

<b>MSCH–M555 Media Pedagogy Fall 2017, Class Number: 11604</b>
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Instructor Information

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Course Information

Semester: Fall 2017  
Class Time: Thurs, 2:30 pm to 5 pm  
Room: Franklin Hall 212  
Cross-listed as Cultural Studies CULS-C701

**MSCH-M555 Pedagogy**

**Course Description**

Welcome to the Media School and to your M555 Media Pedagogy course. For all the actual teaching that takes place at universities and colleges, the philosophy and practice of “pedagogy”—which means the art and science of teaching—are rarely the subjects of attention in graduate programs in mass communication, media and cinema studies, and communication. Filling a gap in the graduate curriculum nationwide, this introductory pedagogy course is a core (required) course for PhD students in the Media School. Graduate students are socialized and oriented to their future profession in the academy in numerous ways, from core courses on theory and research methods to research colloquiums to relationships they develop with advisers, committee members, teaching supervisors, and peers. Your M555 core pedagogy course is one node in an intricate web of formal and informal rituals, events, and programs that train graduate students for the college teaching profession and for faculty life.

Focusing primarily on higher education in the United States, the overarching aims of this course are to help students understand the institutional teaching expectations of PhD candidates when they enter the faculty job market and to prepare students for their early years of teaching as junior faculty. Teaching tips are never “context-free”—they are cultural practices deeply embedded in constantly shifting traditions, narratives, controversies, and purposes of varied institutions of higher education. Teaching techniques and philosophies have consequences and genealogies, often regardless of the specific subject matter. Course readings and class sessions are geared to familiarize students with the philosophy, current critiques of and prescriptions for higher education and media pedagogy as well as the nuts and bolts of practical strategies and techniques for good teaching. Major assignments for this class include developing a course syllabus, designing one key assignment, and writing a brief teaching statement.

Learning takes place best in a supportive and collegial environment; hence, the course will strive to convert class participants—with your willing consent—from strangers meeting each other on the first day of class into a supportive teaching/learning community. One example of such a community that we can simulate is this graduate student learning community on campus: <http://blogs.iu.edu/citl/2017/06/21/graduate-student-learning-community/#.WW9bLBPyui4>.

Finally and most importantly, the course seeks to give students a glimpse into that challenging, frustrating and fulfilling adventure called “teaching.”

## Course Objectives

The broad goals of this course are to help students:

- Become oriented to and understand where teaching fits within the larger context of the professional duties and expectations of faculty.
- Explore some major pedagogical approaches relevant to the purpose of the social sciences, humanities and media-related disciplines in higher education.
- Become aware of and understand some of the social and economic concerns and forces driving higher education in the current era.
- Gain exposure to and become familiar with the pragmatic considerations and techniques involved in teaching and motivating students to learn.
- Translate individual intellectual and research interests into the elements of course design and course planning.
- Gain familiarity with the reflective and inductive process of developing a teaching philosophy and its connections to teacher identity and the pragmatics of course design.

## Specific Learning Outcomes for Students

By the end of this course, students will:

- Learn to put together a syllabus and plan a course for an undergraduate seminar course using backwards course design and other best practices in course development.
- Design a major assignment for a course that demonstrates the ability to apply principles and ideas from the course readings.
- Develop professional peer-to-peer relationships that assist in their lifelong professional development as teachers.
- Contemplate and write early versions of reflective individualized teaching philosophy statements that can be adapted to different learning environments and that evolve as students make progress in their graduate programs.

## Primary Texts and Course Readings

All textbooks should be available in **three** locations: IMU Bookstore, Eigenmann Bookstore, and TIS Bookstore.

1. bell hooks. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge Publishers.
2. Ken Bain. (2004). *What the Best College Teachers Do*. Boston: Harvard University Press.
3. Anita Nowak, Sue Abel and Karen Ross. (2007). *Rethinking Media Education: Critical Pedagogy and Identity Politics*. Creskill, NJ: Hampton Press.
4. Wilbert McKeachie and Marilla Svinicki. (2013). *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Belmont, CA: Wadsworth Publishers.
5. Stanley Fish. (2008). *Save the World on Your Own Time*. New York: Oxford University Press.

## 6. Other Required Articles and Book Chapters

Almost all the articles assigned as required readings are available in Full Text in the library electronic databases Academic Search (EBSCO) or JSTOR, which are accessible from the main library's homepage. When you search on Academic Search (EBSCO), please include the databases related to communication, mass media, film and television in your search. PDFs of articles that are not available in the library databases and book chapters are posted on Canvas.

### **Recommended Resources on Pedagogy**

Magazines and Journals (all have websites or access via Wells Library electronic databases)

- *Chronicle of Higher Education* (see profhacker blog)
- *Inside Higher Education*
- *Journalism & Mass Communication Educator*
- *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*
- *Communication Teacher*
- *Communication Education*

### Web Resources

- The Freire Project: Critical Cultural Community, Youth and Media Activism: <http://www.freireproject.org/>
- Center for Instructional Teaching and Learning (CITL), Indiana University, Bloomington: <https://citl.indiana.edu/>
- Preparing Future Faculty Program: <http://www.preparing-faculty.org/>

### **Class Format, Readings, and Classroom Expectations**

General expectations for all students include regular/unfailing class attendance, punctual arrival to class, thorough preparation for class discussions, constructive participation in the seminar, and completion of all reading and writing assignments on time.

**Readings:** Because this course is organized as an interactive seminar that emphasizes discussion, its success will depend on your attendance and your thorough and critical appraisal of the required readings. *You are expected to read closely the assigned weekly articles and chapters, take time to reflect on what you have read, and come prepared to engage in debate and pose thoughtful questions.* Please consider the readings to be portals or launch pads for broader analytical and comparative discussions. (Doing the readings on screen for the first time as we are talking about them in class is not advisable.)

Although you may not be able to offer cogent criticism of every reading, I do expect that you can summarize the main points of an assigned article or book chapter. To ensure good time management, please be aware that you may have more reading to complete during some weeks than others. When discussing the readings, the goal of our discussion should be to put in a good faith effort at positively, constructively and creatively engaging with the reading materials on their own terms without rushing immediately to sink or destroy authors' approaches and arguments. Before taking an inventory of all the blind spots in a text, let us first try to appreciate what authors did manage to accomplish more or less successfully. A seminar format also demands courteous and thoughtful debate over ideas and opinions no matter how much we may disagree or depart in our ways of thinking about the world. Therefore, I request your cooperation in creating a democratic community in our classroom.

**Guest Speakers:** As an introductory pedagogy course that seeks to orient you to the teaching profession in the broadest possible way, this course will feature a range of guest speakers who will visit our class to share their expert knowledge. I request everyone to do the necessary homework—assigned readings and website content—to prepare for these lectures and to ensure that we create a respectful and welcoming environment for our guests.

**Screen Obsessions:** Regarding cell phones and text messaging, I understand that many of us are inseparable from these devices and addicted to staying in touch and consuming information at a breakneck pace, but I request you to cut yourself off from small screens during class. Laptops can be used during class period to access readings and course content, but not to check e-mail, Facebook, etc.

**Your Collaboration Partners:** You will be assigned collaboration partners early on in the semester. Your partner/partners will help you workshop your assignments for the course. I request you to develop supportive and collegial relationships with your partners. No one becomes a good teacher when they work in isolation. Giving each other constructive and helpful feedback on course assignments will help everyone in class develop strong course materials *and* lifelong friendships.

*Above all, with our active and empathetic engagement, we can make this pedagogy course an exciting, stimulating, and fun experience!*

### Course Assignments

Assignment	Points	Weight	Dates Due
Syllabus Construction	400	40%	Nov 16, Thursday
Major Student Assignment	200	20%	Nov 30, Thursday
Teaching Statement	200	20%	Dec 11, Monday
Attendance/Participation	200	20%	Every Class
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>	

Syllabus for a 200 or 300 Level Undergraduate Seminar Course: For the major assignment for this course, you will develop and construct a syllabus focused on any media-, journalism-, film- or communication-related topic for an undergraduate seminar course, pitched at sophomores or juniors with a class size of 20 students. When you go on the faculty job market, one common question you will be asked is this: “If you could develop a course based in your research interests, what would that be?” The *Collins Living-Learning Center* on campus provides graduate students the opportunity to develop courses that emerge from their intellectual areas of interest. Many advanced graduate students have availed of these opportunities to teach solo courses that allow them to share their knowledge in a specific area with undergraduate students. However, developing such a course for undergraduates is a tricky balancing act; your research and teaching interests nourish the syllabus, but it also has to be conceived at a broad enough level for a non-specialist audience to find it interesting and useful.

Please see the *Collins Living-Learning Center*'s webpage for more information:  
<http://www.indiana.edu/~llc/academics/instructors.shtml>

You will turn in your ideas/topics for a syllabus early in the semester—after about three weeks into the course schedule. This will be an informal assignment. My main goal in asking you to do submit tentative topics is to help you find the best possible subject for the syllabus—one that meets your interests and is likely to be appealing to undergraduates.

**Major Student Assignment:** You will develop guidelines for one major assignment that will accompany your syllabus. This assignment should be a project—based in analysis and discovery—that results in a creative product (research paper or media product) rather than a multiple-choice test or exam. We will discuss this assignment in greater detail in class.

**Statement of Teaching Philosophy (also known as Teaching Statement):** You will write a brief teaching statement of about 1200 to 1500 words that articulates your pedagogical values and ideas. Here is a good description of a teaching statement: “A Teaching Statement is a purposeful and reflective essay about the author’s teaching beliefs and practices. It is an individual narrative that includes not only one’s beliefs about the teaching and learning process, but also concrete examples of the ways in which he or she enacts these beliefs in the classroom. At its best, a Teaching Statement gives a clear and unique portrait of the author as a teacher, avoiding generic or empty philosophical statements about teaching” (*entire passage taken from Vanderbilt University*).

Your teaching statement should build on the syllabus you create and the accompanying major student assignment. Hence, you will complete those assignments before turning in the teaching statement. Ideally, you should be developing all three items—syllabus, major student assignment, and statement—at the same time so they speak to one another. We will discuss this assignment in greater detail in class.

***Managing and Planning Your Assignments:*** You will notice that all three assignments—Syllabus, Major Student Assignment and Teaching Statement—are due late in the semester and they are clustered together. I have done this to give you time to develop these assignments based on the readings, web resources, guest speakers, and feedback from your peers. Your syllabus is due first, followed by the major student assignment and then your teaching statement because I want you to refer to the first two documents in your statement. You can use portions of the syllabus and assignment guidelines you develop in your statement as pieces of evidence to illustrate your claims and arguments about your teaching values, style and techniques. These clustered assignments will require that you plan and work on them throughout the semester. You cannot complete these assignments at the last minute. You will develop a timeline for these assignments in class in consultation with your partner (s).

**Class Participation:** As outlined above in the section on class format and expectations, attendance and participation are key elements of the requirements for the course. Please assume that for every class period you must come to class with the following mix of contributions that demonstrate your active engagement with the materials: a few questions on the readings, a passage you found stimulating, something you agreed with or disagreed with, a current related event from the news, etc. You will be asked to bring written discussion questions to class on specific days. In addition, I

will assign you brief critical thinking assignments throughout the semester. These brief assignments will be collected as part of your work on the participation grade.

### **Class Policies**

Attendance: Unless you have a documented medical excuse, missing class, especially because class meets only once a week, is not an option. Attendance is mandatory and non-negotiable for every class. Each and every undocumented absence from class will severely affect your participation grade.

Communication and e-mail: I cannot guarantee that I will read my e-mail on Saturdays and Sundays. Please use e-mail to ask me short questions, set up appointments, or verify something quickly, not for extended communication. If you have something urgent to communicate, you are welcome to call me at home at 812-369-4518. We can also make phone appointments to discuss your final projects if my office hours do not work for you.

Professionalism: Neat, clear, and well-formatted written materials will be an important aspect of your work for this course. Please ensure that your assignments are readable, and that you have cover pages and page numbers. I cannot read any font that is less than 12 pt. size.

Plagiarism and Academic Misconduct: The IU Code of Student Rights, Responsibilities, and Conduct defines academic misconduct as “any activity that tends to undermine the academic integrity of the institution.” Cheating, fabrication, and plagiarism are a few examples. Using ideas and words from published work, online materials, or other students’ projects without accurate attribution will be severely punished, and may result in an automatic grade of “F” for the course.

Submitting Work from Other Courses: You are expected to conduct original work for the final project in this course. Please do not recycle assignments from previous or current courses. If you would like to use this course to develop further on assignments you have written in another course, please come talk to me ahead of time. I understand that graduate student work is often cumulative; hence, I encourage you to share your previous work with me and clarify the new dimensions of any previous assignment you intend to explore in this course.

Deadlines: You are expected to turn in all the assignments on time and during our class period unless otherwise noted; late work will not be accepted or graded. Missed assignments can only be made up in case of an emergency, and documentation (doctor’s letter) must be provided in such situations. Any other occasion for absence from class or lateness with assignments —visiting family, travel plans, concerts, and social obligations — are not considered sufficient reasons for make-up work.

Incompletes: Final grades of “Incomplete” will not be given in this class except in dire documented circumstances such as medical or serious family reasons. The end of the semester is “crunch” time for everyone so you are expected to manage your schedule by planning carefully. Time pressures are not considered sufficient justification for awarding a grade of incomplete.

Your Personal Wellbeing and Health: Students can face challenges in their personal lives, and it is a sign of great strength to acknowledge that and ask for help. As the instructor, I want to help guide you to appropriate resources if you come to me in confidence. You can always go directly to Indiana University's Counseling & Psychological Services (CAPS) at the Health Center for support (812-855-5711). CAPS can help students on many issues, including depression, anxiety, relationship issues, sexual assault, feelings of inadequacy, substance abuse and difficulty adjusting to the routines and expectations of student life. More information about CAPS is available here: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Accommodations for Religious Observances: Indiana University respects the right of all students to observe their religious holidays. However, it is your responsibility to notify me in advance. Please notify me of expected absences for religious observances by the end of the second week of class.

Accommodations for Students with Disabilities: I will make every attempt to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). Please establish your eligibility for support through Indiana University's Office of Disability Services for Students. If you have a documented learning disability that may affect your work in this class, I request you to provide me appropriate documentation by the end of the second week of class. Further information about university policies and procedures regarding learning disabilities is available at <https://studentaffairs.indiana.edu/disability-services-students/>.

### ***About the Professor***

Radhika Parameswaran is Professor in the Media School (Chair of the Journalism unit) and adjunct faculty in the cultural studies, India Studies, and gender studies programs at Indiana University, Bloomington, Indiana. She holds the 1950 Herman B. Wells Endowed Professorship.

She served as editor of *Communication, Culture, and Critique*, an official journal of the International Communication Association, from 2013 to 2016. Her publications include a 2013 Wiley-Blackwell edited encyclopedic volume on global audience studies, two monographs, 23 articles in leading journals in communication and media studies (five reprinted as book chapters), and 13 book chapters. Her research has been published in a variety of academic journals, including, *Journal of Children & Media*, *Communication, Culture, & Critique*, *Journal of Communication Inquiry*, *Critical Studies in Media Communication*, *Communication Theory*, *Qualitative Inquiry*, *Communication Review*, and *Frontiers: A Journal of Women's Studies*. Her past and current service on journal editorial boards includes the *Asian Journal of Communication*, *Critical Studies in Media Communication*, *Communication Monographs*, *Communication and Critical/Cultural Studies*, and *Journal of Communication Inquiry*.

**TENTATIVE SCHEDULE**  
(subject to change as necessary)

**\*\*Friendly reminder:** It is expected that you will read all assigned texts BEFORE coming to class, that you will take notes on your readings (along with marking key passages and points of interest for you), and that you will bring the readings with you to class so we can discuss them fully.

**WEEK ONE: Introduction to Course**

**AUGUST 24/THURSDAY**

1. Introductions. Discuss syllabus and assignments.
2. Readings:
  - a. Faculty Roles and Responsibilities, the research, teaching and service trilogy:  
<http://www.preparing-faculty.org/pffweb.roles.htm> AND  
<http://education.stateuniversity.com/pages/1972/Faculty-Roles-Responsibilities.html>
  - b. Beloit College's The Mindset Class of 2017 list:  
<https://www.beloit.edu/mindset/previouslists/2017/>
  - c. Move Over Millennials, Here Comes Generation Z:  
[https://www.nytimes.com/2015/09/20/fashion/move-over-millennials-here-comes-generation-z.html?\\_r=0](https://www.nytimes.com/2015/09/20/fashion/move-over-millennials-here-comes-generation-z.html?_r=0)
  - d. James Lang, The Distracted Classroom, *Chronicle of Higher Education*:  
<http://www.chronicle.com/article/The-Distracted-Classroom/239446>
3. Guest Visit of the IU GradGrants Center Consultant: <http://www.indiana.edu/~gradgrnt/>

Recommended Reading on Canvas

Maureen Wilson. (2004). Teaching, Learning and Millennial Students. *New Directions for Student Services*, 106: 59-71.

**WEEK TWO: The Institutional Contexts of Higher Education**

**AUGUST 31/THURSDAY**

1. Cary Nelson, Defining Academic Freedom. (2010). *Inside HigherEd*.  
<https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom> AND
2. Doug Lederman. (2009). What I Wish I'd Known about Tenure. *Inside HigherEd*.  
<https://www.insidehighered.com/advice/2009/03/27/phinney>
3. Bill Readings. (1997). *The University in Ruins*. Chapter 1 (Introduction) and Chapter 2. Boston: Harvard University Press. Link for chapters: <http://raley.english.ucsb.edu/wp-content/uploads/234/Readings.pdf>. See Canvas too.
4. Henry A. Giroux. (2005). Introduction and Chapter 1. *Schooling and the Struggle for Public Life*. Boulder, CO: Paradigm Publishers. See Canvas.
5. James Engell and Anthony Dangerfield. (2005). Chapter 1, Chapter 2, and Chapter 5. *Saving Higher Education in the Age of Money*. Charlottesville, VA: University of Virginia Press. See Canvas.
6. Textbook Ken Bain. *What the Best College Teachers Do*. Chapters 1, 2 and 3.

**WEEK THREE: Teaching Portfolios and Teaching Statements**  
**SEPTEMBER 7/THURSDAY**

*Guest Visit, Katherine Kearns, Instructional Consultant, CITL*

1. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapters 1, 2, 3 and 11.
2. Textbook Ken Bain. *What the Best College Teachers Do*. Chapters 4 and 6.
3. Coppola, Brian. (2002). Writing a statement of teaching philosophy. *Journal of College Science Teaching*. 31 (7): 448-453.  
<http://emp.byui.edu/firestonel/bio405/readings/Teaching%20Philosophy.pdf>
4. CITL Teaching Portfolios: <https://citl.indiana.edu/teaching-resources/documenting-teaching/teaching-portfolios/>
5. Katherine Kearns' Sample Teaching Portfolio—see Canvas.
6. CITL Teaching Statements and Philosophies: <https://citl.indiana.edu/teaching-resources/documenting-teaching/teaching-statements-philosophies/>
7. Other Helpful Tips:
  - a. James Lang, Four Steps to a Memorable Teaching Philosophy.  
<http://www.tandfonline.com/doi/full/10.1080/1369801X.2017.1348242>
  - b. Gloria Montell, How to Write a Statement of Teaching Philosophy.  
<http://www.chronicle.com/article/How-to-Write-a-Statement-of/45133>
  - c. Vanderbilt University: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/>

**WEEK FOUR: Syllabus Construction and Classroom Teaching Techniques**  
**SEPTEMBER 14/THURSDAY**

*Guest Visit, Joan Middendorf, Instructional Consultant, CITL*

1. Textbook Ken Bain. *What the Best College Teachers Do*. Chapters 5, 7 and Epilogue.
2. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapters 4, 5, 14, 20 and 21.
3. CITL Backwards Course Design: <https://citl.indiana.edu/teaching-resources/course-design/backward-course-design/>.
4. CITL Developing Learning Outcomes: <https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/>.
5. CITL Syllabus Construction: <https://citl.indiana.edu/teaching-resources/course-design/syllabus-construction/>
6. Joan Middendorf's handouts: a. What does your syllabus say about you and your course? b. Syllabus checklist. See Canvas.

**WEEK FIVE: Engaged and Critical Pedagogy: Teacher and Student Identities**  
**SEPTEMBER 21/THURSDAY**

1. Textbook bell hooks, *Teaching to Transgress*. **Read entire book** (except for chapter 6 and chapter 10).
2. Kelvin Stewart Beckett. (2013). Paulo Freire and the concept of education. *Educational Philosophy and Theory*. *Educational Philosophy & Theory*, 45 (1), 49-62.

3. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapter 12.
4. Recommended Reading: Paulo Freire, *Pedagogy of the Oppressed*. Chapter 2.  
[http://www.ihc.ucsb.edu/downloads/PedagogyoftheOppressed\\_CH2.pdf](http://www.ihc.ucsb.edu/downloads/PedagogyoftheOppressed_CH2.pdf)

### **WEEK SIX: Engaged and Critical Pedagogy: Counterview**

#### **SEPTEMBER 28/ THURSDAY**

1. Textbook Stanley Fish. *Save the World on Your Own Time*. Read entire book.
2. Stanley Fish. Buttons and Bows. <https://opinionator.blogs.nytimes.com/2008/10/12/buttons-and-bows/>
3. Responses to Fish:
  - a. Cary Nelson, Always Lobotimize: <https://www.aaup.org/article/always-lobotomize#.WXJJE9Pyui4>
  - b. Robert Post. The job of professors: Review of Stanley Fish, *Save the world on your own time*. *Texas Law Review*, 88 (1), 185-194.
4. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapters 7, 10, 16 and 17.

### **WEEK SEVEN: Media Pedagogies**

#### **OCTOBER 5/THURSDAY**

1. Textbook Nowak, Abel and Ross. *Rethinking Media Pedagogy*. Chapters 1, 2, 3, 4, 8, 10 and 12.
2. Steven Knowlton and Christopher McKinley. There's more to ethics than justice and harm. *Journalism & Mass Communication Educator*. 71 (2), 133-145.
3. Browse the websites of the following organizations and look up various divisions within these organizations:
  - a. International Communication Association
  - b. Society for Cinema and Media Studies
  - c. National Communication Association
  - d. Association for Education in Journalism & Mass Communication
4. Browse IU Bloomington course schedule for fall 2017 Media School course list—what can you teach?

### **WEEK EIGHT: Media Pedagogies**

#### **OCTOBER 12/THURSDAY**

*Guest Visits: Andrew Weaver, Joan Hawkins and Norbert Herber, Faculty, The Media School*

1. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapters 6, 8, and 18.
2. Textbook Nowak, Abel and Ross. *Rethinking Media Pedagogy*. Chapter 9.
3. Henry Giroux. (2001). Breaking into the Movies: Pedagogy and the Politics of Film. *JAC*. 21 (3), 583-598.

**WEEK NINE: Media Pedagogies****OCTOBER 19/THURSDAY**

1. Textbook Nowak, Abel and Ross. *Rethinking Media Pedagogy*. Chapters 5, 6, 7 & 13.
2. Deanna Fassett and John Warren (2007). Chapter 5: Critical Communication Pedagogy as Praxis. *Critical Communication Pedagogy*. Thousand Oaks, CA: Sage Publications. See Canvas.
3. Therese Huston. (2009). *Teaching What You Don't Know*. Chapters 1 and 4. Cambridge, MA: Harvard University Press. See Canvas.

**WEEK TEN: Experiential Learning in The Media School****OCTOBER 26, THURSDAY**

*Guest Visits: Walter Gantz (Faculty member, Communication Science), Ruth Witmer (Editorial Adviser, Indiana Daily Student) and Jim Kelly (Media School Director of Undergraduate Studies & Faculty member, Journalism)*

1. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapters 15 and 19.
2. Indiana Daily Student Website: <http://www.idsnews.com/>
3. Media School Student Media Organizations page: <http://mediaschool.indiana.edu/students-in-action/student-media-organizations/>
4. Jim Kelly's travel course: <http://mediaschool.indiana.edu/reporting-on-hivaidis-in-africa/> AND <http://mediaschool.indiana.edu/uganda17/jims-firsts/>
5. Foubert, John & Grainger, Lauren. (2006). Effect of involvement in clubs and organizations on students' psychosocial development. *NASPA Journal*. 43 (1), 166-182. [http://www.albany.edu/involvement/documents/effects\\_of\\_involvement.pdf](http://www.albany.edu/involvement/documents/effects_of_involvement.pdf)
6. Forbes, Catherine. (2005). Taking a critical pedagogical look at travel-study abroad: A classroom with a view in Cusco, Peru. *Teaching Sociology*, 33 (2), 181-194.

**WEEK ELEVEN: Student Wellbeing and Classroom Problems****NOVEMBER 2/THURSDAY**

*Guest Visit: Staff Member from Counseling and Psychological Services, IU Bloomington*

1. Textbook Wilbert McKeachie and Marilla Svinicki. *McKeachie's Teaching Tips*. Chapter 13, 23.
2. Melissa Korn. (July 9, 2017). College Counselors Go Where the Students Are. *Wall Street Journal*.
3. Sally Vogl-Bauer. (2014). When Disgruntled Students Go to Extremes: The Cyber-bullying of Instructors. *Communication Education*, 63 (4), 429-448.
4. Counseling and Psychological Services, IU: <http://healthcenter.indiana.edu/counseling/>
5. Sexual Violence and Sexual Misconduct: <https://studentaffairs.indiana.edu/office-student-ethics/sexual-violence.shtml> AND <http://stopsexualviolence.iu.edu/prevention-resources/bloomington/index.html>

**\*\*My recommendation: Plan on getting syllabus draft to your partner by Monday, November 6. Can aim for earlier!**

**WEEK TWELVE: Workshop course assignments****NOVEMBER 9/THURSDAY***\*\*No formal class today. Meet with your partners and workshop syllabi drafts.**Critiques of your partners' syllabi due to them by Monday, November 13. Can aim for earlier!***WEEK THIRTEEN: Service Learning****NOVEMBER 16/THURSDAY***Guest Visits: Emily Metzgar, Mike Conway and Nick Browning (Faculty members, Journalism)*

1. Nicole Schonemann, Emily Metzgar and Andrew Libby. (2015). Eds. Chapters 1 and 8. *The course reflection project: Faculty reflections on teaching service learning*. Charlotte, NC: Information Age Publishing. See Canvas.
2. CITL Resources:
  - a. Service learning program: <https://citl.indiana.edu/programs/service-learning/>
  - b. Sample courses and syllabi: <https://citl.indiana.edu/programs/service-learning/example-courses-syllabi/>
  - c. Reflection questions for service learning: <https://citl.indiana.edu/files/pdf/SL/Reflection%20Questions%20for%20Considering%20Service-Learning%20Experiences.pdf>
  - d. Resources for service learning: <https://citl.indiana.edu/programs/service-learning/resources-service-learning/>
3. Sample syllabi from guest speakers: See Canvas.

***\*\*Syllabi Assignments due on Canvas and in hard copy. Please bring hard copies to class.*****WEEK FOURTEEN: Thanksgiving Break****NOVEMBER 23/ THURSDAY*****\*\*No classes this week!*****WEEK FIFTEEN: Student Presentations****NOVEMBER 30/THURSDAY**

Student Presentations

***\*\*Major Student Assignment due on Canvas and in hard copy. Please bring hard copies to class.*****WEEK SIXTEEN: Student Presentations****DECEMBER 7/THURSDAY**

Student Presentations

**WEEK SEVENTEEN—Final Week of Classes****DECEMBER 11/MONDAY:*****\*\*Teaching Statement due on Canvas.***