

## Teaching What You Know

Honors 394 C

Winter 2012

Instructor: Dr. Frances McCue, [frances@francesmccue.com](mailto:frances@francesmccue.com)

Undergraduate Honors Program Writer in Residence.

TTh 10:30-12:20

Mary Gates 206

Office Hours: By appointment.

### Description:

What makes a good teacher? What conditions need to exist for learning to take place? In this course, we'll look to literature and films for the answer. By studying portrayals of teachers as both heroes and demons, we'll build our own theories of pedagogy and test out our notions of becoming good teachers. In films and literature, ranging from "Blackboard Jungle," to "Class Act" and "Dead Poets Society," we'll see how victory narratives and failure narratives arise, and we'll also look to novels, poems and short stories for fictional portrayals also construct assumptions about teaching and learning. In the end, our hope will be that you have a good teaching practice that you can test out in a range of settings.

This course is the second segment in the Ways Of Knowing sequence. Students are not required to have taken "Ways of Knowing" before coming to this class. In the spring, "Teaching What You Know in Community Settings," an internship experience, will be offered. *If possible students should plan on registering for a spring quarter service learning experience.*

### COURSE PROJECTS AND DUE DATES:

The course will have daily assignments that you can see on the Course Calendar, attached. The following are the assessed deliverables for the quarter:

**Fiction**—500 word extension of “Unclear Sailing.” Find a way to extend the story, following tone and characters. The extension can be in the beginning, middle or end of the story. DUE: JANUARY 5<sup>TH</sup>. Bring 6 hard copies to class. *10% of grade.*

**10 page research paper** – Modeled on other academic papers that you read in the course, create a ten page research paper that explores some issue about teaching that is raised in a film and/or a piece of literature we’ve read or viewed. How do these cultural artifacts showcase particular assumptions about teaching and learning? DUE TUES FEB 7 by 10.30 am. Submit to [frances@francesmccue.com](mailto:frances@francesmccue.com) in this format: yourlastname-paper1.doc. *20% of grade.*

**Final Reflection and Theory of Teaching**— Five to seven pages of reflection on what you’ve learned in the course, what inquiries you’d like to pursue in the future and a well-supported Theory of Teaching (use quotes from texts and films). The theory should be

resilient enough to guide you into future learning and teaching situations. DUE MARCH 8 by 10.30 am with your group project. Submit in hard copy. *20% of grade.*

**Group Project:** Drawing upon the literature and film we've seen so far, develop a project that teaches us, in a highly effective manner, about an area of inquiry you've pursued in the class. 30 minutes per project. Criteria for success: 1) well-managed time and use of materials—should be fluid and well prepared); 2) clear learning and teaching agenda with room and time for students to engage in it; 3) connection to what we've learned in class. Be prepared to hand in supporting materials for review. DUE: MARCH 6<sup>TH</sup>. *20% of grade.*

**Notebook.** Keep a notebook of class notes and reading notes, ideas, insights, and reflections on teaching and learning. Jot down observations of what teaching and learning work for you, ideas about your project, quotes from books or lectures that relate to teaching and learning, ideas you dream up, and other things that seem relevant. I want you to practice keeping a learning notebook. Try this experiment at least three times over the quarter: record events or facts NOT your reflections on events or facts. Later the same day or another day add reflections about these events or facts. DUE: MARCH 8. *20% of grade.*

**Class Participation.** Coming to every class, coming prepared and contributing to group projects and discussions. *10% of grade.*

**Bibliography: (Required Texts)**

Paulo Freire, Pedagogy of the Oppressed, New York: Continuum, 2000.  
Jamaica Kincaid, Annie John.

Online:

Jane Eyre by Charlotte Bronte

Hard Times by Charles Dickens

Twenty Years at Hull House by Jane Addams.

*The Arts in Civic Space* and *Making Things and Making Things Better* on the website:

<http://www.francesmccue.com/readings.html>

**Grades:**

90-100 3.5 – 4.0

80 – 89 2.5 – 3.4

70-79 1.5 – 2.4

60 – 69 – 0.5 – 1.4