

“Preparing Professionals for Changing Educational Contexts”
Department of Curriculum and Instruction
College of Education, University of Nevada, Las Vegas

Course Syllabus
CIG 595q (2 credits)
RPDP AP US Government Summer Institute 2010
Summer Semester 2010
June 21 – 24, 2010

Instructor:

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COURSE DESCRIPTION:

CIG 595q: *RPDP AP US Government Summer Institute 2010*

This four-day institute is an in-depth examination of the *College Board Advanced Placement US Government* curriculum from both content and pedagogical perspectives. The participants will examine strategies to teach general concepts and analyses of specific case studies as they pertain to the interpretation of American government and politics, and about the various institutions, groups, beliefs, and ideas that comprise American politics. Two credits.

GENERAL COURSE OBJECTIVES:

Knowledge

The education professional will:

- Describe the structure of the AP US Government course and its corresponding assessment.
- Identify appropriate classroom materials for the AP US Government classroom.
- Explain concepts, skills, and procedures from the AP US Government curriculum.
- Describe techniques and content-specific strategies that can be used in the AP US Government classroom.

Performance Skills

The education professional will:

- Create an instructional plan to prepare students for success in AP US Government course work.
- Design assessments to measure student achievement in AP US Government.
- Review data related to student performance the AP US Government Exam.

Dispositions

The education professional will be able to:

- Reflect on one’s practices to improve instruction in AP US Government.

- Pursue knowledge of topics relevant to AP US Government by reading professional journals and publications, and using media such as AP Central and electronic discussion groups.

Outcomes

The education professional will be able to:

- Understand appropriate and effective strategies to teach skills and concepts in AP US Government.
- Recognize traditional areas of weakness in student achievement in AP US Government.

Specific Course Objectives:

- Create a student-centered rather than teacher-centered classroom.
- Engage in a hands-on, minds-on approach to learning.
- Promote cooperative learning through some group or partner activities.
- Integrate technology, where appropriate.
- Build a quality AP program through identification of students with appropriate aptitude, ability, and interest.

REQUIRED TEXTS/READINGS:

- AP US Government Course Description.
- Pre-institute readings as determined by the instructor.

COURSE REQUIREMENTS:

Participant's teaching assignment/license will determine course eligibility.

EVALUATION:

Full attendance in all sessions, out-of-session homework assignments, and active participation in the courses for the entire week is mandatory.

MODES OF INSTRUCTION:

A combination of interactive lecture, cooperative learning groups, whole-group discussion, and hands-on labs will be used to assist the teachers in developing an understanding a concept, skill, procedure, or assessment method. Technology will be used when appropriate.

ASSIGNMENTS/PERFORMANCE ASSESSMENTS:

Homework will be assigned daily, for the first three days of the four-day institute. Instructor may require pre-institute readings and/or require participants to bring lessons and activities to share with the class.

GRADING:

Attendance, Homework & Participation: 100% of total grade

COURSE SCHEDULE:

The daily schedule of the four-day institute is as follows:

8:00 a.m.–11:45 a.m	Class Session
11:45 a.m.–12:15 a.m.	Lunch Break
12:15 p.m.–4:00 p.m	Class Session

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