Course Approach, Content, and Assignments: The focus this second semester continues to be your teaching in the Revisions class. Although on a few occasions we will have guests who will offer perspectives on topics relevant to your teaching, we will spend a much larger percentage of our time reading and discussing sections of our three required texts. Our primary aims are 1) to examine theory relevant to issues of literacy education, and 2) to explore ways of applying this theory to classroom practices.

Each of you, either singly or in pairs, will take responsibility for roughly an hour-long discussion of a portion of one of our texts. Your job will be to help us come to some clarity and consensus about the theoretical dimensions of the reading and to lead us toward some solid sense of possible practical applications. How you choose to accomplish these twin tasks is up to you, but generally some kind of activity we can all participate in would be helpful.

The first 20 or so minutes of six of the classes will be devoted to sharing of your portfolios with one another. Each of you will need to develop some kind of overheads or handouts that will enable you to get through the sharing process efficiently. We will figure out a way of making part or all of your portfolio available for closer examination by interested class members once they have heard your presentation. We will set up a schedule for these portfolio presentations soon.

In addition to the directed discussion and the portfolio sharing, you will continue to work on your short position paper (see last semester’s syllabus, and you will submit a Retrospective Reflection of about 700 words in which you look back over both semesters of your teaching of UN 2110 and reflect on what you learned, how you grew as a teacher, what you learned, etc. Both of these short papers are due Monday of Exam week, we will have a peer critique/editing session on a draft of the position paper on Thursday, April 24.

Finally, I want to conference formally with each of you at least once during the semester, sometime after mid-term. I will let you know later how we will schedule these. You are, of course, absolutely welcome to come by during office hours or schedule additional conferences.

I will not visit your class this term unless you invite me to. In that event, I would be happy to come. I’d like to suggest that, if at all possible, each of you arrange to visit the class of one of the
other GTls in HU 5931 at some point during the semester. If you want me to facilitate such a process, let me know. Otherwise, work it out on your own. It’s helpful to see how others of your peers handle topics and assignments and how they structure a class.

**Because we are using this first block of time for portfolios, we won’t have (on a regular basis at least) the kind of informal chitchat about the week’s challenges, problems, triumphs. This remains, however, a very useful kind of dialogue, and I’m asking that you use the class e-list for this purpose. Some of you have suggested that we try to meet as a group informally on some kind of regular basis. I think that is a great idea. Any suggestions about how to do this?

**Attendance:** Policy the same as last semester. We continue to regard your presence as a form of professional obligation; so should you.

**Tentative Weekly Schedule:**

Here is a tentative schedule for our class sessions (It is a work in process, and we will flesh it out as soon as we can):

- **Week 1** January 16: Introductions and group work
- **Week 2** January 23: Bill Kennedy on Teaching Evaluation
- **Week 3** January 30: *Multiliteracies*, Intro and pp. 9-19
- **Week 4** February 6: *Multiliteracies*, pp. 19-37
- **Week 5** February 13: No class Winter Carnival
- **Week 6** February 20: *Multiliteracies*, Chapters 7 & 11
- **Week 7** February 27: *Multiliteracies*, Chapter 4
- **[March 3-7]**: No Class Spring Break
- **Week 8** March 13: Using Groups; Readings to be announced later
- **Week 9** March 20: No Class 4Cs
- **Week 10** March 27: Lupton & Miller (TBA)
- **Week 11** April 3: Tate, “Rhetorical Pedagogy” (pp. 36-53); “Critical Pedagogy” (pp. 92-112)
Week 12 April 10  TBA
Week 13 April 17  TBA
Week 14 April 24  Draft of Position Statement Due; Peer Critique Session
Week 15 May 1    TBA

**NOTE:** MTU's Affirmative Action Officer has asked that all faculty include the following statement on each course syllabus:

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students, (2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (3310).