**CMST 7901 Graduate Pedagogy Seminar**

Instructor: Dr. Bonny McDonald

Office: 226 Coates Hall

Email: bmcdo21@lsu.edu

Office Hours: M 8:30-9:20 & 10:30-11:20 / W 10:30-12:20

TEXTS

Weekly readings will be posted to Moodle. I recommend purchasing a copy of bell hooks’s *Teaching to Transgress,* as several readings will be drawn from this text and it is a great resource.

COURSE GOALS

This one-hour seminar class takes up the topic of critical pedagogy as it applies to communication curriculum broadly and LSU CMST’s 2060 Public Speaking course specifically. Our aim is to create and develop a collaborative teaching community within the department as we engage in conversation, skill-sharing, check-ins, and discussion of theoretical material pertaining to critical pedagogy.

ASSIGNMENTS

Weekly response paper:

 This assignment was modified by a similar one from Dr. Nathan Crick. Each week, you will bring to class a typed hard copy response to our course reading. Find a line or two from the reading that struck you and put it at the top of the page. Then, offer two paragraphs connected to this quotation. In the first paragraph, explain how this quotation reflects on your own philosophy of teaching/learning (in agreement or disagreement) and then articulate your position (of commitment to/aspiration toward/inquiry into/etc. whatever concept) a bit further. In the second paragraph, describe an actual exercise you have experienced in class that exemplifies your philosophy, whether it comes from you as a teacher or from a teacher you had when you were a student. At the end, feel free to pose any questions. Please make this no more than two pages. (Note: I encourage you to note on a separate location any additional passages you’d like to discuss in class.)

Teacher observations:

 You will be assigned two colleagues’ 2060 classes to observe this semester and will report your observations to our class. It will be your responsibility to arrange a date (in advance) with your colleague and to pick a date to offer your findings to our class in a 5-10 minute casual oral presentation.

Formal observation:

 I will either come to your class for a predetermined 15 minute segment of a lesson or will video a 15 minute segment of a lesson and submit it to me via Dropbox. I will offer you oral feedback during office hours or a time we find to meet.

Article lesson:

 During the second half of the semester, you will choose an article from a topic within critical pedagogy you find compelling/important for us to consider as a community of teachers. It will be your responsibility to send the article to me a week in advance so I can post it to our Moodle page. You will also guide our class through the material, using one interactive exercise/activity you design. This lesson should be about 25-30 minutes.

Final paper:

 The major assignment at the end of the class will be to write a three page philosophy of teaching drawing on some of the vocabulary from our readings. The goal is to produce a draft of this document for when you eventually go on the job market. If you have not taught and don’t feel ready to write this, you may instead choose to compose lesson plans for one section of the 2060 course that includes 4-5 T/Th days leading up to a particular speech, along with a half-page theoretical explanation of your choices for this unit.

Grades:

 This is a pass-fail class. As with all graduate classes, the work is primarily for you, not for me, so you will get out of it what you put into it. That said, I will return an assignment to you to redo if it is not at a passing level. All assignments must be completed at a passing level by the last day of the course for a grade of PASS.