HU 5118 Theories of Pedagogy

Spring 2006

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Texts

Course goals
To survey contemporary theories of pedagogy that influence current approaches to teaching in the humanities, addressing especially questions of teaching in a multicultural society.

Course work
Mostly, we're reading and discussing that big list of books on pedagogy, learning theory, and schooling. To facilitate good discussions and to further extend the range of theories and ideas we survey, there are three other assignments:

Responses: For each book we read, write a brief summary (@ 500 words) of the principal argument(s) and a thoughtful (@ 500 word) response to the arguments. Consider how the arguments relate to your teaching experiences or to other arguments and theories of pedagogy you have read (including other books we are reading in this course) and/or try to work out the implications of the arguments for teaching the students you have encountered.

I will preview each book in class and post a brief prompt for each book on the WebCT course site. You will post your responses by midnight each Monday on the course site, and read each other's responses in preparation for discussion on Wednesday. No responses will be accepted after noon on
Wednesday (without a medical excuse). Late responses (posted after midnight on Monday) will lower your grade in the course.

Book review: Choose a book on pedagogy (in addition to the ones we are reading and one you haven't already read), write a five-page book review (see guidelines below), and give a ten-minute report to the class on it. I will bring books to class next week, and I invite you to bring books you would like to read or have others read and report on too.

Film night: We will watch a number of films about teaching, and each of you will preview one film and lead a brief discussion of it. Film viewing is not optional but we will endeavor to make it accessible and enjoyable. We will discuss the list of films and arrangements for viewing in class today.

Reading schedule

Jan 18 Dewey, *Democracy and Education*
Jan 25 Ashton-Warner, *Teacher*
Feb 1 Freire and Macedo, *Literacy*
Feb 8 Bruner, *The Culture of Education*
Feb 15 Kutz, *Language and Literacy*
Feb 22 Ellsworth, *Teaching Positions*
Mar 1 Wenger, *Communities of Practice*

*Spring Break*

Mar 15 Bleich, *Know and Tell*

*CCCC*

Mar 29 Finn, *Literacy with an Attitude*
Apr 5 Maher and Tetreault, *The Feminist Classroom*
Apr 12 hooks, *Teaching Community*
Apr 19 Grande, *Red Pedagogy*

Book Review Guidelines

The goal of the reviews is to inform colleagues interested in pedagogy about books valuable to their teaching and to their understanding of pedagogical and learning theory. Reviews should succinctly describe the intellectual project of the book, placing the project in the context of current professional conversations, and should identify its value to particular readers. Reviewers should avoid using the occasion of the review to take issue with the position or approach represented in the book. A detailed summary of contents is not needed, and reviews should not exceed 1250 words.

ADA Policy

In accordance with university policy and the Americans with Disabilities Act, academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact the Office of Affirmative Programs (487-3310) if you have questions about issues related to the ADA.