HUI 5931 Practicum in Pedagogy:
Written, Visual, And Oral Communication
2:25-3:20 Th
Fall 2008

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Course Description & Goals: The primary goals of this class are to encourage you to be thoughtful and reflective teachers and to offer ongoing support for GTI instruction in the teaching of UN 2001 (Revisions). "Support" in this context means continued assistance in the day-to-day teaching of Revisions, including follow-up work on concepts and issues introduced during the GTI Fall Orientation Workshop. "Support" also means explorations of selected theoretical issues relevant to the teaching of a sophomore-level writing course that also offers students additional instruction in visual and oral communication.

Required Text:
A Guide to Composition Pedagogies, Gary Tate and others, eds. (Oxford University Press, 2001)

Suggested Text:
Multiliteracies: Literacy Learning and the Design of Social Futures, Bill Cope and Mary Kalantzis, eds. (Routledge, 2000).

Course Approach and Content: The emphasis in this class will be on discussion and occasional guest presentations. You will be assigned readings from the above text (and additional readings when necessary). Our weekly sessions will, for the most part, focus on your experiences in the classroom, your questions about pedagogical matters, and discussion of selected assigned readings. Occasional guests will elaborate on ideas introduced during the orientation workshop or explore new areas of interest for teachers of Revisions. Assigned readings will introduce theoretical concerns in order to help you shape and refine your own pedagogical values. We have created a class E-list that we hope you will all use to supplement and extend our classroom discussion. At the very least, we will use it for basic reminders and other miscellaneous purposes.

I have not attached a schedule of weekly readings or activities since much of both still remains to be determined. I will get you a schedule as soon as possible. Meanwhile, I will keep you posted on when and what to read as well as any guests visiting the class for follow-up sessions.
Assignments:

(1) A Reflective Journal. I will ask you to keep a reflective journal throughout the term to explore your thoughts about teaching and about your experiences in the classroom as well as in the Practicum. You can keep this journal on your laptop, continue to use the one we gave you at the beginning of the orientation workshop, or choose some other option. Whatever you choose, it should be comfortable for you. Bring this journal to class with you weekly for writing in class. This is a personal document, and you should think of it as an example of writing for learning. I'm providing on a separate handout containing some information about the features of such writing, but essentially I want you to make this assignment as useful as possible to you. It will be due at term's end, and I will try to return it quickly so that you will have it for reference during the break as you think about possible changes to your Revisions syllabus.

(2) A Teaching Portfolio. This portfolio should contain your syllabus; all major assignments (written, oral, and visual as well as major group tasks and writing-for-learning assignments you make); all important handouts and supplemental readings; copies of overheads; selected samples of student writing; and whatever else you wish to include that you believe represents your performance as a teacher this semester. This portfolio should be prefaced with a 2-3 page cover letter or retrospective assessment of your work in your Revisions class and in the Practicum. Note: At the end of the second semester you will be required to submit a relatively short position paper which articulates the composition/communication philosophy informing your teaching. The reflective journal and portfolio you keep this semester should supply you with the raw material for that position paper, and it wouldn't hurt to think about that end-of-year assignment throughout both semesters.

Conferences: You will meet with me for 2 half-hour conferences during the semester, one fairly early, the other toward the end of the term. Beyond this minimal requirement, I encourage you to schedule additional conferences with any one of the three of us whenever the need arises. You should consider all three of us an ongoing resource and support system.

Class Visits: I will visit your class at least once during the semester. I will not come unannounced. We will schedule a time once you are settled and comfortable with your class. After my visit, we will sit down and talk about the class. Typically, I write a narrative of the class as I observe what is going on and note things that catch my interest. We will review this narrative and explore alternative approaches if needed. If you would like Steve and/or Casey to visit your classes as well, feel free to work out a time for them to visit. Spring semester we will ask you to visit at least one class taught by an experienced GTI so that you can get a sense of how others are handling their classes. We will talk more about that early next semester.

Mentoring: Steve, Casey, and I will serve as mentors to you. Feel free to talk to any of us about your teaching at any time. We will frequently ask you how your class is going, and we may invite you to sit down and chat over coffee. Very soon we will probably
assign each of you to one of us so that you have a primary mentor figure, but please feel free to talk to any of us if you are having problems.

**Attendance:** HU 5931 is an important component of your first year GTI experience, and I expect you to attend the class regularly. I will regard your presence as a form of professional obligation. So should you. Typically, GTIs attend all class sessions. If you have some kind of problem that would keep you from making it to class, please let me know as much in advance as possible. I'm sure we will be able to work something out.

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