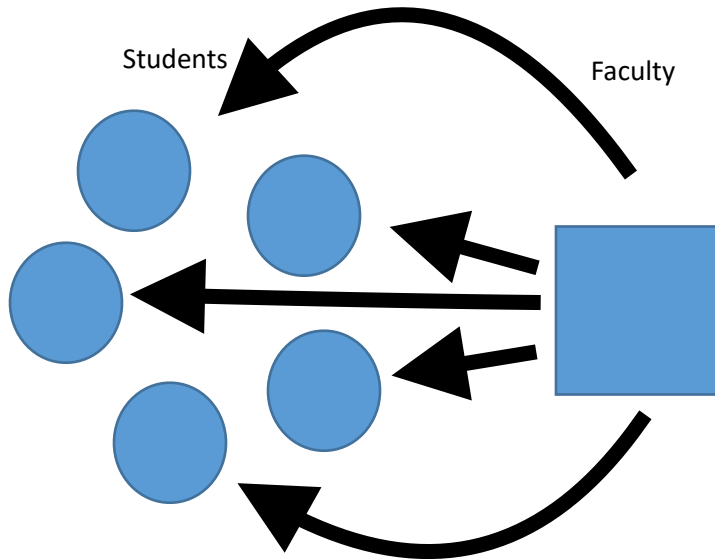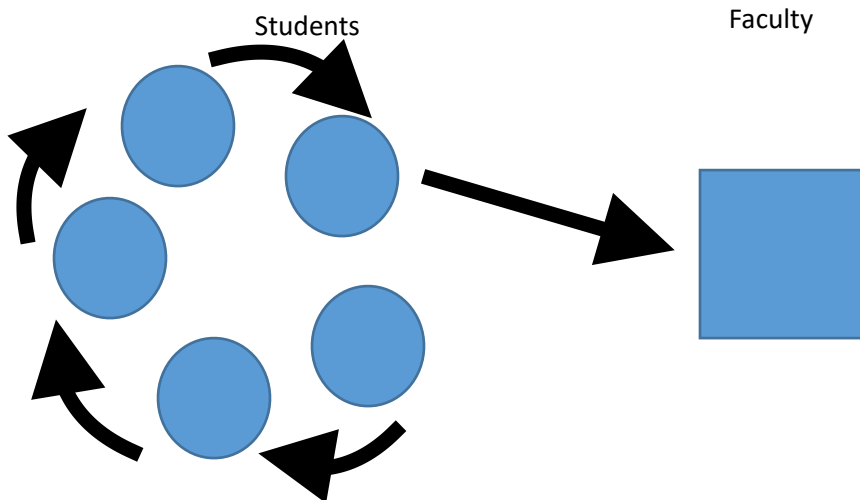Name:

Activity 1: Classroom Discourse: Types of Discourse

Use the diagrams below to create a map which shows how information would flow in a univocal and dialogic setting. Use arrows to show where information is coming from and going to among the students and faculty represented in the diagrams.

a. Univocal

Students   Faculty

b. Dialogic

Students   Faculty

Fill in the table:

Identify the advantages and disadvantages of univocal and dialogic discourse and appropriate situations to use each type.

Discourse Type	Advantages	Disadvantages	Appropriate Situations
Univocal	Students recieve exact message teacher intends Faster time to deliver material	Don't know if students understand No oppurtunities for student interacton	Short amount of time for large amount of material Lecture class
Dialogic	Students give teacher feedback on their understanding Students share ideas with each other	Slower time to deliver material Students may recieve incorrect information from their peers	Discussion-based course Humanities course

Activity 2: Effective Questioning as a Discourse Tool

1. In the table below, share an example for each type of question from this week's reading (Blosser, 2000) that you could ask students during a session in the next couple of weeks. Then, explain how each example represents the question type.

Type of Question	Example of Peer Leader Question	Explanation
Closed	Give me an example of a function with a horizontal asymptote	The question expects a student's response to be in the form of a function
Open	What kinds of situations can be modeled with exponential growth?	The question expects the students to respond in a variety of ways
Managerial	Does everyone have a pencil?	The question intends to find if the students are prepared for class
Rhetorical	Can we turn to chapter three please?	The question intends to ask the students to open their textbooks and does not expect a response

2. Select one of the questions you created from the table above and then, describe how it could promote discourse in the class you work for as a Learning Assistant.

<div align="center">
What kinds of situations can be
modeled with exponential growth?
</div>

This question asks students to give a response of a real world situation that can be modeled with a mathematical function. Appropriate answers can be anything from "Conway's Game of Life" to "pressing your foot on the acceleration in a car". Students could possibly give incorrect answers, and the class can discuss why it is an incorrect answer, and possibly give an appropriate function to model the given situation. Because it is an open question, lots of responses can be given, and there is lots of room for discussion with a variety of responses.