

# HU5931: Oral, Written, & Visual Communication Pedagogy

*Tuesdays & Thursdays, 12:35 to 1:35pm*

*Walker 120C*

*Instructor:*

Dr. Lauren Bowen

Assistant Professor and Director of Composition

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office hours: TR 1:35 to 2:30pm, or by appointment

*Composition Coordinators:*

Keshab Acharya | krachary@mtu.edu

Victoria Sage | vlsage@mtu.edu



## COURSE DESCRIPTION

This class is a study of techniques, technologies, evaluation, and assessment in connection with written and multimodal composition pedagogy for first-year college students. This course will be distributed across the entire academic year: 2 credits in the fall and 1 credit in the spring.

This semester, the course will be divided into two types of weekly meetings:

*Teaching Tuesdays:* On the day your teaching journal entries are due, we will focus our conversation around practical, day-to-day issues to collaboratively address questions or concerns from your teaching experiences. As a backdrop to our discussions, we will read published essays by veteran writing instructors describing their own teaching experiences.

*Theory Thursdays:* On the second meeting of each week, we will center our class discussion on a particular issue in the field of rhetoric and composition, focused on assigned readings.

## COURSE OBJECTIVES

- To encourage thoughtful and reflective teaching
- To offer assistance in the day-to-day teaching of UN1015, including concepts, issues, and practices
- To explore theoretical issues relevant to teaching composition in aural, visual, and especially written modes of communication

## REQUIRED READINGS

- Coxwell-Teague & Lunsford, *First-Year Composition: From Theory to Practice*
- Other readings available as PDFs in Canvas.

## ASSIGNMENTS & GRADING

### ***Class Citizenship (30%)***

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Includes uninterrupted attendance, thorough and timely completion of readings and assignments, thoughtful contributions to discussions, and leading appointed class discussions (see assignment schedule).

### ***Informal Teaching Journal (30%)—due on Tuesdays, weeks 2 through 11 (make-up: week 12)***

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You will write a total of 10 short entries in an informal teaching journal in Canvas. Journals will be read by me and the Composition Coordinators (Keshab and Vicki). Think of these entries as notes that help you keep track of what works (and what doesn't), and as a small window into your classroom that will help me guide your teaching and, quite possibly, help reshape aspects of the composition program as a whole. In general, your reflections should answer one simple question: *What were the best and worst things about your teaching this week?* By week 6, you should write one entry describing your observations of an experienced colleague's UN1015 classroom. If you miss an entry, you can make it up during week 12.

### ***Annotated Bibliography (30%)—due October 23***

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Using your information literacy skills, you will assemble a formal annotated bibliography of 5 or 6 scholarly sources that present a variety of perspectives on an aspect of composition pedagogy that you find interesting, exhilarating, confusing, challenging, or infuriating. In week 8, you'll summarize your research during an informal oral presentation.

### ***The Point in PowerPoint: A Multimodal Experiment (10%)—due December 4***

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In this final project of the fall semester, you will compose a multimodal text that answers one question: *What is the point of UN1015?* Your multimodal project will prominently feature audio AND visual modes through the use of a 5-minute, self-playing PowerPoint (or similar) presentation. We will use our experiences in creating these projects to ground our discussions of multimodal assignment design, instruction, and assessment with a greater appreciation for our students' experiences with multimodal communication.

### ***Grading Scale***

A = 93% and above	BC = 76 to 81%	D = 60 to 64%
AB = 87 to 92%	C = 70 to 75%	F = 59% or below
B = 82 to 86%	CD = 65 to 69%	

**Note:** because this course will be split across two semesters, your course grade will not be finalized until the end of the spring semester. Please see me if you have any questions or concerns regarding your progress.

## THE FINE PRINT

- **Academic Integrity:** Plagiarism is a violation of the MTU academic integrity policy: <<http://www.admin.mtu.edu/usenate/policies/p109-1.htm>> . Plagiarism will be handled according to university procedures for reporting incidents to the Office of Student Affairs and the Graduate School.
- **Assessment:** Student work products (exams, essays, projects, etc.) may be used for the purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.
- **Disability Services:** <http://www.mtu.edu/deanofstudents/students/disability/>
- **Veterans / Military:** <http://www.mtu.edu/registrar/students/veterans/>
- **The Office of Institutional Equity:** <http://www.mtu.edu/equity>
- **Equal Opportunity, Discrimination, or Harassment Statement:** <http://www.admin.mtu.edu/admin/boc/policy/ch5/>

## READING & ASSIGNMENT SCHEDULE *(Subject to change: see Canvas Modules for updates)*

### Week 1: Writing Processes

- Tuesday 9/2     Nothing due  
 Thursday 9/4     *FYC* chapter 1 (Anson); Murray (PDF); *optional: Berlin* (PDF)

### Week 2: Rhetoric, Writing, and Literacy

*Schedule observations of experienced UN1015 instructors (complete observation before week 6)*

- Tuesday 9/9     *FYC* chapter 3 (Hesse); journal entry #1  
 Thursday 9/11     Selzer (PDF); Discussion Leader: Shelly

### Week 3: Peer Review and Collaborative Learning

*Schedule one-on-one conference with Lauren; prepare topic ideas for your Annotated Bibliography*

- Tuesday 9/16     Paton (PDF); journal entry #2  
 Thursday 9/18     Bruffee (PDF); Roskelly (PDF); Discussion Leader: Kimberly

### Week 4: Responding to & Evaluating Student Writing

- Tuesday 9/23     *FYC* chapter 10 (Villanueva); journal entry #3; guest: Evie Johnson, Senior Lecturer in Humanities & Coordinator of English Secondary Education  
 Thursday 9/25     Sommers (PDF); Discussion Leader: Efe

### Week 5: Language Diversity

*Observation of an experienced UN1015 instructor should be complete by the end of this week*

- Tuesday 9/30     *FYC* chapter 2 (Canagarajah); Matsuda (PDF); journal entry #4; Discussion Leader: Stephen  
 Thursday 10/2     Grading Workshop

### Week 6: Reflection & Metacognition

- Tuesday 10/7     Canvas discussion: grading workshop reflection; journal entry #5; guest: Jenn Sams, Instructional Librarian, Van Pelt & Opie Library  
 Thursday 10/9     *WAP CONFERENCE* or Yancey, "On Reflection" (PDF); Canvas discussions

**Week 7: Otherness and the Writing Classroom***Schedule classroom observations with Lauren*

Tuesday 10/14 FYC chapter 6 (Redd); journal entry #6

Thursday 10/16 Price (PDF); Discussion Leader: Jen

**Week 8: Information Literacy**

Tuesday 10/21 FYC chapter 5 (Mathieu); journal entry #7

Thursday 10/23 Annotated Bibliography due, present during class

**Week 9: Inspiring Multimodal Composition**

Tuesday 10/28 FYC chapter 8 (Shipka); journal entry #8

Thursday 10/30 Yancey, "Made Not Only in Words" (PDF); Discussion Leader: Nancy

**Week 10: Composing with Sound**Tuesday 11/4 Edwards ([link](#)); journal entry #9

Thursday 11/6 Selfe (PDF); Discussion Leader: Andrew

**Week 11: Composing with Images**

Tuesday 11/11 journal entry #10

Thursday 11/13 George (PDF); Discussion Leader: Marcel

**Week 12: Evaluating Multimodal Composition**

Tuesday 11/18 FYC Chapter 7 (Reid); make-up journal entry

Thursday 11/20 No class meeting (Lauren out of town)

**THANKSGIVING BREAK****Week 13: Assessment**

Tuesday 12/2 FYC chapter 4 (Inoue)

Thursday 12/4 10-minute Multimodal Project presentations

**Week 14: Return, Reflect, and Project**

Tuesday 12/9 FYC chapter 13 (Coxwell-Teague &amp; Lunsford)

Thursday 12/11 One-on-one conferences with Lauren

**SPRING SEMESTER PREVIEW**

Next semester, we'll meet once a week (day/time TBD). Our work will primarily be practice-oriented (like our "Teaching Tuesdays"), with occasional reading and writing assignments. As we share and discuss various pedagogical approaches and techniques, you'll develop a final teaching portfolio, which will include a statement of your teaching philosophy.