HU 5931  
Practicum in Pedagogy: Written, Visual, and Oral Communication  
Spring 2005  
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(See Alex and Karen for their office hours)

Course Approach, Content, and Assignments: The focus this second semester continues to be on your teaching in the Revisions class. We will continue to read and discuss sections of our required texts, with a major focus on *Multiliteracies* (Cope and Kalantzis). But our primary aims are the same as last semester’s: 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 GTI 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. We will establish a schedule for these presentations soon.

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 also 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. I consider this to be an important part of your ongoing teacher training, so please make plans early to visit a class and get your narrative to me in a timely fashion.

We will continue to devote the first twenty or so minutes of most classes to sharing teaching experiences from the previous week. In addition to the discussion of readings and sharing of assignments, you are 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 again want to conference with each GTI at least once during the semester, sometime during weeks 8-10. **Scheduling these conferences is your responsibility** (NB: please don’t all of you wait until week 10 to set up a conference). You are, of course, always 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 (Alex, Karen, and I will make changes to this tentative schedule if we deem it necessary):

- **Week 1 January 13**: Introductions, Sharing, and Planning
- **Week 2 January 20**: Roundtable on Plagiarism
- **Week 3 January 27**: Writing Center Pedagogy (Hobson in *Guide to Composition Pedagogies*)
- **Week 4 February 3**: Technology and Teaching (continued); Dickie Selfe
- **Week 5 February 10**: No Class; Winter Carnival
- **Week 6 February 17**: *Multiliteracies*: Introduction (pp. 3-8) and pp.9-19
- **Week 7 February 24**: *Multiliteracies*: pp.19-37
- **Week 8 March 3**: Group work on *Multiliteracies* Assignment
- **Week 8 March 10**: No Class; Spring Break
Week 9 March 17  No Class; 4Cs Conference
Week 10 March 24  Group work on Multiliteracies Assignment
Week 11 March 31  Multiliteracies Presentations
Week 12 April 7  Multiliteracies Presentations
Week 13 April 14  Draft of Position Statement Due; Peer Critique Session
Week 14 April 21  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).