

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

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

**Instructor:**

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**COURSE DESCRIPTION:**

*CIG 595r: RPDP AP US History Summer Institute 2010*

This four-day institute is an in-depth examination of the *College Board Advanced Placement US History* curriculum from both content and pedagogical perspectives. The participants will examine strategies to teach in-depth study of the causes and effects of historical events in the United States from exploration to the present, and get students involved in historical research, analysis of primary source documents, and essay writing. Two credits.

**GENERAL COURSE OBJECTIVES:**

***Knowledge***

*The education professional will:*

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

***Performance Skills***

*The education professional will:*

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

***Dispositions***

*The education professional will be able to:*

- Reflect on one’s practices to improve instruction in AP US History.
- Pursue knowledge of topics relevant to AP US History 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 History.
- Recognize traditional areas of weakness in student achievement in AP US History.

### **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 History 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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