

C545 Introduction to Pedagogy in Communication & Culture

Class Number 15344 — MW 1:00 - 2:15

Fall, 2006

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Description: This course is intended to help graduate students in communication become more confident and effective educators. As I understand it, this requires some familiarity with current critiques of and prescriptions for higher education as well as with strategies and techniques of effective teaching. Teaching tips, in other words, should not be understood as context-free formulae but rather as cultural practices deeply embedded within long standing but constantly shifting traditions, narratives, controversies, and expectations. Techniques have consequences, often regardless of the specific subject matter, and an effective critical pedagogy entails a self-reflective understanding of those consequences.

Because the Department of Communication and Culture is motivated, in part, by an effort to recover a central place within a Liberal Arts curriculum for the study of human communication, much of our discussion will center on the place and purpose of the Liberal Arts in general — and communication in particular — in preparing citizens to become active participants in contemporary public culture.

A consistent theme that will animate our conversations will be the relationship between our scholarship and our teaching. While few of us are drawn to graduate school specifically by a desire to become teachers, the truth is that our teaching activities consume a tremendous portion of our time and energy and form no small part of our public identities. In this course, we will continually think about our scholarly interests in relation to our teaching duties, and vice versa, exploring the ways that they might not only be most fully integrated but also the ways that they might nourish each other.

One learns to teach by teaching. Theories, strategies, models, and tips are at best ancillary to the continuous project of improving one's pedagogy. Because all students enrolled in the class are concurrently teaching — many for the first time — our own classroom experiences will provide both examples that illustrate the ideas introduced in the readings and counter-examples that demonstrate the limitations of those same ideas. In a course like this, then, stressing the importance of participation is redundant; simply, the course relies upon your ability to put the readings and your own teaching experiences into lively and critical conversation.

Course Materials: Most required readings are available through E-Reserves <www.ereserves.indiana.edu>. I will give you the password on the first day of class. There are also three required books. I have not ordered them through the IU Bookstore or other local outlet, because I assume that you will be able to locate these books more quickly and efficiently on your own, either on-line or through local new or used bookstores. Used copies are perfectly acceptable, as are other editions.

Richard H. Hersh and John Merrow, editors. *Declining By Degrees: Higher Education at Risk*. New York: Palgrave, 2005.

Paulo Freire. *Pedagogy of the Oppressed*. New York: Continuum, 2004.

bell hooks. *Teaching to Transgress*. New York: Routledge, 1994.

Assignments:

- **Teaching Statement.** A “statement of teaching philosophy” is becoming a standard expectation for job applications in higher education across all types of institutions. Such statements also, typically, are required for tenure and promotion. You will compose such a statement, drawing on course readings and from your own teaching experiences. It should be understood as an initial *draft* of a document that you will update and revise throughout your career, and should be approximately 5 pages in length. (25% of grade)
- **Journal.** I ask that you keep a teaching journal, in which you reflect critically upon your experiences as a teacher. I will collect these journals three times throughout the semester. These should be sent to me as an e-mail attachment as a word processing document; they will be returned to you as e-mail attachments in Microsoft Word format. The journals will not be graded, but for full credit I would expect to see at least one substantive entry per week. (25% of grade)
- **Presentations.** Over the course of the semester you will be required to make four short presentations. The specific expectations for each of these short presentations will be made clear during class discussion. (25% of grade, collectively)
- **Book Review.** You will select one recently-published book on pedagogy and write a 1000-word review. For example, this may be a book dealing with teaching strategies or lesson planning, it may define and critique the state of liberal education, it may consist of an extended attack or defense on higher education; there are other possibilities as well. The goal is to draft a critical review that may be revised and submitted for publication. (25% of grade).

Incompletes

A grade of incomplete can be assigned only after the student and instructor have mutually agreed that this is the best course of action under the circumstances.

Course Schedule

(subject to change)

- M - 8/28 Introduction and Orientation
- W - 8/30 Coomes, Michael D. "Understanding the Historical and Cultural Influences That Shape Generations." *New Directions for Student Services* 106 (2004): 17-31.
DeBard, Robert. "Millennials Coming to College." *New Directions for Student Services* 106 (2004): 33-45.
Wilson, Maureen E. "Teaching, Learning, and Millennial Students." *New Directions for Student Services* 106 (2004): 59-71.
- M - 9/04 Butt, Graham. *Lesson Planning*. New York: Continuum, 2006.
Gronlund, Norman E. *How to Write and Use Instructional Objectives*. Upper Saddle River, NJ: Prentice Hall, 2000.
- W - 9/06 [student presentations — lesson plans for millennials]
- M - 9/11 Martin, Jerry L., and Anne D. Neal. "Defending Civilization: How Our Universities Are Failing America and What Can Be Done About It." Washington, DC: American Council of Trustees and Alumni, 2002.
Students for Academic Freedom Website
<<http://www.studentsforacademicfreedom.org/>>
"Academic Bill of Rights"
"Student Bill of Rights"
"The Campus Blacklist"
Robert L. Ivie. "A Presumption of Academic Freedom." *Review of Education, Pedagogy, and Cultural Studies*, 27 (2005).
- W - 9/13 McKeachie, Wilbert J. "Facilitating Discussion: Posing Problems, Listening, Questioning." In *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 30-51. Boston: Houghton Mifflin, 2002.
Frederick, Peter. "The Dreaded Discussion: Ten Ways to Start," *Improving College and University Teaching* 30 (1981).
McKeachie, Wilbert J. "How to Make Lectures More Effective." In *McKeachie's Teaching Tips*, 52-69. Boston: Houghton Mifflin, 2002.
Frederick, Peter J. "The Lively Lecture — 8 Variations." *College Teaching* 34 (1986).
- Recommended
Cashin, William E., and McKnight, Philip C. "Improving Discussions." *Idea Paper No. 15*, Kansas State University, Center for Faculty Evaluation and Development, January, 1986.

- M - 9/18 Hersh, Richard H., and Merrow, John. "Introduction." In *Declining By Degrees: Higher Education at Risk*, edited by R. H. Hersh and J. Merrow. New York: Palgrave, 2005.
- Maeroff, Gene I. "The Media: Degrees of Coverage." In *Declining By Degrees*.
- Wadsworth, Deborah. "Ready or Not? Where the Public Stands on Higher Education Reform." In *Declining by Degress*.
- Levine, Arthur. "Worlds Apart: Disconnects Between Students and their Colleges." In *Declining By Degrees*.
- Recommended:
- Kerr, Clark. "Shock Wave II: An Introduction to the Twenty-First Century." In *The Future of the City of Intellect: The Changing American University*, edited by S. Brint. Stanford: Stanford University Press, 2002.
- Mohr, Richard D. "The Ethics of Students and the Teaching of Ethics: A Lecturing." In *Gays/Justice: A Study of Ethics, Society, and Law*. New York: Columbia University Press, 1988.
- W - 9/20 Dewey, John. *Democracy and Education*. New York: Free Press, 1997 (1916).
- M - 9/25 Giroux, Henry A., and Giroux, Susan Searls. "Chapter 1: The Post-9/11 University and the Project of Democracy." In *Take Back Higher Education: Race, Youth, and the Crisis of Democracy in the Post-Civil Rights Era*. New York: Palgrave, 2004.
- W - 9/27 Chambers, Tony C. "The Special Role of Higher Education in Society: As a Public Good for the Public Good." In *Higher Education for the Public Good: Emerging Voices from a National Movement*, edited by A. J. Kezar, T. C. Chambers, and J. C. Burkhardt. San Francisco: Jossey-Bass, 2005.
- Kezar, Adrianna J. "Challenges for Higher Education in Serving the Public Good." In *Higher Education for the Public Good*.
- M - 10/02 [student presentations — discussion and democracy]
- W - 10/04 [we will host a presentation from the Campus Writing Project]
- M - 10/09 Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2004.
- W - 10/11 Darder, Antonia; Baltodano, Marta; and Torres, Rudolfo D. "Critical Pedagogy: An Introduction." In *The Critical Pedagogy Reader*, edited by A. Darder, M. Baltodano, and R. D. Torres. New York: RoutledgeFalmer, 2003.
- McLaren, Peter. "Critical Pedagogy: A Look at the Major Concepts." In *The Critical Pedagogy Reader*.
- Greene, Maxine. "In Search of a Critical Pedagogy." In *The Critical Pedagogy Reader*.

- M - 10/16 hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- W - 10/18 Jay, Gregory, and Graff, Gerald. "A Critique of Critical Pedagogy." In *Higher Education Under Fire: Politics, Economics, and the Crisis of the Humanities*, edited by M. Bérubé and C. Nelson. New York: Routledge, 1995.
- Bizzell, Patricia. "Power, Authority, and Critical Pedagogy." *Journal of Basic Writing* 10.2 (1991).
- M - 10/23 [student presentations — critical pedagogy in practice]
- W - 10/25 Bloom, Benjamin S. "Reflections on the Development and Use of the Taxonomy." In *Bloom's Taxonomy: A Forty-Year Retrospective*, edited by Lorin W. Anderson and Lauren A. Sosniak, 1-8. Chicago: University of Chicago Press, 1994.
- Bloom, Benjamin S.; Krathwohl, David R.; Masia, Bertram B. "Excerpts from the 'Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain.'" In *Bloom's Taxonomy: A Forty-Year Retrospective*, edited by Lorin W. Anderson and Lauren A. Sosniak, 9-27. Chicago: University of Chicago Press, 1994.
- Furst, Edward J. "Bloom's Taxonomy: Philosophical and Educational Issues." In *Bloom's Taxonomy: A Forty-Year Retrospective*, edited by Lorin W. Anderson and Lauren A. Sosniak, 28-40. Chicago: University of Chicago Press, 1994.
- M - 10/30 Menand, Louis. "Re-Imagining Liberal Education." In *Education and Democracy: Re-Imagining Liberal Learning in America*. New York: College Entrance Examination Board, 1997.
- Gardner, Howard. "Beyond Markets and Individuals: A Focus on Educational Goals." In *Declining By Degrees*.
- Kirp, David L. "This Little Student went to Market." In *Declining By Degrees*.
- Schneider, Carol G. "Liberal Education: Slip-Sliding Away?" In *Declining By Degrees*.
- Sperber, Murray. "How Undergraduate Education Became College Lite — And a Personal Apology." In *Declining By Degrees*.

Recommended

- Shulman, Lee S. "Professing the Liberal Arts." In *Education and Democracy: Re-Imagining Liberal Learning in America*. New York: College Entrance Examination Board, 1997.
- Callan, Eamonn. "Chapter 1: Education and the Politics of Virtue." In *Creating Citizens: Political Education and Liberal Democracy*. New York: Oxford University Press, 1997.

- W - 11/01 Sleeter, Christine E. "How White Teachers Construct Race." In *Race, Identity, and Representation in Education* (second edition), edited by C. McCarthy, W. Crichlow, G. Dimitriadis, and N. Dolby. New York: Routledge, 2005.
- Suro, Roberto, and Fry, Richard. "Leaving the Newcomers Behind." In *Declining By Degrees*.
- Wathington, Heather D. "Talking the Talk: Rhetoric and Reality for Students of Color." In *Declining By Degrees*.
- Recommended
- McKinney, Karyn D. "Whiteness on a White Canvas: Teaching Race in a Predominantly White University." In *Race in the College Classroom: Pedagogy and Politics*, edited by B. TuSmith and M. T. Reddy. New Brunswick, NJ: Rutgers University Press, 2002.
- Gititi, Gitahi. "Menaced by Resistance: The Black Teacher in the Mainly White School/Classroom." In *Race in the College Classroom*.
- M - 11/06 [we will host "veteran" CMCL AIs]
- W - 11/08 Mohr, Richard D. "Gay Studies in the Big Ten: A Survivor's Manual." In *Gays/Justice: A Study of Ethics, Society, and Law*.
- Bleich, David. "Homophobia and Sexism as Popular Values." In *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies*, edited by G. E. Cohee, E. Däumer, T. D. Kemp, P. M. Krebs, S. Lafky, and S. Runzo. New York: Teachers College Press, 1998.
- Bell, Sandra; Morrow, Marina; and Tastsoglou, Evangelia. "Teaching in Environments of Resistance: Toward a Critical, Feminist, and Antiracist Pedagogy." In *Meeting the Challenge: Innovative Feminist Pedagogies in Action*, edited by M. Mayberry and E. C. Rose. New York: Routledge, 1999.
- Rosser, Sue V. "Warming Up the Classroom Climate for Women." In *The Feminist Teacher Anthology*.
- M - 11/13 [we will host "veteran" CMCL AIs]
- W - 11/15 Novak, Gregor M.; Patterson, Evelyn T.; Gavrin, Andrew D.; Christian, Wolfgang. *Just-In-Time Teaching: Blending Active Learning with Web Technology*. Upper Saddle River, NJ: Prentice Hall, 1999.
- Angelo, Thomas A. and Cross, K. Patricia. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass Publishers, 1993.

- M - 11/20 Haswell, Richard. "Minimal Marking." *College English* 45.6 (1983).
 Smith, Raymond. "The Rhetoric of Paper-Marking, or, A Wheelborrow for Sisyphus." *Teaching Resources Center Newsletter* 9.1 (1997).
 McKeachie, Wilbert J. "Assessing, Testing, and Evaluating: Grading Is Not the Most Important Function." In *McKeachie's Teaching Tips*, 70-96. Boston: Houghton Mifflin, 2002.
 Lowman, Joseph. "Evaluating Student Performance: Testing and Grading." In *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.
 Murray, John P. "Better Testing for Better Learning." *College Teaching* 38 (1990).
- W - 11/22 [Thanksgiving Break]
- M - 11/27 [we will host a presentation on Teaching Portfolios]
- W - 11/29 [we will host a continuation of the presentation on Teaching Portfolios]
- M - 12/04 [student presentations – book reviews]
- W - 12/06 Rushing, Janice Hocker, and Frenzt, Thomas. "The Gods Must be Crazy: The Denial of Descent in Academic Scholarship." *Quarterly Journal of Speech* 85 (1999).
 Torres, Myriam N. "Reflecting on the Games of Academia: A View from 'the Porch.'" In *The Politics of Survival in Academia: Narratives of Inequity, Resilience, and Success*. Edited by L. Jacobs, J. Cintrón, and C. E. Canton. Lanham, MD: Rowman & Littlefield Publishers, 2002.
 Kidd, Julie Johnson. "It is Only a Port of Call: Reflections on the State of Higher Education." In *Declining By Degrees*.