HU 5931  
Practicum in Pedagogy: Written, Visual, and Oral Communication  
Spring 2004  
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(See Alex and Kristin for their office hours)

Course Approach, Content, and Assignments: The focus this second semester continues to be your teaching in the Revisions class. Although occasionally we may have guests who will offer perspectives on topics relevant to your teaching, we will spend a 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.

In addition to reading and discussing assigned reading, each of you will be asked to make a presentation to the class (10-15 minutes excluding Q/A) on an assignment you have used in Revisions that either worked or didn’t. You should prepare overheads and provide copies of handouts. You should tell us what you liked and/or didn’t like about the assignment and speculate on why it works (or not) and how it relates to the aims and pedagogical values of your course.

Each of you will also be required to visit one of the other HU 5931 class member’s Revisions classes during the semester. Set up your visit ahead of time with the GTI and copy that plan to me. Immediately after the visit you are to write a one-page narrative and reflective response and submit it to me. You may provide a copy of this to the GTI, or you may simply discuss the class with him/her over coffee or at some other mutually convenient time.

The first 20 or so minutes of most classes will continue to be devoted to sharing teaching experiences from the previous week. In addition to the discussion of readings and sharing of assignments, you will continue to work on drafting your short position paper (see last semester’s syllabus). This paper is due
Monday of Exam week: we will have a peer critique/editing session on a draft of the position paper toward the end of the semester.

Finally, I want to conference with each of you at least once during the semester, sometime after mid-term. Scheduling these conferences is your responsibility (NB: please don’t all of you wait until the last week or two to set up a conference). You are, of course, absolutely welcome to come by during office hours or schedule additional time for us to talk about your teaching.

I will not visit your class this term unless you invite me to. In that event, I would be happy to come.

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 may change):

Week 1 January 15 Introductions and Planning; Julie Estep
Week 2 January 22 Discussion of Plagiarism
Week 3 January 29 ESL and Learning Disabilities
Week 4 February 5 Winter Carnival
Week 5 February 12 Begin Multiliteracies Discussion; Intro and pp. 9-19
Week 6 February 19 Multi literacies, 19-37; Nancy Grimm
Week 7 February 26 Group Work on Multiliteracies assignment

[March 1-5] No Class Spring Break
Week 8 March 11 Multiliteracies presentations
Week 9 March 18 Multiliteracies presentations
Week 10 March 25 No Class 4Cs
Week 11 April 1  Lupton and Miller
Week 12 April 8  Lupton and Miller
Week 13 April 15  To Be Announced
Week 14 April 22  Draft of Position Statement Due; Peer Critique Session
Week 15 April 29  Reflective discussion/wind down (site to be announced)

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).