



From Critical Thinking to Concrete Practice: Classroom Specifics in History Gateway Courses

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Georgia Highlands College

G2C Revision

Issue to Address	Proposed 2111 Revision
Underprepared Students	Use Note-taking Pairs in Class Creative Active Reading Videos and Workshops for Faculty and Students to Use ICE Quote Integration
Communication Challenges	Create Adjunct Liaison Position
	Course At-A-Glance Advising Sheets (work with QEP team)
	Work with tutorial center to provide history-specific resources to students
Implementation of New Skills-Based Curriculum	Annual Adjunct Training Session Active Learning Techniques: Think-Pair-Share, Quick Quizzes, Reflection Paragraphs
Textbook Use	OER Revision (ALG grant)
	Video Glossary (available in D2L)
	Active Reading Workshops (Online and F2F)
Early Warning Policy	Develop a practice of emailing and texting students after mid-term grades with more information about what it means + encouragement to meet face-to-face Develop several early checkpoints (not necessarily graded), so that we can provide students with meaningful advice regarding midterm grades/decisions

Exam Wrapper

Preparation for the Exam

1. How many hours per week (average) did you spend *outside of class* studying for this course?
2. How many of the "Questions to Consider" from the PowerPoints did you answer? When did you answer those questions?
3. How many pages of notes (average) did you take per lecture?
4. Did you write down enough detail in your notes to enable yourself to recall the information we talked about, even early in the semester?
5. Read/watch the following note-taking links and then describe how you could improve your note-taking
 - Watch Video: <https://www.youtube.com/watch?v=y4gWorHP5J8>
 - Watch Video: <https://www.youtube.com/watch?v=UAhRf3U50IM>
 - Read Tips: <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/taking-lecture-notes>
 - Read Blog Post: <https://apps.carleton.edu/curricular/history/resources/study/notes/>

Study Patterns

1. How much of the study guide did you complete?
2. When did you complete the study guide?
3. Look at the study guide. How many of the key terms and questions came from the PowerPoints you were given each week?
4. How did you study for the test once the study guide was completed?
5. [Watch this video on history study skills and this one on test preparation; then describe how you could improve your study skills.](#)

Conclusions

1. Which of your study skills *helped* your performance on this test?
2. Which of your study skills *hurt* your performance on this test?

Suggestions for Improvement

1. How can you change your study skills to perform better on the final exam?

Exam Wrapper Results

	Average Grade on Test 1	Average Grade on Test 2	Average Percent Improvement
Students who completed exam wrapper (n=48)	66.7	73.5	10.2%
Students who did not complete exam wrapper (n=31)	76.3	74.06	-2.2%
All students who took both exams 1 & 2 (n=79)	70.5	73.72	4.5%

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Communication

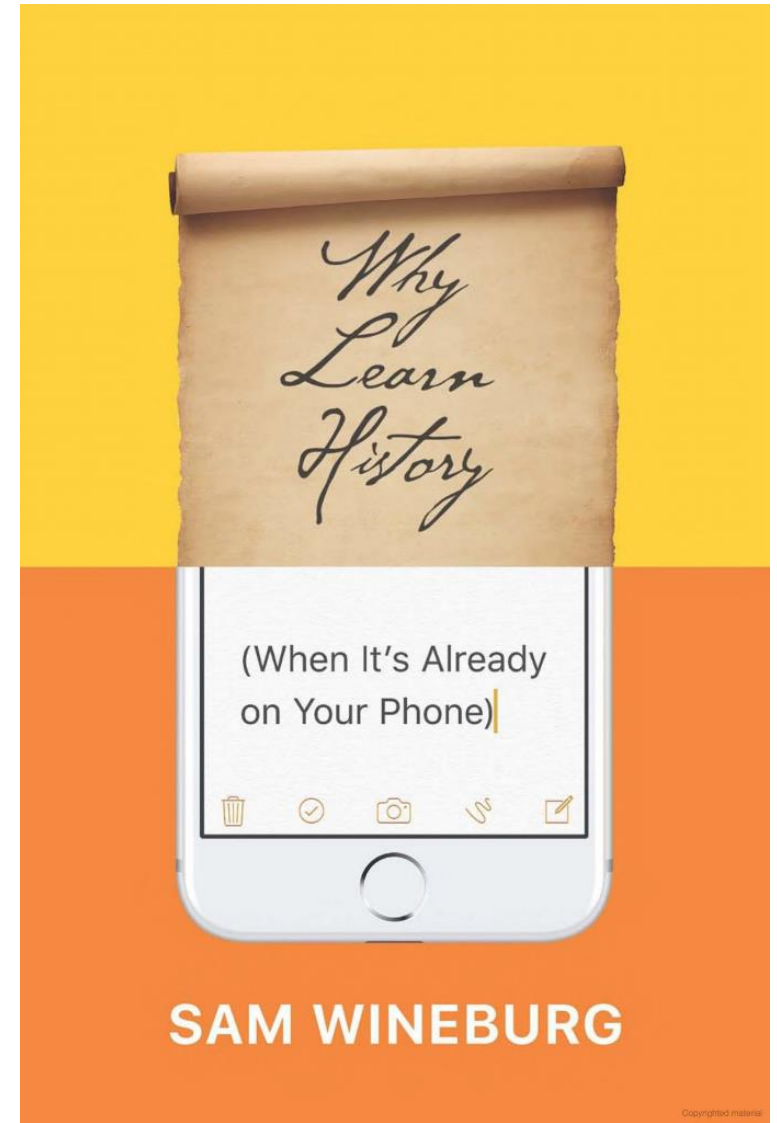
1. [Course at a Glance](#)
2. [Assessment LibGuides](#)
3. Adjunct Liaison

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Historical Thinking Skills

Stay Tuned....



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D2L Help | Maintenance Wednesday, March 7, 2018 | Log Out

GHC American History I [HIST2111] OER Master
 GEORGIA HIGHLANDS COLLEGE

Course Home | Content Items | Assessments | Communication | Glossary Course Admin | Grades



HIST 2111: American History I

Announcements | ▾

There are no announcements to display. Create an announcement.

Role Switch | ▾

Current Role

-- My Role (Instructor) -- ▾ Change Role

Content Browser | ▾

Home

Chapter 1: The New World

- At a Glance: Chapter 1
- Chapter 1 Readings and Videos
- Things to Consider
- Additional Primary Resources
- Maps, Videos and Images
- Chapter 1 Assessment Quiz
- Chapter 1 Content Quiz
- Chapter 1 Discussion Question

Calendar | ▾

Wednesday, March 7, 2018

Upcoming events

There are no events to display. Create an event.

Master Course: HIST 2111

Table of Contents > Chapter 1: The New World > At a Glance: Chapter 1


At a Glance: Chapter 1

Listen

Chapter 1: The New World

Chapter Summary

Europeans called the Americas "The New World." But for the millions of Native Americans they encountered, it was anything but. Humans have lived here for over ten thousand years. Dynamic and diverse, they spoke hundreds of languages and created thousands of distinct cultures. Native Americans built settled communities and followed seasonal migration patterns, maintained peace through alliances and warred with their neighbors, and developed self-sufficient economies and maintained vast trade networks. Native Americans cultivated distinct art forms and spiritual values. Kinship ties knit their communities together. But the arrival of Europeans and the resulting global exchange of people, animals, plants, and microbes—what scholars benignly call the Columbian Exchange—bridged more than ten thousand years of geographic separation, inaugurated centuries of violence, unleashed the greatest biological terror the world had ever seen, and revolutionized the history of the world. It began one of the most consequential developments in all of human history and the first chapter in the long American Yawp. Read more from [Chapter 1 of the American Yawp](#).



Mississippian Cultures Map

Learning Objectives

Student Learning Outcome:

- Students will demonstrate their ability to read, analyze, and comprehend college level written texts.
- Students will demonstrate an understanding of diversity among cultures.

Course Objective:

- Students will be able to understand the diversity of the Native American cultures prior to the arrival of the Europeans.
- Students will be able to explain the causes & consequences of exploration & colonization including issues of trade, cultural diversity, & the origins of the American Revolution.
- Students will be able to understand the consequences of the cultural collision among Europeans & Indian Nations, from New England to New Spain, from the initial colonial encounter through the policy of removal.

To Do List

- Read [Chapter 1 from American Yawp](#)
- Read [The Treaty of Tordesillas, 1494](#)
- Read Primary Source 4
- Watch [Khan Academy Video: The America's Before 1492](#)
- Watch Khan Academy Video: Christopher Columbus [Part 1](#) and [Part 2](#)

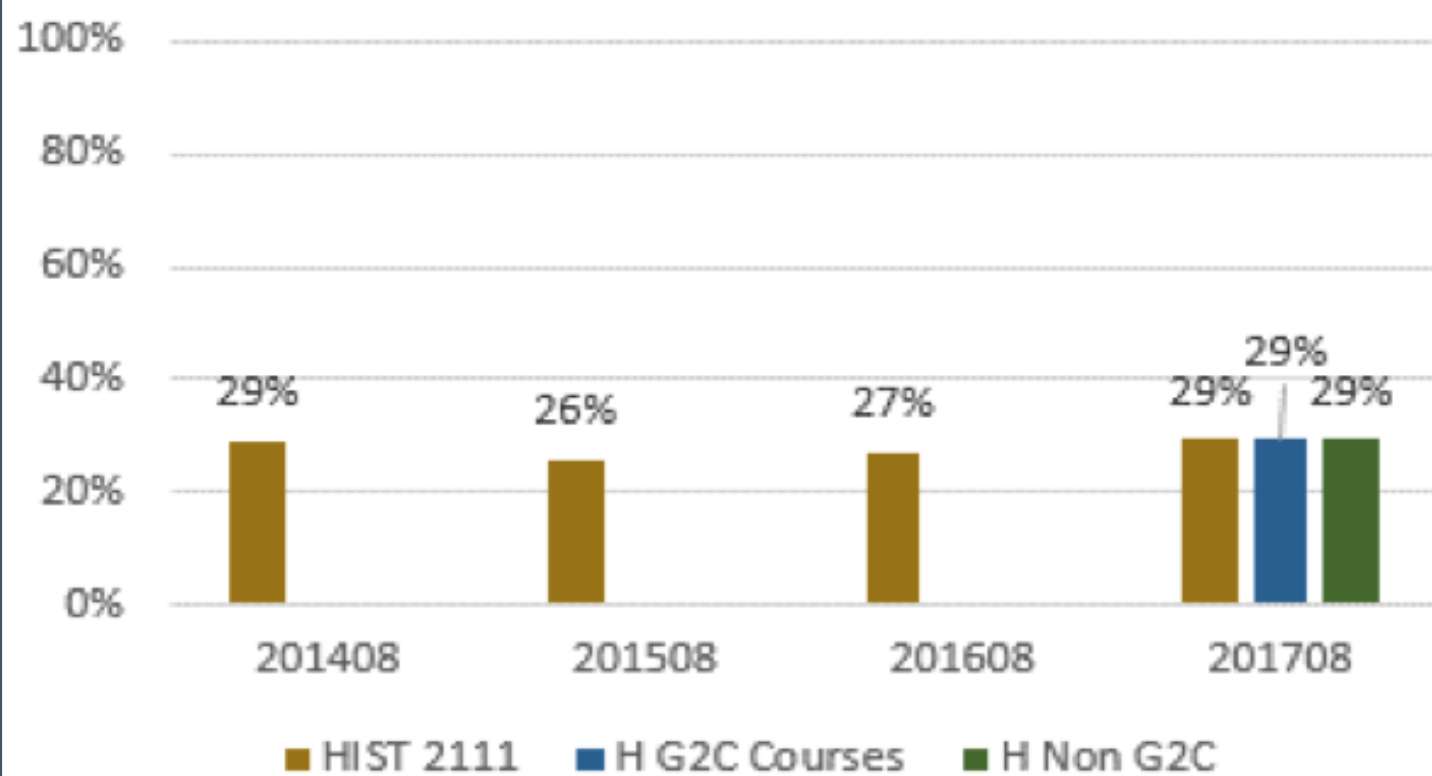
Chapter 1 At a Glance

G2C Revision

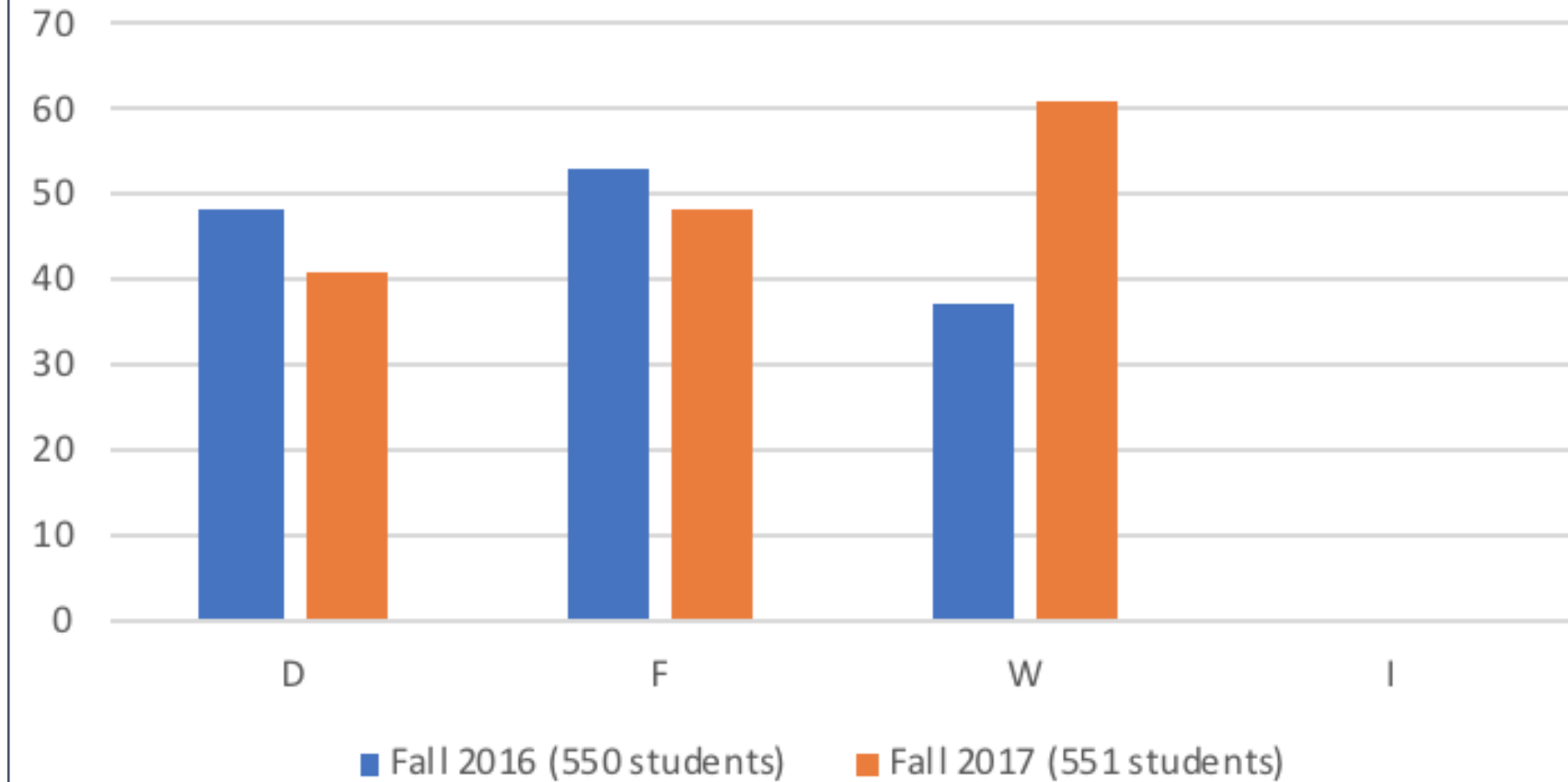
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The Results

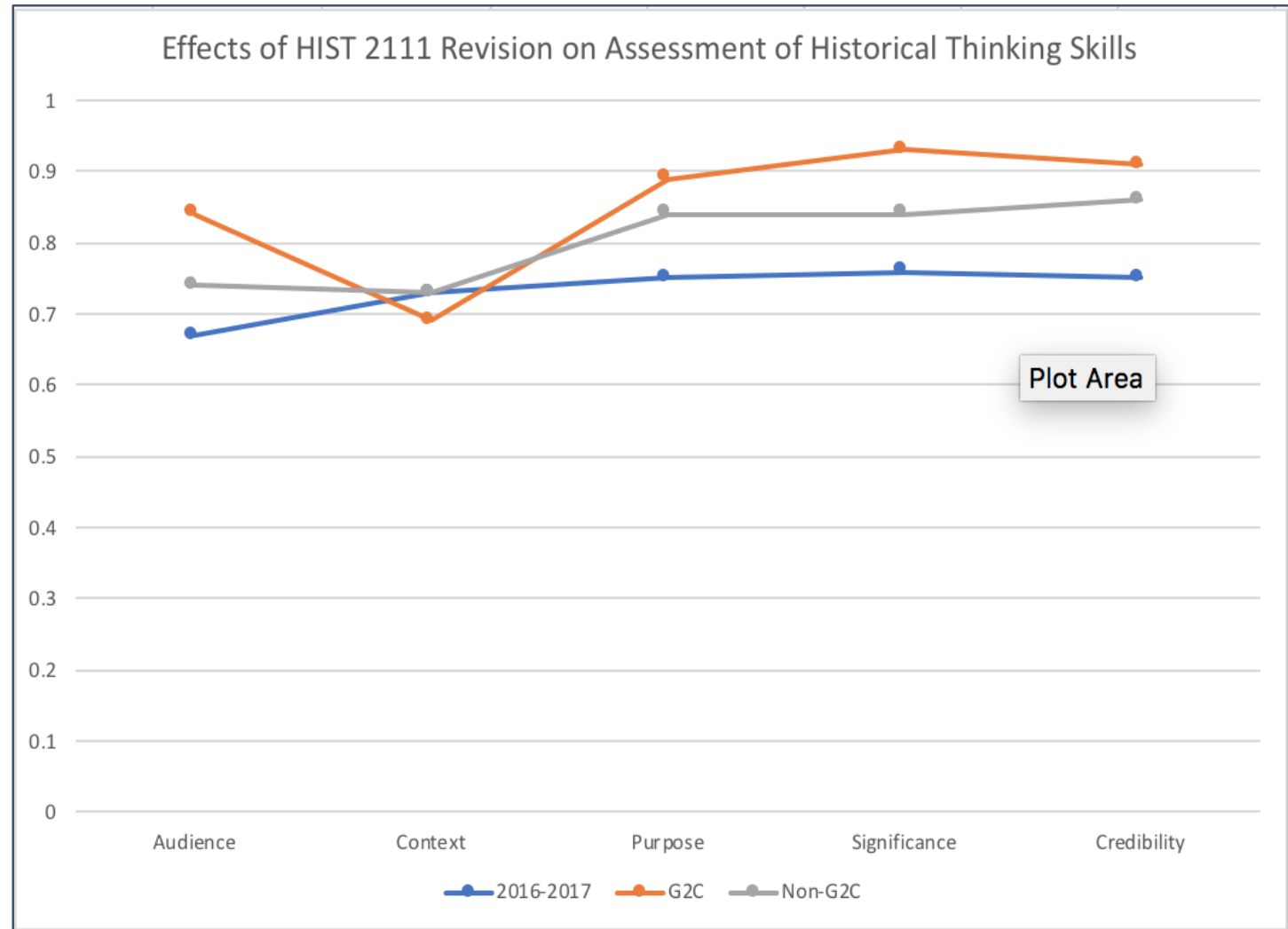
DFWI Rates HIST 2111 Fall Terms



DFWI Results by Grade



Fall 2017 Assessment Results



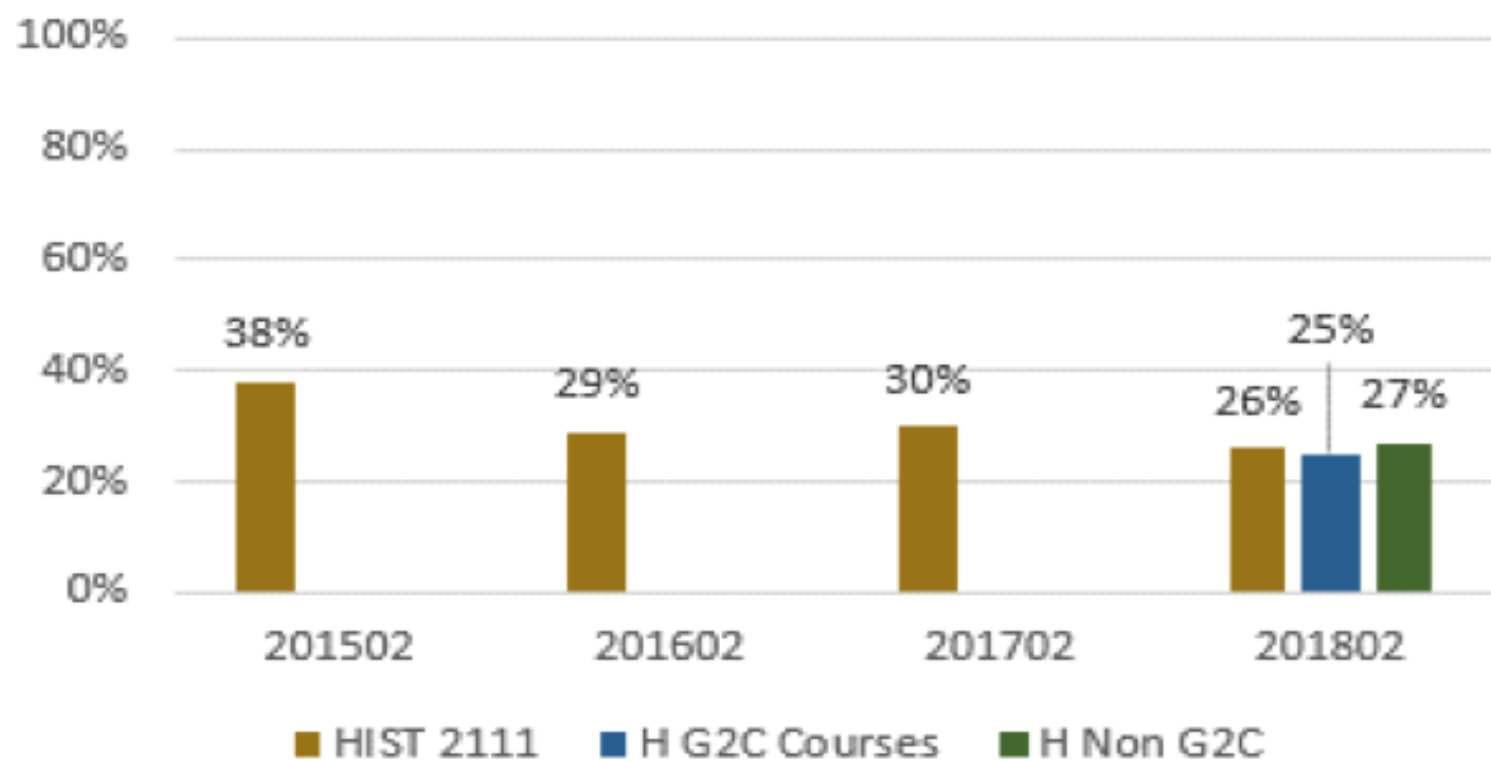


The times they are a-changing.

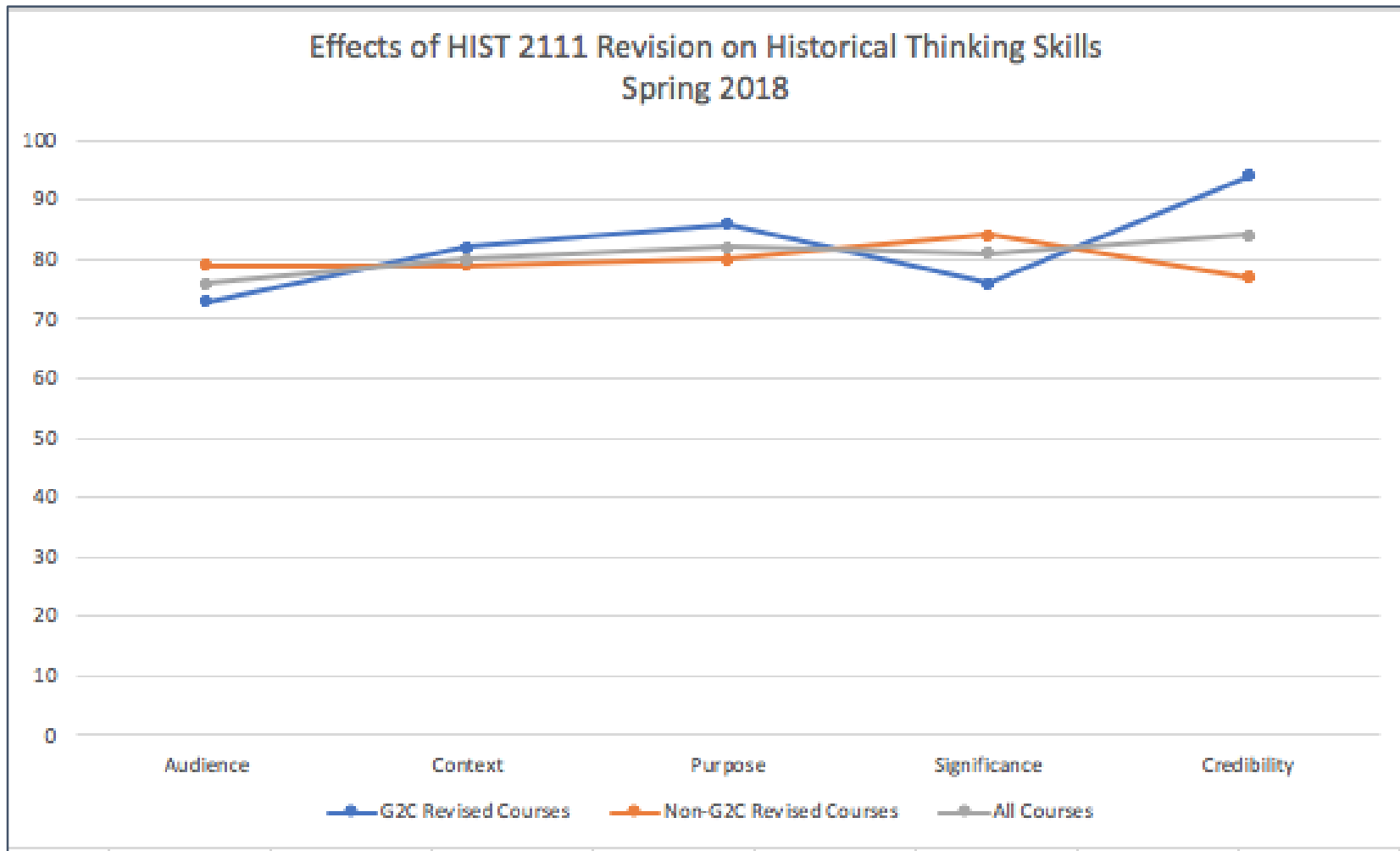
— *Bob Dylan* —

AZ QUOTES

DFWI Rates HIST 2111 Spring Terms



Effects of HIST 2111 Revision on Historical Thinking Skills
Spring 2018



Any Questions?

Appendix

Links

- HIST Assessment LibGuide
- [OER Revision LibGuide](#)
- [Crash Course Study Skills Workshop](#)

Note-taking Pairs

Range of cultures and physical environments

- Arrived in New World much later than elsewhere
- Most accepted theory is that they arrived via Beringia
 - Made their way southward between glaciers along Pacific coastal plain
- Agricultural Revolution - Mexico around 5500 BCE
 - Spread throughout Mexico, Central America, and Peru →
 - Level of productivity → great civilizations of Mexico and Central America to develop
- Compare and contrast Mayas & Aztecs

Key Terms

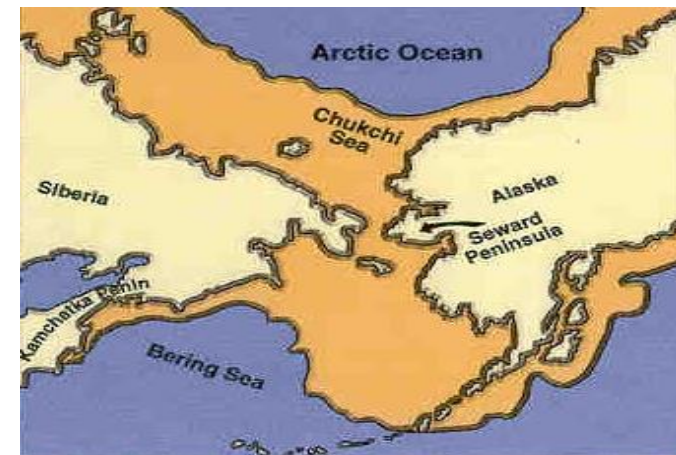
Beringia

Mexico

Civilization

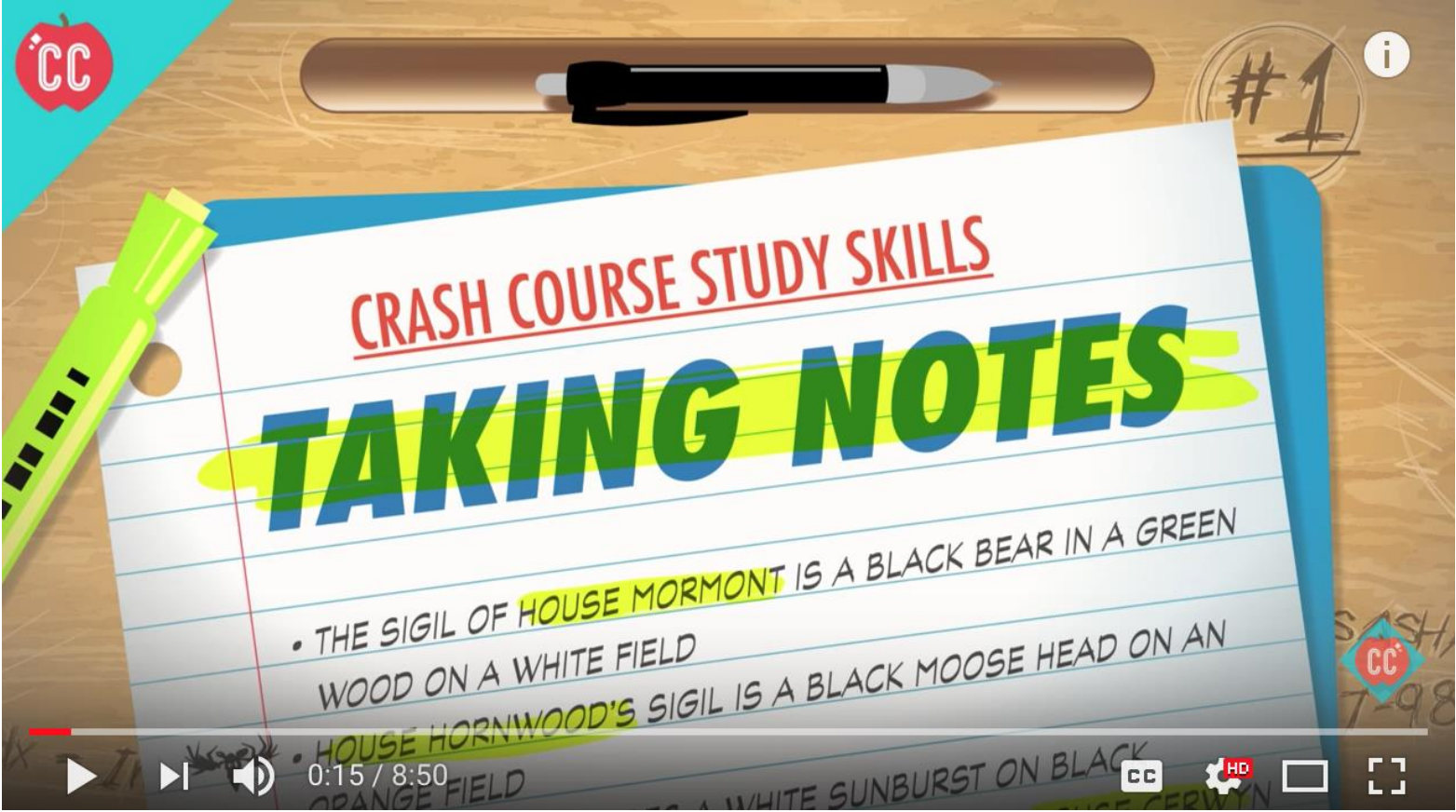
Mayas

Aztecs



Beringia

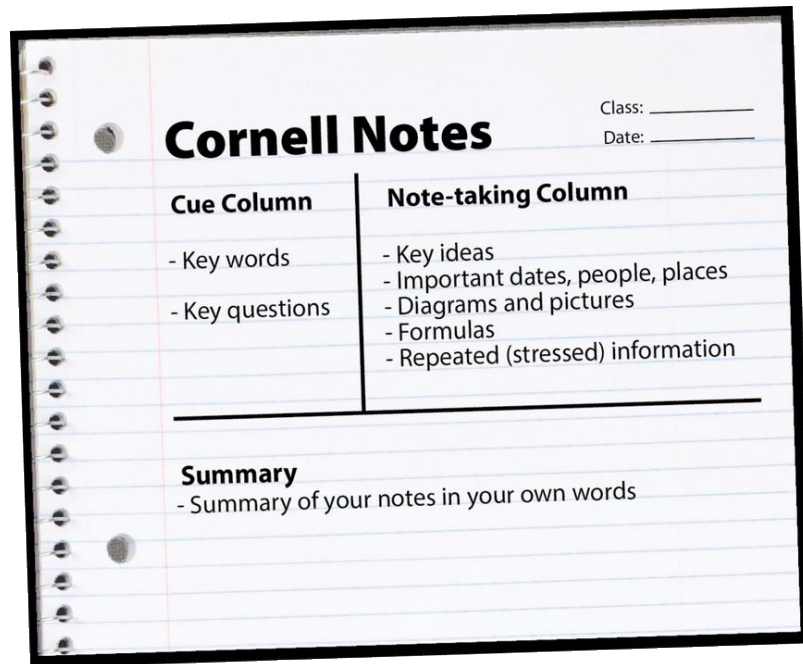
Taking Notes



Taking Notes

1. Start each new lecture on a new page
 1. Date and number each page.
 2. Sequence is important—particularly in history.
2. Leave lots of white space
3. Keep it brief:
 1. “Never use a sentence when you can use a phrase, or a phrase when you can use a word”¹
4. Use abbreviations and symbols.
5. Note all unfamiliar vocabulary or concepts you don’t understand.
 1. This reminds you to look them up later.

Cornell Method



October 3

Types of Leadership Theory Pg. 127

Cue Column

MASLOW

Self-actualization
Esteem
Social
Security
Physiological

Motivational Theories -
- Explain how human relations affect motivation.

Note-Taking Area

Maslow's Hierarchy of needs (motivational theory)

1. Physiological Needs - survival, food, shelter
2. Security Needs - stability and protection
3. Social Needs - friendship and companions
4. Esteem Needs - status and recognition
5. Self-Actualization - self-fulfillment

* Developed By Abraham Maslow
* Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.

Theory Y - holds that people are naturally self-motivated and responsible.

* Developed by Douglas McGregor
* What type of leader you are is determined by which theory you believe in.

Pg. 122 →

Why do some believe in Theory X and others Theory Y?

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Summary Area

Outlining Method

1/13/18 - American Cultures

- Americas (New World) - 3 parts

1 N. Am. - US/Can.

2 Mesoamerica - Mexico/Central Am.

3 S. Am. - SA

Q1

- Populated later than rest of world

- Came via Land Bridge Beringia

Siberia - Alaska

- Migrated to

Q2

- Mesoamerica = very fertile

• Productivity → civilization • Permanent settlements

Civilization - the charact.

1 Writing

2 Ec.

3 Gov't

4 Specialists

5 Monumental Arch.

6 Art (self-reflective)

Multiple Civ - Aztecs, Maya, Olmecs, Toltecs

Aztecs v. Maya

ICE Method of Quote Integration

Washington's Farewell Address

Liberty itself will find in such a government, with powers properly distributed and adjusted, its surest guardian. It is, indeed, little else than a name, where the government is too feeble to withstand the enterprises of faction, to confine each member of the society within the limits prescribed by the laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and property.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.

Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.

It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another

Quotations: ICE Method

I	Introduce
C	Cite
E	Explain

Introduce

- Always introduce your quotes with an “introductory phrase.”

Examples:

- According to John Smith, “begin quotation here”
- John Smith argues “begin quotation here”
- As Smith notes in his article, “begin quotation here”
- Smith suggests that “begin quotation here”

Cite

- Offer the chosen quotation AND citation after the introductory phrase.
- Quotations of fewer than 4 lines should be integrated directly into the text.
- Quotations of more than 4 lines should be formatted in block text style.

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

Explain

- You must explain your quotes before moving on to the next idea. Do not assume that your reader understand exactly why you have included that particular quote.
- This means that you need to provide analysis that ties back to your original topic sentence (and, more broadly) to the thesis statement.
- This is important for helping you integrate the quotation into your paper, so that it "flows" with your overall writing.

Let's Practice

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Introduce	In his 1796 farewell address, George Washington argued against the the growth of partisan politics in the early republic, noting that...
Cite	It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions
Explain	In other words, Washington believed that the partisanship that had begun to characterize American politics in the last years of his administration was so dangerous to it could ultimately pose both an internal and an external threat to the very existence of the union.

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