

**DEPARTMENT OF COMMUNICATION STUDIES**

**CMN 5240: Communication Pedagogy**

**Section: 001 CRN: 95096**

**3 Credit Hours**

**Fall 2016**

Location/Time: Coleman 1771, M 7:00 – 9:30

Instructor Name: Dr. Angela S. Jacobs

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Office Hours: 9-10a MWF; 11a-1p WF, 9a-12p Tues., or by appointment

***Education is the most powerful weapon you can use to change the world.* – Nelson Mandela**

***It is the mark of an educated mind to be able to entertain a thought without accepting it.* –Aristotle**

***No matter how busy you are, you must find time for reading, or surrender yourself to self-chosen ignorance.* – Confucius.**

**Required Texts:**

McKeachie, W. J., & Svinicki, M. (2014). *McKeachie’s teaching tips: Strategies, research and theory for college and university teachers* (14th ed.)*.* Belmont, CA: Wadsworth Cengage.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Pearson.

Additional readings will be available on D2L.

**Course Description:**

We will explore theories, problems, methods, instructional strategies, and philosophies related to communication pedagogy. An evaluated teaching unit is required.

**Course Objectives:**

*Seminar members will:*

1. Evaluate the strengths, weaknesses, and applications of different instructional strategies

2. Examine pedagogical and communication theory and their implications for teaching

3. Analyze research in communication education/instructional communication/training and development

4. Apply theory and research in the evaluation of pedagogical practices

5. Apply theory and research in developing instructional resources

6. Develop competency in teaching communication skills to others



**GRADING AND EVALUATION**

Your grade will be based on the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment:** | **#** | **Points:** | **Percent:** |
| Instructional Portfolio |  | 175 | 35% |
| Reflection Papers | 5 @ 25 | 125 | 25% |
| Facilitation | 2 @ 50 | 100 | 20% |
| Participation/Discussion | 10 @ 10 | 100 | 20% |

Grading Scale: A = 90-100, B = 80 – 89, C = 70 – 79, etc.

Evaluation for graduate students will be appropriate to graduate level education.

**COURSE POLICIES**

**Academic Integrity:** The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” As graduate students, you are considered scholars and members of the academy. You are expected to follow the principles of academic integrity as well as the ethical credo of the National Communication Association. Any case of academic dishonesty will result in sanctions ranging from failing the assignment to failing the class. All cases will be forwarded to the Office of Student Standards.

**Statement Regarding Disabilities:** If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

**Class attendance:** I expect you to be here. Because this class is discussion-driven (a seminar) your engagement is necessary. If you have an emergency, please contact me. Lack of attendance will be reflected in your final grade.

**Class structure:** We will have breaks in class. Since this class is scheduled during dinner time, you may feel free to bring food/snacks as long as their presence/consumption doesn’t disturb others in the class.

**Safe Learning Environment:** This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

**ASSIGNMENTS**

1. **Instructional Portfolio 35%:** The instructional portfolio is the major assignment of the course. You will develop an instructional portfolio that will include a teaching/training philosophy, learning objectives/outcomes, activities/lessons that employ a variety of instructional strategies to meet the needs of students/participants with different learning styles, sample forms of assessment, and pedagogical rationales for the materials included in the portfolio.

Your portfolio should be designed with a particular audience and purpose in mind. You may create your portfolio as a future resource for you to use as a teacher/trainer; however, it should also be completed in such a way that another instructor/trainer could pick up the portfolio and use/adapt it for their own needs.

Portfolios will vary in terms of units or time covered – we can develop a plan for your portfolio in consultation and through the progress reports.

The portfolio should demonstrate your ability to synthesize knowledge related to communication pedagogy, such as affective and cognitive learning dimensions, learning styles, and critical thinking strategies. You will demonstrate your ability to execute this synthesized knowledge through the creation of original assignments/lessons that could be presented at conferences/published in professional materials.

Upon completion, the portfolio should be a professional tool that could be shown to department heads, search committee chairs, prospective clients, or prospective employers.

1. **Reflection Papers 25%:** You will have guided reflection papers that will ask you to synthesize your thoughts on a particular concept or topic. You will also have reflection papers that take the form of progress reports for your instructional portfolio assignment.
2. **Facilitations 20%:** Seminar members will be responsible for “taking the lead” on some of the readings and discussions throughout the semester. On the days you are scheduled to facilitate you should be extra familiar with your reading (consult additional sources by the same author or related pieces/primary sources that may be cited in assigned reading). Make a neat/organized handout for the class that is no more than one piece of standard sized paper (it can be double- sided). On the handout you may summarize the reading and offer discussion questions. Please do not use this opportunity to summarize the reading in class (as we will have already read it). However, be ready to guide discussion, pose questions, and add to/constructively critique the contributions of other seminar members. You will also be required to make your facilitation interactive, beyond discussion questions.
3. **Class Participation 20%:** Because this is a seminar, all participants are obligated to be prepared for **intelligent class discussion.** Your class participation should evidence: (1) that you have carefully read and pondered the assigned reading in advance; (2) that you have considered how to extend ideas contained in the readings to other material; and (3) that you are able to synthesize ideas across various readings. A substantial portion of your final grade is based upon meaningful participation; you will be judged according to both the quality and quantity of your class involvement. As a rule of thumb, the superior participant is thoroughly familiar with assigned readings (and at least one relevant outside reading per topic), makes frequent contributions to class discussion, and shows keen insight into the material. The above average student demonstrates familiarity with assigned readings and makes regular substantive contributions. An average student reads the assigned material and occasionally makes substantive contributions. All participants are expected to be courteous and respectful to each other. Please realize that a seminar is not a therapy group. References to your personal life and experiences are relevant only insofar as they illustrate or support a substantive claim that advances intellectual discussion of the topic at hand. **It is expected that you have the assigned readings with you during class discussion** so that you can refer to specific passages as needed.

**COURSE CALENDAR**

*Subject to revision as necessary* 

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| --- | --- | --- |
| **Date:** | **Reading:** | **Due/Other:** |
| Week 1  08/22 | Introduction to Course | Sign up for Facilitations |
| Week 2  08/29 | **The Whole Teacher: Mind, Body, and Spirit**  Arduini  hooks  Palmer  Poulos |  |
| Week 3  09/05 | **No Class- Labor Day** |  |
| Week 4  09/12 | **Introduction to the Communication Discipline**  Keith  Moreale  Sprague  Handbook 1 | **Reflection Paper 1** |
| Week 5  09/19 | **Instructional Strategies: Overview**  Thompson  McKeachie 3, 4, 5, 6  Handbook 3 | 1.  2.  **Weekly questions (WQ)** |
| Week 6  09/26 | **Instructional Strategies: Motivation**  McKeachie 11, 20  Handbook 5, 6  Katt | 1.  2.  **WQ** |
| Week 7  10/03 | **Instructional Strategies: Active Learning**  McKeachie 14, 15, 16  Frymier | 1.  2.  **WQ**  **Reflection Paper 2** |
| Week 8  10/10 | **Instructional Strategies: Technology**  McKeachie 17  Bowen | 1.  2.  **WQ** |
| Week 9  10/17 | **Assessment/Testing/Grading**  McKeachie 7, 8, 9, 10  Rubin  Kohn | 1.  2.  **WQ** |
| Week 10  10/24 | **Training and Development**  Beebe article  Beebe 1, 2, 4, 8, 12 | 1.  2.  **WQ**  **Reflection Paper 3** |
| Week 11  10/31 | **Interpersonal and Relational Communication in the Classroom**  Andersen  Morgan  Frisby  Planap  Handbook 7, 8 | 1.  2.  **WQ** |
| Week 12  11/07 | **Managing Communication In/Outside the Classroom**  Martin  Kearney  McKeachie 13  Handbook 11 | 1.  2.  **WQ** |
| Week 13  11/14 | **Diversity**  Mckeachie 12  Allen  Cooks  Johnson  Jones and Calafell | 1.  2.  **WQ**  **Reflection 4** |
| Week 14  11/21 | **No Class-Thanksgiving Break** |  |
| Week 15  11/28 | **Critical Pedagogy**  Fassett and Warren Interlude  Fassett and Warren 1, 2, 6 | 1.  2.  **WQ** |
| Week 16  12/05 | **Teaching, Mentoring, and Making a Difference**  Calafell  hooks  Hill-Collins  Palmer | **Reflection Paper 5** |
| Week 17  12/12 | **Instructional Portfolio Presentations**  Palmer | **Instructional Portfolios** |

**CMN 5240 COURSE REFERENCES: FALL 2016**



**Week 2: 08/29**

Arduini, T. (2004). The songbird in the superstore: How the spirit enters the classroom. In D. Denton & W.

Ashton (Eds.), *Spirituality, action, and pedagogy: Teaching from the heart* (pp. 9-20). New York, NY:

Peter Lang.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* London: Routledge.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher’s life*. San Francisco,

CA: Jossey-Bass Publishers.

Poulos, C. (2004). Spirited teaching: A pedagogy of courage. In D. Denton & W. Ashton (Eds.), *Spirituality,*

*action, and pedagogy: Teaching from the heart* (pp. 147-158). New York, NY: Peter Lang.

**Week 3: 09/05 – NO CLASS – LABOR DAY**

**Week 4: 09/12**

Keith, W. (2008). On the origins of speech as a discipline: James A. Winans and public speaking as practical

democracy. *Rhetoric and Society Quarterly, 38*, 239-258.

Moreale, S. P., & Pearson, J. C. (2008). Why communication education is important: The centrality of the

discipline in the 21st century. Communication Education, 57(2), 224-240.

Sprague, J. (1999). The goals of communication education. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich

(Eds.), *Teaching communication* (2nd ed.*)* (pp. 15-30). Mahwah, NJ: Lawrence Erlbaum Publishers.

Handbook Chapter 1

**Week 5: 09/19**

Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus.

*Communication Education, 56*(1), 54-71.

McKeachie 3, 4, 5, 6

Handbook Chapter 3

**Week 6: 09/26**

Katt,

McKeachie 11, 20

Handbook Chapters 5, 6

**Week 7: 10/03**

Frymier, A. B. (2002). Making content relevant to students. In J. L. Chesebro & J. C.

McCroskey (Eds.), *Communication for teachers* (pp. 83-92). Boston: Allyn and Bacon.

McKeachie 14, 15, 16

**Week 8: 10/10**

Bowen,

McKeachie 17

**Week 9: 10/17**

Kohn, A. (1994). Grading: The issue is not how but why. *Educational Leadership, 52*(2), 38-41.

Rubin, R. B. (1999). Evaluating the product. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching*

*communication* (2nd ed.) (pp. 425-444). Mahwah, NJ: Lawrence Erlbaum Publishers.

McKeachie 7, 8, 9, 10

**Week 10: 10/24**

Beebe,

Beebe 1, 2, 4, 8, 12

**Week 11: 10/31**

Andersen, J., Nussbaum, J. F., Pecchioni, L., & Grant, J. (1999). Interaction skills in instructional settings. In A.

L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication* (2nd ed.) (pp. 359-374).

Mahwah, NJ: Lawrence Erlbaum Publishers.

Frisby

Morgan

Planalp, S., & Dohanos, A. D. (2014). “What would you say?” Responding in the

moment in interpersonal situations. *Communication Teacher, 28*(3), 155-159.

Handbook Chapters 7, 8

**Week 12: 11/07**

Kearney, P., Plax, T. G., & Allen, T. H. (2002). Understanding student reactions to teachers who misbehave. In

J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 127-140). Boston: Allyn and

Bacon.

Martin, M. M., Myers, S. A., & Mottet, T. P. (2002). Students’ motives for communicating with their

instructors. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 35-46).

Boston: Allyn and Bacon.

McKeachie 13

Handbook Chapter 11

**Week 13: 11/14**

Allen, B. J. (2004). *Difference matters: Communicating social identity*. Long Grove, IL: Waveland Press.

Lindemann, “Performing (Dis)Ability in the Classroom”

Wang “I’m the Only Person From Where I’m From to Go to College”

McKeachie 12

**Week 14: 11/21**

**No Class- Thanksgiving Break**

**Week 15: 11/28**

Fassett, D. L., & Warren, J. T. (2007). *Critical communication pedagogy*. Thousand Oaks, CA: Sage Publications.

Fassett & Warren Interlude, 1, 2, 6

**Week 16: 12/05**

Calafell

hooks

Hill Collins

Palmer

**Week 17: 12/12**

Palmer, Teaching in Community