The classroom with all its limitations remains a location of possibility.

- bell hooks, *Teaching to Transgress*, 1994

Every course is inherently an investigation.

- Pat Hutchings, *The Course Portfolio*, 1998

This seminar is designed to help graduate students in the Department of Communication and Culture become more effective educators and to spark ongoing interest in the intellectual challenges and possibilities that teaching presents. Faculty work in higher education always includes both research and teaching, and CMCL will expect you to excel in both. Unlike many professions you might have chosen, teaching is one that you can do well with at the start and also improve on throughout a long career. In this way, it can parallel your development as a scholar and writer, and, indeed, your teaching and research can inform each other in exciting ways as you become more expert in both. In this course, we will become familiar with the demands of an academic career and with current prescriptions for and critiques of higher education today, as well as with strategies for effective teaching and student learning.

In C545, we will approach teaching and learning as culturally-embedded practices that are responsive to longstanding and shifting traditions, narratives, controversies, and expectations, as well as ones implicating cognitive structures. The techniques we choose in our teaching have consequences and genealogies, and this seminar will encourage participants to reflect on and investigate them in order to develop and articulate an intentional (rather than simply received or personally appealing) pedagogy.

This seminar is unique insofar as it is required for incoming students with teaching responsibilities within the department. Enrollment is limited to CMCL graduate students and will likely be the only course you will take that will include all of the CMCL students entering the graduate program in your year. Because everyone taking the course will be teaching C121, we will have a common pedagogical experience to draw from. Our seminar will not be a how-to on teaching C121, nor will it be synched to that course, which has its own professor, course director, learning objectives, and staff meetings. Instead, we will use your teaching experiences in C121 as productive, relatively common ground for investigating the theories, practices, and problems we discuss in C545. Your teaching experiences are key texts in this
seminar, and the course relies on your ability to put the readings and your own teaching experiences into lively and critical conversation.

Because no single course on pedagogy can be exhaustive, our introductory seminar will focus on three main topics (higher education context, teaching tools, and politics and identity) that we approach with three pedagogical goals in mind:

1) **To build foundational instructional knowledge:** We will aim to become more informed, reflective, and intentional about designing lesson plans, imagining assignments, and grading. Foundational knowledge we will discuss will include theories of learning, instructional strategies, and teaching and learning trends. We will also observe and be observed in the classroom and practice new ways of teaching.

2) **To develop the critical relationship between scholarship and teaching:** Our teaching activities—during graduate school and beyond—consume a tremendous portion of our time and energy and form no small part of our public identities. Meanwhile, our disciplinary training informs what we teach, how we teach it, and how we can understand it. In this course, we will reflect on and critique the languages, standards, vehicles, and occasions of learning and teaching using the critical lenses of the fields of communication and culture. The application of humanities theories to teaching will include considering how identities (cultural, economic, geographic, disabilities, et cetera) of teachers and students shape our past, present, and potential future experiences in the classroom. We will also explore our scholarly interests in relation to our teaching duties, and vice versa, finding ways that they might be integrated and even nourish each other. This relationship is embodied in the phrase “teacher-scholar.”

3) **To represent pedagogy to others:** Formal statements of teaching philosophy are used at many points in an academic career, including hiring, promotion, and tenure. Some grant applications and professional development opportunities will also require that you describe your plans for teaching. In addition, you will often verbally represent your pedagogy to students and colleagues. In this course, we will practice speaking and writing about teaching and learning, as ways of honing our own articulations and of situating ourselves in the contemporary landscape of instructional possibilities.

**Assignments**

- **Informed & Engaging Participation. Required weekly.**

  This course runs as a seminar and will rely on discussion. You must attend to participate. The seminar discussions will serve as a means for us to contribute to the ongoing conversation about pedagogy in communication, culture, and media. We will be informed by those who have made important comments before us (often in writing) and do our best to improve on their ideas and make them current. In addition, the seminar discussions will serve as a practice ground for your skills in scholarly discourse, collegiality, and leadership. Ideally, this course will encourage us all to think more about the range of our teaching experiences (challenges, rewards, mistakes, hopes, and so forth), pragmatic resources for success, scholarly pedagogical perspectives, and what all
that means in the specific context of one’s first semester of teaching C121-in-CMCL-at-IUB-in-2013 and in other contexts beyond. In order for this seminar to become an open space for sharing such experiences, ideas, and feelings, we all need to talk and to listen. In addition, there will be short, in-class writing assignments from some guest speakers (e.g., grading a writing sample). If at any point in the semester, you want to know how I perceive you are performing in terms of participation, feel welcome to contact me.

- **Teaching Observation Paper. Due: 10/22. 2 pages, double spaced.**
  For this assignment, you should arrange to observe at least one class taught by a CMCL graduate student. Make note of your observation of the logistics, teaching techniques, participant structures, authority, classroom atmosphere, and so on. Write a 1-2 page, double-spaced, reflective essay that draws on our course readings and the classroom observation rubrics we discuss, paying special attention to the pedagogy and learning theory implicit in the teaching you observe and the relationship between scholarship and teaching. Your essay will be graded pass/fail. Although the papers will remain confidential (i.e., I won’t be reporting back to the people you observe about what you write), be prepared to discuss your observation and the course reading in class.

- **2 Discussant Presentations. Dates TBD.**
  You will be prepared to serve as discussant for two days of readings and to provide copies of a one-page outline of your comments for entire class. You may work collaboratively with the other people presenting on your day. The specific expectations for each of these short presentations will be made clear during class discussion.

- **3 Pedagogy Papers. Due: 9/17; 10/8; 12/10. 2-3 pages each, double spaced.**
  Pedagogy is the art, attitudes, assumptions, philosophy, and practices of teaching and their relation to student learning. You will be asked to discuss your pedagogy throughout your career: on syllabi, in classrooms, on the job market, for a promotion, and so forth. This semester, you will write three papers that reflect on and inform future iterations of your teaching. Each paper will draw upon your teaching experience this semester (enlightened, failed, etc.) and one or more course readings. No one paper will cover everything you think or have experienced in relation to teaching, so you should focus your paper sufficiently that you will be able to present a substantive discussion in only 2-3 pages. Each paper should explain which facet of teaching you are reflecting on, how it appears in your teaching, how it relates to issues we have read about, and how your assessment of its value will affect your teaching in the future. Although in class we will discuss our teaching experiences openly and, perhaps at times, informally, the audience for which you should imagine writing these papers should be a potential employer.
    - **Pedagogy Paper 1: Understanding context.** Consider our readings during the first month that are intended to provide some context for teaching in higher education. Choose one (or more) of these readings to critique in relation to your own teaching, your students, and your classroom. What are the pedagogical implications of some facet of the reading that interests you? Does it uncover, complicate, or run contrary to your experience teaching so far this semester? Does it suggest pedagogical or research directions for you in the future?
    - **Pedagogy Paper 2: Gathering Evidence.** For this assignment, you should try something new in your teaching and then evaluate your students’ learning in relation to it.
Finally, reflect on the successes and limits of your teaching in this instance. What did you expect to happen, and why? Would you do something different next time? You could try a particular film clip of a concept you are teaching, design an activity for a skill you want students to learn, introduce ideas in a different order than you would ordinarily, and so on.

- **Pedagogy Paper 3. Revising for the future.** Reflect on some facet of your teaching this semester, make plans for how you will approach it in the future, and explain why you expect things to go differently and, presumably, better next time. This paper may address a dilemma you faced in establishing your classroom environment, a political controversy you negotiated in class discussion, your less-than-satisfactory teaching of a specific concept, an instructional style that did or did not work for you, a skill such as critical thinking or argumentative writing that you emphasized, an innovation you made teaching with media, an approach you used to facilitate participation of international students or those with disabilities (yourself or your students), or something else. What assumptions did you make about your students and their learning last time that you need to revise? Are there teaching tools or strategies that could aid you next time? How will you know if your new plan works?

- **Statement of Teaching Philosophy, Action, and Outcome.** Due 12/17. 4 pages maximum, double spaced.

A “statement of teaching philosophy” has become a standard expectation for job applications in higher education across all types of institutions. Such statements also, typically, are required for tenure and promotion. Drawing on your pedagogy papers, the seminar readings and discussions, and your teaching experiences, you will compose a teaching statement. This document should be suitable as a draft that you will update and revise throughout your career. For more information and examples, see:

http://citl.indiana.edu/resources/teaching-resources1/teaching-statements.php;

**Required Readings**

Readings are available through Oncourse (oncourse.iu.edu). The following required readings are available from the IU Bookstore or electronically from the IU library (iucat.iu.edu), as noted. When books are available from the library as electronic texts, I have also ordered a few print copies from the bookstore.

Grading Symbol Translation

A  the seminar performance is exceptional in all areas of assessment
A- the seminar performance is completed at a graduate level but is not exceptional in most areas
B+ the assigned work is completed below the graduate level
B  the seminar performance does not meet passing standards
✓ You may find a checkmark from me in the margin of a paper. That means I thought it was an insightful point or connection

Important notes on course requirements

• All written assignments are expected to include: your name, a title, numbered pages, a “reasonable” font size (i.e., 11-12 point in a style such as Times New Roman or Palatino), and have some sort of staple/paper clip to bind all the pages together. You should cite all references—including websites—used in your work other than your own in either Chicago or APA or MLA style.
• Late work will be penalized and may not receive timely feedback. Technical difficulties are not excusable delays.
• If you miss class, you are expected to make up any work you miss with a peer first and then discuss it with me if you wish. I do not distribute copies of my notes. Email ahead when you know you are going to be absent, which should only be in a health or personal emergency or incredibly important professional time conflict.

Acknowledgements: Thanks to Professors Robert Terrill, Mary Gray, Joan Hawkins, and Phaedra Pezzullo for sharing their C545 counsel and course materials. Special thanks, too, to CMCL’s C122 Interpersonal Communication associate instructors for their willingness to workshop the successes and “challenges” of teaching our undergraduate students. Their experiences inform this syllabus.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>I.</td>
<td></td>
<td>I. Higher Education Contexts</td>
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| 1    | 8/27 | **Who Are We Teaching? Who Has Taught Us Well?**  


| 2    | 9/3  | **Taxonomies of learning**  

**Discussants:** ____________________________
### What (and Where) College Students Learn


**Discussants:** ____________________________

### Educational Visions


**PEDAGOGY PAPER 1 DUE**

### II. Teaching Tools

### Lesson Plans


**Discussants:** ____________________________
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<th>10/1</th>
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**Discussants:**

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<tr>
<th>7</th>
<th>10/8</th>
<th>Instructional Technologies</th>
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<tr>
<td></td>
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<td>We will attempt to address a range of media and disabilities, and their potential relationships, during class discussion. Suggestions for topics welcomed.</td>
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<td>- The Office of Disability Services for Students. “Faculty FAQ.” This resource &amp; others are available at: <a href="http://studentaffairs.iub.edu/dss/faculty/faculty-resources/">http://studentaffairs.iub.edu/dss/faculty/faculty-resources/</a>.</td>
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**PEDAGOGY PAPER 2 DUE**

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<th>10/15</th>
<th>Teaching Through Writing</th>
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<td>- Reading posted to Oncourse (Plummer). Other materials from the Campus Writing Project to be distributed in class.</td>
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|    |       | - Semenza, Gregory Colon. “Organization and Time Management” and “Teaching.” In *Graduate Study for the 21st Century: How to Build an Academic Career in the*
### III. Politics and Identity

**When the Personal is Pedagogical and the Pedagogical is Personal**

#### Teaching Observation Paper Due

**Critical Pedagogy**

**Discussants:**

**Pedagogy Statements & the Job Market**
**Presentation:** Guest speaker Dr. Katie Kearns, Center for Innovative Teaching and Learning, will lead our discussion of documenting your teaching and your students’ learning via teaching portfolios, online teaching snapshots, and a pedagogy statement. For the above two teaching statements, be prepared to discuss: what do you feel like you now know about the author’s teaching? What questions remain for you about the author’s teaching?

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<tr>
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<td>11/26</td>
<td>THANKSGIVING BREAK: NO CLASS</td>
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**PEDAGOGY PAPER 3 DUE**
Additional reading suggestions:


