

FALL 2012
CJT 780 – TEACHING OF COMMUNICATION
Day/Time: Wednesdays 6-8:30 PM
Location: Grehan 223

Instructor: Dr. Brandi Frisby
Office: Little Library 310G
Office Hours: Monday, Wednesday 1:30-3 pm, or by appt.
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COURSE OVERVIEW

Communication education focuses on the philosophy and pedagogy surrounding the teaching of communication. This course will primarily focus on teaching basic communication skills using effective pedagogical and instructional techniques through a deeper understanding of educational psychology. Specifically, this course is designed with current and future educators and trainers in mind. The course will be hands on, interactive, and applied in nature to help you discover your identity as an instructor, develop best practices as an instructor, and to explore methods for improving the learning experience for students who may take public speaking, interpersonal communication, persuasion, intercultural communication, organizational communication, and small group communication (or some hybrid form of these courses).

COURSE OBJECTIVES

During this course, students will achieve the following course objectives:

1. Identify and employ effective teaching behaviors
2. Understand and use theory and best practices behind course design
3. Develop an identity as an instructor of communication
4. Design strategies to assess and evaluate student learning

REQUIRED TEXTS

Curzan, A., & Damour, L. (2011). *First day to final grade*. University of Michigan Press: Ann Arbor, MI.

Vangelisti, A. L., Daly, J. A., & Friedrich, G. W. (1999). *Teaching communication: Theory, research, and methods*. Mahwah, NJ: Lawrence Erlbaum Associates.

ADDITIONAL READINGS

Chesebro, J. L., & McCroskey, J. C. (2002). *Communication for teachers*. Boston: Allyn & Bacon.

PDFs posted to Blackboard

POLICIES

Attendance

It truly is in your best interest to attend class every day in order to improve your chances of succeeding in this class. Given the limited number of days we have to meet, there should be NO unexcused absences. In the case of an unexcused absence, your final grade will be dropped by one letter grade. Conversely, an excused absence (e.g., official university event, pre-approved absences) will require a minimum of 48 hours advanced notice, but it will not affect your grade.

Assignment Submission

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due before class begins.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). Due dates will not be arranged around due dates in other courses.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and your own classroom experiences.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

CHOOSING YOUR CLASS

During this course, we will talk about teaching strategies for six different content areas including interpersonal, persuasion, public speaking, small group, organizational, and intercultural. You should choose one of these six areas for the course you would like to design. Your minor assignments should revolve around developing that specific course.

ASSIGNMENTS

Minor Assignments (10 points each)

Teaching Philosophy (Objective 2) – Write a one page, single spaced teaching philosophy that succinctly describes and explains your philosophy about teaching and how that philosophy informs your teaching.

Lesson Plan (Objectives 1, 2, and 4) – Develop an entire lesson plan (plan for a 75 minute class). The lesson plan should include learning outcomes, content using a concept from your course, an activity to teach the concept, and an assessment technique.

Assignment Prompt and Grading Rubric (Objective 4)– Write a prompt that clearly outlines your expectations and the guidelines for students to complete an assignment that you create. Include a formal rubric to guide students in completing the assignment successfully.

Quiz (Objective 4) – You will write a quiz over important concepts to be included in your course. This quiz should include a variety of question types and include at least 10 questions.

Discussion Questions (Objective 1) – Develop five effective discussion questions intended to elicit classroom discussion.

Peer Teaching Observation (Objective 1) – You will observe and write an 2-3 page observation of the 30 minute teaching presentation of one of your peers and provide concrete suggestions for improvement using research and theory.

Reaction Paper – Write a 3-4 page synthesized reaction to the readings assigned on that day.

Major Assignments (50 points)

Individual Presentation (Objective 1 and 3)- You will give a 30 minute teaching presentation on a topic relevant to that day's readings.

Final Project (130 points; 30 point proposal and 100 point final project)

You may propose your own final project. Choose an assignment that will be tailored to your interests and to your own professional needs. This must be approved by me and “worthy” of the work associated

with a final project. The deadlines will be negotiated with me on an individual basis. Examples of final projects for undergraduate students may include a conference submission, a literature review on a specific teaching practice, or a critique of a teaching technology, or an ethnographic case study. Examples of final projects for M.A. students may include constructing a teaching portfolio, completing a study proposal, or submitting a teaching activity to *Communication Teacher*. Examples of final projects for Ph.D. students may include submitting to a conference or journal or proposing and beginning data collection for a new study. The final project proposal is due by September 5th.

Final Project Proposal (30 points)– the proposal should be 3-4 pages long including a project rationale, the connection between the project and your career goals, a timeline for completion (e.g., draft due, IRB submitted), and a proposed grading rubric for the final project.

GRADING

When grading assignments and projects for a course, it is only possible to grade an actual product. Similarly, putting in a certain amount of time or “effort” on a project does not guarantee a high grade. Only meeting the established criteria can earn an acceptable grade (C). If you intend to earn higher than a C, then this will constitute above average (B) or excellent (A) work that exceeds expectations. Further, I do not GIVE grades, you EARN grades. Do not ask me to bump a grade or offer extra credit to improve your grade.

Assignment	Points Possible	Points Earned
Teaching Philosophy	10 (4%)	
Final Project Proposal	30 (12%)	
Quiz	10 (4%)	
Assignment Prompt/Rubric	10 (4%)	
Lesson Plan	10 (4%)	
Discussion Questions	10 (4%)	
Reaction Paper	10 (4%)	
Teaching Observation	10 (4%)	
Teaching Presentation	50 (20%)	
Final Project	100 (40%)	
TOTAL POINTS	250	

TENTATIVE SCHEDULE

TC = Teaching Communication and FD = First Day to Final Grade

DATE and TOPIC	READINGS and ASSIGNMENTS
COURSE DEVELOPMENT/BECOMING AN INSTRUCTOR	
Aug 22: Course Introduction, Effective Teaching, Philosophy	Read: Catt, Miller, and Schallenkamp (on Bb); SOTL (on Bb), TC - CH. 2; FD – CH. 1
Aug 29: Syllabus Development, Lesson Planning, and In-class Activities	Teaching Philosophy Due Read: TC - CH. 21; FD – Ch. 2, 3, 5
Sept 5: Assignments and Grading	Final Project Proposal Due Read: Suskie CH. 9, 10, 11 (on Bb); TC CH. 30; FD – CH. 7
Sept 12: Learning Styles and Teaching Styles **Renee	Read: Kolb and Kolb (on Bb); Norton (on Bb) Presentation:
TEACHING COMMUNICATION CONTEXTS	
Sept 19: Teaching Persuasion	Quiz Due Presentation: Miranda? Read: TC CH. 10
Sept 26: Teaching Interpersonal	Presentation : Emina Read: TC CH. 7
Oct 3: Teaching Public Speaking	Presentation: Nigel Read: TC Ch. 6
Oct 10: Teaching Organizational Communication	Assignment Prompt and Rubric Due Presentation : Marjorie Read: TC CH. 11
Oct 17: Teaching Small Group Communication **Renee	Presentation : Traci? Read: TC Ch. 8
Oct 24: Teaching Intercultural Communication	Lesson Plan Due Presentation : Madeline Read: TC CH. 13
CLASSROOM AND STUDENT MANAGEMENT	
Oct 31: Classroom Management: Participation and Engagement	Presentation : Read: Fritschner (on Bb); TC Ch. 26; FD – CH. 4
Nov 7: Classroom Management : Difficult Students/Situations	Discussion Questions Due Presentation: Read: TC Ch. 20; FD – CH. 8; “Horror Stories” PDF
Nov 14: NO CLASS - NCA	Reaction Paper Due Read: TC CH. 38; FD 10 and 11
Nov 21: NO CLASS - THANKSGIVING	
Nov 28: Management: One-On-One, Email, and Office Hours	Peer Teaching Observations Due Presentation: Read: FD – CH. 8
Dec 5: Distance/Mediated Teaching and Learning	Final Project Due Presentation: Renee Read: TC CH. 28 and 34