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Fall 2008 C545 Introduction to Pedagogy in Communication & Culture

CMCL C545 (#8113)

M/W from 1p-2:15p in COB seminar room

Instructor: Mary L. Gray
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Course website: see Oncourse
eReserves password: **teaching**

Description: This course is intended to help graduate students become more confident and effective educators by giving them some tools and tricks of the trade and a sense of the demands of an academic career. 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 and genealogies, often regardless of the specific subject matter, and an effective critical pedagogy entails a self-reflective understanding of those consequences and genealogies.

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 teaching is not a primary focus of graduate training our teaching activities—during graduate school and beyond—consume a tremendous portion of our time and energy and form no small part of our public identities. In this course, we will 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 C545 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>. The password is listed at the top of this syllabus. The required books for this course are available at Boxcar Books on 408 East 6th Street (next to the Runcible Spoon) (812/339-8710 & www.boxcarbooks.org). I have also ordered a few copies of recommended texts (mostly geared towards career development) and made them available at Boxcar. The THREE REQUIRED books are:

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. This assignment will be collected at the end of the semester. (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 not be returned to you but I will leave you comments and questions for your consideration on the Oncourse grading area. 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 two short presentations. The specific expectations for each of these short presentations will be discussed and finalized during class discussion. (25% of grade, collectively)
- *Dream syllabus.* Drawing on the guest speaker presentations, course readings, and your own research interests, you will design a *draft* “dream syllabus” of an undergraduate course you would like to teach either here at IU or later in your career. This syllabus should include descriptions of the course goals, required and recommended readings, course schedule, and course policies and assignments that speak to your course goals. This assignment will be due at the end of the semester. (25% of grade).

Course Policies

1. *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.

2. *Students with different needs*

- If you are a student in need of accommodations for class participation/assignments (due to complicated work/life schedules, health issues, different learning or physical abilities, etc.) please contact me early in the term so that I can help you succeed in my class. Make sure to have copies of appropriate registration and documentation on file with Student Disabilities Services if necessary.

3. *Conduct*

- Be respectful. Any comments or actions that instigate or contribute to a hostile classroom environment are unacceptable. Together, we will strive to make this classroom a place where ideas can be explored, challenged, and argued without fear of oppression and/or reprisal by either the instructor or your peers. Any individual who—through words or deeds—silences classmates will be held accountable in their final evaluation.

4. *Attendance and participation*

- This course offers lectures, in class discussion, and a small group discussion format. My hope is that the mixture of formats will encourage your critical thinking and ability to publicly present your ideas. Your attendance and participation in this seminar is part of the course content and, thus, mandatory. If you know of unavoidable obligations that will cause you to miss class, please contact me prior to your absence to arrange coverage of your assignments. If a medical or family emergency arises please notify me. Religious observances will be accommodated, but you must notify me at the beginning of the semester.

Course Schedule

(subject to change—expect additional readings to accompany guest lectures)

Week 1

- W - 9/3 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.
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Week 2

- M - 9/8 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 - 9/10 [student presentations — lesson plans for millennials]
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Week 3

- M - 9/15 [student presentations — lesson plans for millennials]
- W - 9/17 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.
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Week 4

- M - 9/22 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 - 9/24 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).
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Week 5

- M - 9/29 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*.
- W - 10/1 Dewey, John. *Democracy and Education*. New York: Free Press, 1997 (1916).
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Week 6

- M - 10/6 Murphy, Troy A. "Deliberative Civic Education and Civil Society: A Consideration of Ideals and Actualities in Democracy and Communication Education." *Communication Education* 53 (2004): 74-97.
- Fleury, Anthony. "Liberal Education and Communication Against the Disciplines." *Communication Education* 54 (2005): 72-79.
- Palmerton, Patricia R. "Liberal Education and Communication Across the Curriculum: A Response to Anthony Fleury." *Communication Education* 54 (2005): 80-85.
- W - 10/8 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).
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Week 7

- M - 10/13 [we will host Laura Plummer from the Campus Writing Project for a presentation on working with student writing]
- W - 10/15 Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2004.
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Week 8

- M - 10/20 Freire [student presentations]
- W - 10/22 [we will host Director of Graduate Studies, Jon Simons]
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Week 9

- M - 10/27 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*.
- W - 10/29 hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
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Week 10

- M - 11/3 [we will host Katherine Kearns from Campus Instructional Consulting for a presentation on Teaching Portfolios]
- W - 11/5 [we will host Katherine Kearns from Campus Instructional Consulting who will lead a workshop on drafting your own teaching portfolios]
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Week 11

- M - 11/10 hooks [student presentations]
- W - 11/12 Giroux, Henry A. "White Squall: Resistance and the Pedagogy of Whiteness." *Cultural Studies* 11 (1997): 376-389.
Suro, Roberto, and Fry, Richard. "Leaving the Newcomers Behind." In *Declining By Degrees*.
Lynn, Marvin. "Inserting the 'Race' into Critical Pedagogy: An Analysis of 'Race-Based Epistemologies.'" *Educational Philosophy and Theory* 36 (2004).
Wathington, Heather D. "Talking the Talk: Rhetoric and Reality for Students of Color." In *Declining By Degrees*.
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Week 12

- M - 11/17 Markowitz, Linda. "Unmasking Moral Dichotomies: Can Feminist Pedagogy Overcome Student Resistance?" *Gender and Education* 17 (2005): 39-55.
Lambert, Cath, and Andrew Parker. "Imagination, Hope, and the Positive Face of Feminism: Pro/Feminist Pedagogy in 'Post' Feminist Times?" *Studies in Higher Education* 31 (2006): 469-482.
- W - 11/19 [we will host Nicole Schönemann from the Office of Service-Learning for a presentation on service-learning and engaged scholarship]
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Week 13

M - 11/24 [NO CLASS — NCA]

W - 11/26 [NO CLASS — Thanksgiving Break]

Week 14

M - 12/1 [we will host veteran CMCL AIs for a “no holds barred” discussion of teaching at IU and in the CMCL Department]

W - 12/3 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.

DeSoto, Aureliano. “A Canvas of Desire: The Racialized and Sexualized Professor in the Classroom.” *MELUS* 30 (2005).

Week 15

M - 12/8 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*.

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 - 12/10 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*.

Rushing, Janice Hocker, and Frenzt, Thomas. “The Gods Must be Crazy: The Denial of Descent in Academic Scholarship.” *Quarterly Journal of Speech* 85 (1999).