

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CMN 55001- CMN55002
3. **Short title:** Techniques for TAs
4. **Long title:** Techniques for Teaching Assistants in Communication
5. **Hours per week:** ☒ Class ☐ Lab ☒ Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year:
8. **Catalog course description:** CMN 5500 provides Graduate Teaching Assistants in Communication Studies with a supervised experience while they are actively leading a Communication Studies Course. This course provides students with regular pedagogical support, weekly reminders for their teaching responsibilities, and fosters community amongst GTAs.
9. **Course attributes:** N/A

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved: N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: CMN GTAs

b. Degrees, colleges, majors, levels, classes which may not take the course: All other students

Repeat status: ☐ May not be repeated ☒ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: 0 hours

Grading methods: ☐ Standard ☒ CR/NC ☐ Audit ☐ ABC/NC

17. Special grading provisions:

☒ Grade for course will not count in a student's grade point average.

☒ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: ☐

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: ☐

18. Additional costs to students:

Supplemental Materials or Software: None

Course Fee ☒ No ☐ Yes, Explain if yes _____

19. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of ____
____ Course is required for the minor(s) of ____
____ Course is required for the certificate program(s) ____
X Course is required for ~~the certificate program(s)~~ of active Graduate Teaching Assistants
____ Course is used as an elective
2. **Rationale for proposal:** This course is being revised to update the course title, learning goals, and course content to match how it is currently being taught.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: This course is designed for graduate students assigned Teaching Assistantships in the School of Communication and Journalism, specifically for CMN 1310G.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CMN 5500 – Techniques for Teaching Assistants in Communication
2. Catalog description: CMN 5500 provides Graduate Teaching Assistants in Communication Studies with a supervised experience while they are actively leading a Communication Studies Course. This course provides students with regular pedagogical support, weekly reminders for their teaching responsibilities, and fosters community amongst GTAs.

3. Learning objectives:

Graduate students will be able to:

1. understand the CMN 1310G Basic Course program: learning objectives, activity-based classroom model, and its importance to the school, college, university, and Illinois Board of Higher Education. (GLG: 1)
 2. administer Basic Course policies and procedures that ensure all students are treated in a fair, consistent, and ethical manner: attendance, make-up work, academic integrity, late work, office hours, classroom environment, student accommodations, etc. (GLG: 5)
 3. efficiently use the Learning Management System (D2L) to administer the Basic Course: maintain the grade book, post announcements, use embedded rubrics, etc. (GLG: 3 & 5)
 4. assess students using the provided rubrics and grading criteria, following best practices such as the formative-summative feedback model and evidence-based feedback. (GLG: 5)
 5. present provided course materials/lesson plans in manner that fits their individual teaching style while ensuring that learning objective(s) are met and students are engaged in an active learning environment. (GLG: 3 & 5)
 6. assess the effectiveness of lesson plans to meet learning objective(s) and use this reflection enhance teaching effectiveness and offer suggestions to improve instructional materials. (GLG: 1 & 2)
 7. reflect on their teaching experiences to strengthen their classroom practices and develop a teaching philosophy. (GLG: 2 & 5)
 8. make a favorable impression on students and teach in a firm, confident, poised, organized, credible, and appropriately assertive manner. (GLG: 3 & 5)
 9. manage student misbehaviors and individual situations in and out of the classroom. (GLG: 5)
4. Course materials: Supplemental readings will be posted on the learning management system.
5. Weekly outline of content:

Sample Schedule CMN55001

WEEK	CONTENT	ASSIGNMENTS
1	<i>Course Expectations Review Speech of Introduction Unit</i>	
2	<i>Expectations of Speech of Introduction Outline Workshop Grading Outlines Review Instructions for Speech Recordings</i>	
3	LABOR DAY – NO CLASS	Review Speech Day Materials
4	<i>Review Informative Speech Unit Chapter 4, 8, and 13 Review</i>	Chapter 4 Presentation: Student Chapter 8 Presentation: Student Chapter 13 Presentation: Student
5	<i>Library Visit Logistics Review Outline Workshop Expectations and Grading Informative Outlines Chapter 6 and 7 Review</i>	Chapter 6 Presentation: Student Chapter 7 Presentation: Student Begin scheduling Course Evaluations with Basic Course Director
6	<i>Chapter 5 and 3 Review</i>	Chapter 5 Presentation: Student Chapter 3 Presentation: Student
7	<i>Grading Informative Speeches and Speech Day Materials Review</i>	
8	<i>Review Persuasive Speaking Unit</i>	Chapter 14 Presentation: Student

	<i>Chapter 14 and 15 Review</i>	Chapter 15 Presentation: Student
9	<i>Persuasive Speech Outline Workshop and Individual Meetings</i>	
10	<i>Chapter 10 and 11 Review</i>	Chapter 10 Presentation: Student Chapter 11 Presentation: Student
11	<i>Grading Persuasive Speeches and Speech Day Materials</i>	
12	<i>Review Special Occasion Speech Unit</i>	
13	<i>Chapter 16 Review Final Exam Reflection</i>	Chapter 16 Presentation: Student
14	THANKSGIVING BREAK – NO CLASS	
15	<i>Teaching Philosophy</i>	Complete Teaching Reflection Questions
16	<i>Semester Wrap-up and Reflections</i>	

Sample Schedule CMN55002

Week	Content	Assignments/To-Do
1	Review of Course Changes and Check-In	
2	MARTIN LUTHER KING JR. DAY OBSERVED – NO CLASS	
3	Efficient Grading Systems	Choose class period to record yourself teaching.
4	Grading Student Work Grading Student Work. Vanderbilt University Center for Teaching. Retrieved from: https://cft.vanderbilt.edu/guides-subpages/grading-student-work/	Supplemental Reading: Larseingue, M., Sawyer, C. R., & Finn, A. N. (2012). Components of students' grade expectations for public speaking assignments. <i>Communication Education</i> , 61, 428-447. doi: 10.1080/03634523.2012.708765
5	Practicing Grading Student Writing	
6	Technology in the Classroom	Supplemental Reading: Lang, J.M., (2017). The distracted classroom. <i>The Chronicle of Higher Education</i> . Retrieved from: http://www.chronicle.com/article/TheDistracted-Classroom/239446
7	Resource Sharing	GTA Presenter:
8	Resource Sharing	GTA Presenter:
9	Resource Sharing	GTA Presenter
10	Resource Sharing	GTA Presenter
11	Resource Sharing	GTA Presenter Watch your recorded teaching video and complete reflection questions.
12	Resource Sharing	GTA Presenter
13	Resource Sharing	GTA Presenter

14	The Future of the Basic Communication Course	Supplemental Reading: Hess, Jon A. (2016). Strengthening the introductory communication course: An opportunity through better alignment with today's needs, <i>Basic Communication Course Annual</i> , 28, Article 7. Retrieved from: http://ecommons.udayton.edu/bcca/vol28/iss1/7
15	Revisiting Your Teaching Philosophy	
16	Final Semester Reflections	

6. Assignments and evaluation, including weights for final course grade

NOTE: This course may not count toward student's progress toward degree and will not count in their GPA.

Grading

This is a credit/no credit class. To get credit you must attend meetings and complete required assignments/duties.

Evaluation

ASSIGNMENT	WEIGHT
Meetings and GTA Responsibilities	70%
Chapter Review	10%
In-Class Observation	10%
Teaching Self-Reflection	5%
Classroom Management Assessment	5%
TOTAL	100%

Assignments

Chapter Review/Mini-Lesson Plan

We will collaboratively review prepared materials for the textbook chapters following the model used during GTA training and the provided checklist. A detailed list of updates including additional activity slides must be submitted to the Basic Course Director on the date you are scheduled to present so they may be shared with fellow GTAs.

In-Class Observation

Over the course of this semester you will be observed at least once. You will sign up for a time for the Basic Course Director to join your class for the purposes of observation, which will be followed by a one-on-one conference. This observation is not meant to be an intrusion or a critique; rather, it is an opportunity for you to grow as an instructor by receiving constructive feedback.

Teaching Self-Reflection

You will be expected to record yourself teaching during one class period of your choice. You will then be asked to watch your teaching video, and answer reflection questions designed to help you prepare for in-class discussion.

Classroom Management Self-Assessment

Use your teaching video to complete the Classroom Management Self-Assessment.

The assessment is adapted from Colvin, G., Sugai, G., & Patching, W. (1993). Pre-correction: An instructional strategy for managing predictable behavior problems. *Intervention in School and Clinic*, 28, 143-150; and Simonsen, Brandi & Fairbanks, Sarah & Briesch, Amy & Sugai, George. (2006). Classroom Management: Self-Assessment Revised.

7. Grading Scale

To receive Credit (CR), the grade must be C or better. A grade of D or F will carry a No Credit (NC) designation.

To get credit you must attend meetings and complete required assignments/duties.

8. Correlation of learning objectives to assignments and evaluation.

	Weekly Meetings Outlining GTA Responsibilities (70%)	Chapter Review/ Mini-Lesson Plan (10%)	In-Class Observation (10%)	Teaching Self- Reflection (5%)	Classroom Management Self-Assessment (5%)
Understand the CMN 1310G Basic Course program: learning objectives, activity-based classroom model, and its importance to the school, college, university, and Illinois Board of Higher Education. (GLG: 1)	X				
Administer Basic Course policies and procedures that ensure all students are treated in a fair, consistent, and ethical manner: attendance, make-up work, academic integrity, late work, office hours, classroom environment, student accommodations, etc. (GLG: 5)	X				
Efficiently use the Learning Management System (D2L) to administer the Basic Course: maintain the grade book, post announcements, use embedded rubrics, etc. (GLG: 3 & 5)	X				
Assess students using the provided rubrics and grading criteria, following best practices such as the formative-summative feedback model and evidence-based feedback. (GLG: 5)	X			X	
Present provided course materials/lesson plans in manner that fits their individual teaching style while ensuring that learning objective(s) are met and students are engaged in an active learning environment. (GLG: 3 & 5)	X	X	X	X	
Assess the effectiveness of lesson plans to meet learning objective(s) and use this reflection enhance teaching effectiveness and offer suggestions to	X	X	X	X	

	Weekly Meetings Outlining GTA Responsibilities (70%)	Chapter Review/ Mini-Lesson Plan (10%)	In-Class Observation (10%)	Teaching Self- Reflection (5%)	Classroom Management Self-Assessment (5%)
improve instructional materials. (GLG: 1 & 2)					
Reflect on their teaching experiences to strengthen their classroom practices and develop a teaching philosophy. (GLG: 2 & 5)	X			X	X
Make a favorable impression on students and teach in a firm, confident, poised, organized, credible, and appropriately assertive manner. (GLG: 3 & 5)			X	X	X
Manage student misbehaviors and individual situations in and out of the classroom. (GLG: 5)			X	X	X

Date approved by the department or school: February 9, 2022

Date approved by the college curriculum committee: March 2, 2022

Date approved by the Honors Council (if this is an honors course): Date
approved by CAA: CGS: