



COMMUNICATION STUDIES

**T.L.A.**

2014-2015 COMM 1310

GRADUATE INSTRUCTIONAL ASSISTANT

DR. MICHAEL E. BURNS | DEPARTMENT OF COMMUNICATION STUDIES

COMMUNICATION STUDIES



COMM 1310  
2014-2015

TEXAS  STATE  
UNIVERSITY<sup>®</sup>  
*The rising STAR of Texas*

DR. MICHAEL E. BURNS | DEPARTMENT OF COMMUNICATION STUDIES

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# COMM 5100: Teaching Communication Studies

## Professor:

Dr. Michael E. Burns

Office: 512-245-5472

Office Location: CENT 321

Email: mburns@txstate.edu

Cell: 740-632-7991

Office Hours: M 1:30-3:00

## Seminar Description

College and university professors traditionally have been better prepared in the practice of research than in the practice of teaching. This seminar is designed to prepare students for teaching duties as members of the professoriate. COMM 5100 will provide students with many opportunities for dialogue and feedback. Students will achieve advanced skills in teaching and will better understand the practice of teaching and learning at the college level.

## Seminar Objectives

Upon successfully completing the COMM 5100 seminar, students will:

1. Understand the COMM 1310 basic course program: principled approach, learning objectives, lecture/lab format, and its importance to the department, college, and university.
2. Understand and be able to administer the basic course policies and administrative procedures that ensure that all students are treated in a fair, consistent, and ethical manner: attendance, make-up assignments and tests, academic honesty, late work, office hours, Instructional Assistants attendance (workshops, lectures, labs), sexual harassment, civility in the classroom, learning disabled students, etc.
3. Be able to use TRACS to administer the basic course: setting up grade book, using threaded discussions, posting announcements, attaching documents from hard drive, and sending emails.
4. Be able to *Plan* an experiential lab by writing an appropriate cognitive, skill, and/or affective learning objective(s).
5. Be able to *Prepare* an experiential lab that will meet the learning objective(s) by generating original lab ideas, using resources to locate existing lab ideas, and by preparing the necessary supplies that will be needed to present the lab: teaching outlines, student handouts, etc.
6. Be able to *Present* an experiential lab/class activity that will meet the learning objective(s) by using the skills involved in the E\*D\*I\*T process. Specifically, Instructional Assistants will be able to manage lab time so that adequate time is invested in the E\*D\*I\*T process.
  - **Experience:** Engage students in review of lecture content, introduction of class activity, and participate in class activity.
  - **Description:** Facilitate discussion where students describe their experiences.
  - **Inference:** Facilitate discussion where students connect their descriptions and experiences to course content.
  - **Transfer:** Facilitate discussion where students transfer course content to their lives.
7. Be able to *Assess* an experiential lab to determine if it met the learning objective(s) and understand how to use the assessment data to enhance teaching effectiveness.



8. Be able to use communication in the classroom to develop teacher-student relationships that yield appropriate power and influence.
9. Be able to manage student misbehaviors in and out of the classroom.
10. Be able to make a favorable impression with students and teach in a firm, confident, poised, organized, credible, and appropriately assertive manner.
11. Be able to assess student presentations in a reliable manner using a criterion versus normative approach to behavioral assessment.
12. Be able to administer standardized student exams in a non-threatening assessment environment where academic misconduct is prevented.
13. Be able to develop and use verbal and nonverbal immediacy behaviors, classroom clarity and instructor credibility skills.

### Recommended Seminar Textbooks

Chesebro, J. L., & McCroskey, J. C. (Eds.) (2002). *Communication for teachers*. Boston: Allyn & Bacon.  
Svinivki, M., & McKeachie, W.J. (2011). *McKeachie's teaching tips*. (13th ed.). Belmont, CA: Wadsworth, Cengage Learning.

### Seminar Requirements and Evaluation

(Please Read This Carefully)

There are two requirements for this seminar that will impact how students are evaluated. **First**, it is expected that students will attend **all** in-service workshop dates. In addition to being a requirement for COMM 5100, attending all in-service workshop dates is a condition of employment. **Second**, it is expected that students will come prepared and make meaningful contributions to the in-service workshops. Experienced Instructional Assistants (non first-semester IAs) will be expected to lead and facilitate small group discussions during in-service workshops, mentor new IAs, provide lab planning sheets when requested, and guide new IAs in the planning and preparing of their labs.

Date	Day	Time	Topic
August 11-15	Mon.-Fri.	9:00-5:00	Academy Orientation**
August 15	Friday	5:30	TLA/Grad Student Celebration Social**
August 29	Friday	12:30-3:00	Multi-Cultural Workshop
September 12	Friday	12:30-3:00	Exam Administration*
September 19	Friday	12:30-3:00	Interpersonal & Small Group
September 26	Friday	12:30-3:00	Presentational Speaking*
October 3	Friday	12:30-3:00	Informative Presentations
October 24	Friday	12:30-3:00	Group Problem Solving Project/Presentation
			<b>MWF 9:00 People Only (Pilot Test Group)</b>
October 31	Friday	12:30-3:00	Persuasive Speaking
November 14	Friday	12:30-3:00	Course Wrap-Up**
Dec. 8-12	Mon.-Fri.		Final Grade Reporting**
Dec. 12 or 13	Thur. or Fri.	TBA	Commencement (not required)

**No Asterisk = All GIAs \* First Semester GIAs Only \*\* ALL GIAs and GTAs**



## Seminar Bibliography

- Beebe, S. A., Mottet, T. P., Roach, K. D. (2004). *Training and development: Enhancing communication and leadership skills*. Boston: Allyn and Bacon.
- Chesebro, J. L., & McCroskey (Eds.) (2002). *Communication for teachers*. Boston: Allyn and Bacon Publishers.
- Hurt, H. T., Scott, M. D., & McCroskey, J. C. (1978). *Communication in the classroom*. Reading, MA: Addison-Wesley.
- McCroskey, J. C., & Beatty, M. J. (1998). Communication apprehension. In J. C. McCroskey, J. A. Daly, M. M. Martin, & M. J. Beatty (Eds.), *Communication and personality: Trait perspectives* (pp. 215-232). Cresskill, N.J.: Hampton Press.
- McCroskey, J. C., & Richmond, V. P. (1998). Willingness to communicate. In J. C. McCroskey, J. A. Daly, M. M. Martin, & M. J. Beatty (Eds.), *Communication and personality: Trait perspectives* (pp. 119-131). Cresskill, N.J.: Hampton Press.
- McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (2006). *An introduction to communication in the classroom: The role of communication in teaching and training*. Boston: Allyn & Bacon.
- Mottet, T. P., & Beebe, S. A. (2006). The relationship between student responsive behaviors, student socio-communicative style, and instructors' subjective and objective assessments of student work. *Communication Education, 55*, 295-312.
- Mottet, T. P., Beebe, S. A., & Fleuriet, C. (2006). Students' influence messages. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of Instructional communication: Rhetorical and relational perspectives* (143-165). Boston: Allyn and Bacon.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2004). The effects of student verbal and nonverbal responsiveness on teachers' liking of students and teachers' willingness to comply with student requests. *Communication Quarterly, 52*, 27-38.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2005). The effects of student responsiveness on teachers granting power to students and essay evaluation. *Communication Quarterly, 53*, 421-436.
- Mottet, T. P., Frymier, A. B., & Beebe, S. A. (2006). Theorizing about instructional communication. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of Instructional communication: Rhetorical and relational perspectives* (pp. 255-282). Boston: Allyn and Bacon.
- Mottet, T. P., Parker-Raley, J., Cunningham, C., Beebe, S. A., & Raffeld, P. C. (2006). Testing the neutralizing effect of instructor immediacy on student course workload expectancy violations and tolerance for instructor unavailability. *Communication Education, 55*, 147-166.
- Mottet, T. P., & Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of Instructional communication: Rhetorical and relational perspectives*. Boston: Allyn and Bacon.



## OBJECTIVES

## GIA ORIENTATION

Upon successfully completing the Academy, new GIAs will:

1. **Understand** the COMM 1310 basic course program: principled approach, learning objectives, lecture/lab format, and its importance to the department, college, and university.
2. **Understand** and **be able to** administer the basic course policies and administrative procedures that ensure that all students are treated in a fair, consistent, and ethical manner: attendance, make-up assignments and tests, academic honesty, late work, office hours, GIA attendance (workshops, lectures, labs), sexual harassment, civility in the classroom, learning-disabled students, etc.
3. **Be able to** use TRACS to administer the basic course: setting up grade book, using threaded discussions, posting announcements, attaching documents from hard drive, and sending emails.
4. **Be able to** Plan an experiential lab by writing an appropriate cognitive, skill, and/or affective learning objective(s).
5. **Be able to** Prepare an experiential lab that will meet the learning objective(s) by generating original lab ideas, using resources to locate existing lab ideas, and by preparing the necessary supplies that will be needed to present the lab: teaching outlines, student handouts, etc.
6. **Be able to** Present an experiential lab that will meet the learning objective(s) by using the E\*D\*I\*T process. Specifically, GIAs will be able to manage lab time so that adequate time is invested in the E\*D\*I\*T process.  
**Experience:** Review lecture content, introduce lab activity, and engage all students in lab activity.  
**Description:** Facilitate discussion where students describe their experiences.  
**Inference:** Facilitate discussion where students connect their descriptions and experiences to course content.  
**Transfer:** Facilitate discussion where students transfer course content to their lives.
7. **Be able to** Assess an experiential lab to determine if it met the learning objective(s) and understand how to use the assessment data to enhance teaching effectiveness.
8. **Be able to** use communication in the classroom to develop teacher-student relationship that yields appropriate power and influence. Specifically, how to use verbal and nonverbal immediacy behaviors, and affinity-seeking behaviors to enhance perceptions of credibility, homophily, and interpersonal attraction.
9. **Be able to** manage student misbehaviors in and out of the classroom.
10. **Be able to** conduct their first lab with students making a favorable first impression, being confident, poised, organized, credible, and appropriately assertive while reviewing lab expectations, setting the tone for the remainder of the semester, and conducting an initial perception checking activity using the E\*D\*I\*T process.



## PREVIEW | DAY ONE

TIME	MODULE TOPIC
8:30	<b>LITE BREAKFAST BUFFET</b>
9:00	<b>Welcome to the Teaching &amp; Learning Academy</b> <b>Complete 1310 Pre-Assessment</b> Dr. Michael E. Burns, Course Director Ms. Taela Fox, Course Administrator
10:30	<b>COFFEE BREAK AND REFRESHER</b>
10:45	<b>Food, Clothing, &amp; Shelter: Meeting Maslow's Safety Needs</b> This module will address "new employee" issues that must be addressed before higher order needs can be attained. Dr. Michael E. Burns, Course Director Ms. Taela Fox, Course Administrator Mrs. Sue Hall, Administrative Assistant Mr. Bob Hanna, Computer Support Specialist
11:30	<b>The Grand Tour</b> In this module you can see the lecture hall, labs, a typical classroom, and your new offices. Ms. Taela Fox
12:00	<b>LUNCH with Taela</b>
1:00	<b>Top-Ten Most Frequently Asked Questions</b> This module will address the top-ten most frequently asked questions by GIAs. These questions focus on GIA expectations, duties, and norms. Other questions focus on the department, college, and the various roles people play in the basis course. Dr. Michael E. Burns
2:30	<b>BREAK</b>
2:40	<b>Communication Pedagogy: Planning, Preparing, Presenting, &amp; Assessing the Lab Experience.</b> This module teaches you how to teach communication in your labs. Assign Lab Presentations. Dr. Michael E. Burns
4:00	<b>COKE &amp; COOKIE BREAK</b>
4:10	<b>Lab Demonstration: Putting Theory Into Practice</b> Now it's your turn to experience what a typical lab will look like and sound like to your students. Ms. Taela Fox
5:00	<b>Review, Questions &amp; Assignments</b> Dr. Michael E. Burns Ms. Taela Fox



## Preview

TIME	MODULE TOPIC
8:30	<b>Lite Breakfast Buffet</b>
9:00	<b>Welcome to COMM 1310 &amp; I-9 Processing</b> Dr. Melinda Villagran
9:30	<b>Instructional Communication Perceptions, Power and Learning</b> This module examines teaching and learning as a relational activity and introduces you to communication behaviors that have been shown to enhance instructional effectiveness and learning. Dr. Michael E. Burns
10:45	<b>Coffee Break &amp; Refresher</b>
11:00	<b>Workshop: Lab Development</b> This workshop will give you time to <i>plan</i> and <i>prepare</i> your lab for Day Four of the Academy. Dr. Michael E. Burns, Ms. Taela Fox, Mr. James Doran, Ms. Dani Artaza
12:15	<b>Lunch</b>
1:15	<b>First Impression: Getting Ready for the First Lab</b> This module will provide you with some guidelines on how to plan, prepare, present, and assess your first lab to insure that you make a powerful and positive first impression with your students. Ms. Taela Fox
2:15	<b>Is the Glass Half Full or Half Empty?</b> During the roundtable discussion, you will have the opportunity to hear from current graduate students about how they <i>balance teaching, taking classes, and their personal lives</i> . You are encouraged to bring your questions, concerns, and worries to this private discussion. Ms. Taela Fox, Ms. Natalie Cavazos, Ms. Angel Armijo, Mrs. Tanisha Finister, Mr. James Doran
3:15	<b>Coke and Cookie Break</b>
3:45	<b>TRACS: Using TRACS in the Basic Course</b> This module will introduce you to TRACS and show how you can integrate TRACS into your labs. Mr. Jimmy Rico
5:00	<b>Mov'n On Up: Making Yourself at Home</b>





## PREVIEW | DAY THREE

TIME	MODULE TOPIC
8:00	<b>New GIA Headshots</b> <b>Lite Breakfast Buffet</b>
9:00	<b>Welcome to the Basic Course:</b> Dr. Melinda Villagran, Chair
9:15	<b>Welcome Back &amp; Introductions</b> Group Photo Dr. Michael E. Burns, Ms. Taela Fox
9:45	<b>The Dark Side</b> <b>Feedback Form</b> (New GIAs) Dr. Michael E. Burns
10:30	<b>TRACS/Pearson Integration</b> Mr. Justin Garelick, Pearson Sales Representative Todd Lovvorn, Pearson Learning Solutions Consultant
12:00	<b>Lunch with Pearson</b>
1:00	<b>Reviewing Basic Course Administration</b> — <i>what do you recall? Work Day Discussion.</i> Dr. Michael E. Burns, Ms. Taela Fox
2:00	<b>It's Time to Meet Your Supervising Faculty Members</b> Dr. Michael Burns
2:30	<b>It's Time to Meet Your Supervising Faculty Members</b> Mrs. Kristen Farris <b>GTA Meeting</b> Dr. Michael Burns
3:30	<b>It's Time to Meet Your Supervising Faculty Members</b> Dr. Cathy Fleuriet
4:30	<b>Lecturer Meeting</b>



## PREVIEW | DAY FOUR

TIME	MODULE TOPIC
7:30	<b>Lite Breakfast Buffet</b>
8:00	<b>Lab Demonstration</b> Instructors:
9:00	<b>Lab Demonstration</b> Instructors:
10:00	<b>Lab Demonstration</b> Instructors:
11:00	<b>Lab Demonstration</b> Instructors:
12:00	<b>Lunch with Office Staff</b> (Pizza provided by Dr. Villagran)
1:00	<b>Lab Demonstration</b> Instructors:
2:00	<b>Lab Demonstration</b> Instructors:
3:00	<b>Lab Demonstration</b> Instructors:
4:00	<b>Lab Demonstration</b> Instructors:
5:00	<b>Assign Paper</b> <b>Post Assessment</b> <b>Feed back form</b>



## PREVIEW | DAY FIVE

<b>Time</b>	<b>MODULE TOPIC</b>
8:30	<b>Lite Breakfast Buffet</b>
9:00	<b>Graduation</b>  <b>Any More Questions</b>  Dr. Michael E. Burns, Ms. Taela Fox
9:15	<b>Reflecting on Our Teaching Effectiveness — Returning GIAs</b>  This module will give you the opportunity to review and reflect on your teaching evaluations from the Spring 2014 semester. In a round table discussion, we will then identify our teaching strengths/capacities and weaknesses and discuss strategies for how we might enhance our strengths and minimize our weaknesses.  Dr. Michael E. Burns
10:00	<b>Office of Disability Services</b>  Marsha Burney, Outreach Coordinator
12:00	<b>Mentor Group Lunch</b>
1:00	<b>Mentor Group Meetings</b>  Take Exam I  Schedule Future Mentor Meetings
2:30	<b>Office Party</b>  TRACS Set-up  Bulletin Boards  Get Settled in
4:00	<b>New Grad Student Orientation</b>
5:30	<b>Railyard Department Social</b>



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601 UNIVERSITY DRIVE • SAN MARCOS, TX 78666-4616

512.245.2165 • FAX 512.245.3138 • [WWW.TXSTATE.EDU](http://WWW.TXSTATE.EDU)

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