Passive Voice, and Perfect Tenses

Do in class exercises related to paragraph construction, the passive voice and identifying perfect tenses and discuss the split infinitive. Introduce the formal outline.

Week 3: (September 8): Syllabus

Hand in a syllabus and discuss each syllabus.

Week 4: (September 15): Lectures

Evaluate and critique student lectures.

Week 5: (September 22): Lectures

Evaluate and critique student lectures.

Week 6: (September 29): Statement of Teaching Philosophy

Write and evaluate a statement of teaching philosophy

Week 7: (October 13): Parsing an Outline

Introduce reading and understanding the introduction in an historical monograph

Week 8: (October 20): Curriculum Vitae

Hand in a CV and evaluate student CVs.

Week 9: (October 27): Curriculum Vitae

Hand in a CV and evaluate student CVs.

Week 10: (November 3): Writing an Abstract

Hand in and evaluate student abstracts.

Week 11: (November 10): Statement of Purpose

Hand in and evaluate student the statements of purpose. Discuss the components of a prospectus.

Week 12: (November 17): Grant Writing

Hand in and evaluate student travel grant proposals.

Week 13: (November 24): Grant Writing

Hand in and evaluate student travel grant proposals. Students should familiarize themselves with the basic prospectus in their Graduate Handbook.

Week 14: (December 1): Evaluate the Prospectus

Evaluate three student prospectuses.

Week 15: (December 8): Evaluate the Prospectus

Evaluate two student prospectuses.