“A LAC Variety Pack: Varying Approaches to Teaching LAC Recitation”
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Objectives

- Outline general ideas for teaching a LAC recitation
- Offer some advice for standard practice, i.e. the constants
Premises and Caveats

- Why a variety?
  1. Instructor as entertainer vs. developing a dynamic teaching style

- But …
  1. Demands of professor
  2. Demands of the course
The Constant: TERMS

Clarifying problematic terms
- Avoid the abuse of language (hegemony, discourse, interpellation / “hailing”, etc.)
- Give students the tools to discuss

Do’s
1. Use clear language with examples

Don’ts
1. Explain jargon with more jargon
2. Do not introduce more terms
Ways to Discuss: Before Class

- Students’ reflection
  1. Short writing assignments
  2. Blackboard discussion forums
Ways to Discuss: Classic
Ways to Discuss: the “Voltron” Method or Building Groups

- Progressively build discussion groups
  1. Start small (question for an individual or a group of two)
  2. Progression (groups of two, groups of four, groups of eight, etc.) with direction
  3. Example: Globalization
Ways to Discuss: Other Media

- Using other media to generate discussion:
  1. Photos
  2. Films (from the MRC or elsewhere)
  3. Fine art (paintings, sculpture, etc. at the Ackland or a private gallery)
Mexico City (Sebastião Salgado)
Ways to Discuss: “Take It Elsewhere”

- Ackland Art Museum
- A café or restaurant
- Any tienda latina
- Student Stores
Recap

- The goal: discussion
- Variety for entertainment vs. dynamism
- Limitations
- Terms: the single constant?
- Ways of discussion:
  1. “Voltron” method
  2. Other media
  3. Different venues