



## **Our National Treasures Series**

**EDUO 9655-9667 1 Semester Credit/Unit**

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### **Public Syllabus**

***Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.***

### **Our National Treasures Series Philosophy**

The sites visited in each of the courses in the series, Our National Treasures, present to participants certain aspects of their cultural heritage. In completing assignments, participants also undergo a learning process that is as much a “national treasure” as are the sites themselves. As lifelong learners, students become curious and will satisfy that curiosity with research of one type or another, thus uncovering answers perhaps leading to more questions and a search for even more answers. In these courses, participants conduct preliminary research to gain a better insight into whatever information and inspiration the national treasure may hold. At the site they ask questions that spark the mission to learn even more by conducting follow up research. Touring the site and experiencing the process then becomes the true “national treasure”.

### **Course Overview**

During this course you will visit and study a Presidential Library using the following method: 1) Explore 2) Visit 3) Follow up 4) Relate 5) Reflect

## Course Objectives

In this course the participant will have the opportunity to:

1. visit one of the thirteen presidential libraries in this series
2. explore information about the library before visiting
3. ask questions during the visit
4. conduct further research after visiting the library
5. relate the investigations and the visit to the teaching act
6. communicate how the visit and research brought them a better grasp of the American experience
7. reflect on what value the content of the library could have to the classroom

## Course Relation to CCS or other Professional Standards

This course aligns to the NBPTS for

1. Content: Accomplished social studies–history teachers ground their teaching practice in a sound foundation of content knowledge.
2. Instruction: Accomplished social studies–history teachers recognize that excellent instruction depends on skilled organization and creative interweaving of curricula, varied instructional strategies, meaningful assessment, and supporting resources that engage students with content, provide meaningful and instructive feedback, and promote a love of learning.
3. Professional Growth: Accomplished social studies–history teachers pursue professional growth activities and experiences to develop themselves, their colleagues, schools, and districts, and to benefit the larger field of social studies–history education.
4. Reflection: Accomplished social studies–history teachers engage in purposeful reflection as a systematic self-examination of all aspects of their teaching to extend knowledge, improve teaching, and refine their practice and their philosophy of education.

## Course Assignments

1. **Explore** – Click on the two-links, listed at the bottom of the syllabus, relevant to your chosen presidential library (one for the library and one a bio of the president) and look over all the presented information prior to your visit. As you explored this material what piqued your curiosity? Explain.
2. **Visit** – ask a variety of questions of guides, docents or other library staff during your visit.

### 3. Follow Up

- 3A. List areas about which you became curious.
- 3B. On which listed areas did you perform further research?
- 3C. List the resources you used.

3D. How effective was the requirement for follow up study for your overall learning experience? Explain

#### 4. Relate

You have gained a reputation within your profession, as an inspiring educator who instills a curiosity for lifelong learning in your students. You have been asked to give an address on this subject at a teaching convention. You use the experience from this class as a reference to the style of lifelong learning through questioning and research.

#### 5. Classroom Reflection

Write a short narrative on the value of the content of the library to your teaching.

#### Course Assessment Rubric

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course
- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>