

CM 610: Communication Pedagogy
Spring 2019
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Textbook and Required Materials:

Gilchrist-Petty, E. S. (2017). *Deviant Communication in Teacher-Student Interactions*. Hershey, PA: IGI Global.

Readings as noted on the syllabus and posted to CANVAS

A three-prong folder for turning in your portfolio

Course Description: This graduate course is designed to prepare students for future teaching. Toward this end, students will explore a mix of theories, methods, and strategies related to communication pedagogy. Students will also have the opportunity to develop their teaching competency by engaging in various teaching assignments and designing a course.

Course Objectives: Upon completion of this course, students will be able to:

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 pedagogy
4. Apply theory and research in the evaluation of pedagogical practices
5. Apply theory and research in developing instructional resources and designing a course
6. Develop competency in teaching communication skills to students
7. Earn a GTA certificate, denoting their qualifications for teaching as a GTA in the UAH Communication Arts Department

National Communication Association Learning Outcomes in Communication (LOCs):

LOC #1: Describe the Communication discipline and its central questions

- Explain the origins of the Communication discipline
- Summarize the broad nature of the Communication discipline
- Distinguish the Communication discipline from related areas of study

LOC #2: Employ Communication theories, perspectives, principles, and concepts

- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories, perspectives, principles, and concepts

LOC #3: Engage in Communication inquiry

- Apply Communication scholarship

LOC #4: Create Messages Appropriate to the Audience, Purpose, and Context

- Locate and use information relevant to the goals, audience, purpose, and contexts
- Present messages in multiple communication modalities and contexts

Course Requirements: Below is a brief description of each assignment. More detail will be provided about each assignment closer to the due dates. Each assignment is worth the specified number of points, for a total of 600 points.

Teaching Practicum I: The best way to learn to teach is to teach. Hence, students will choose a major communication theory/concept to deliver to our class during our scheduled class time. Students are expected to devise a typed lesson plan and teach their chosen theory/concept to our graduate seminar class as though we were an undergraduate class with little to no prior knowledge of the material. You should plan for an approximately 15-minute teaching episode, where you cite at least two supplemental sources and incorporate at least one learning aid, such as a handout, media presentation, video clip, activity, etc. This assignment is worth 100 points.

Teaching Practicum II: The goal of this assignment is to give you experience teaching a real-life undergraduate college course. Students must coordinate with an instructor on campus and seek permission to teach a portion of his/her introductory-level class. It is preferable to teach a section of public speaking, but regardless you must choose a 100 or 200-level class on campus. You should coordinate the specifics of the lesson you will teach with the course professor. Ideally, you should teach approximately 15-20 minutes. The instructor of the course will evaluate your performance and distribute to me a written assessment worth 60 points. You will give our class an oral report of what you taught, the trials, triumphs, and overall essence of your teaching experience.

Teaching Observation Assignment: Considerable knowledge is acquired through observing human behavior. To help you learn more about the Dos and Don'ts of teaching, you will engage in a teaching observation assignment. To complete this assignment you should contact a teacher or professor and request permission to visit and observe his/her class. This should be a class that you are not currently enrolled in. To allow pedagogical variability, you are free to observe a teacher/professor at another school (college or K-12) or in health or organizational establishments, such as a CPR or parenting course at a local hospital. Your objective is to take detailed notes regarding the instructor's style and method of teaching. Using the guidelines, tips and strategies we have discussed in class, you will write a paper critiquing the instructor's teaching and the students' responses/engagement with the class. An oral overview and class discussion of this assignment will also occur worth a total of 75 points.

Reading Discussion Questions: This graduate-level course is reading-intensive. To help us have informed discussions of the reading assignments, periodic reading questions will be posted on Canvas. You should complete the questions before the start of class by typing out your answers

and submitting them to Canvas. We will also discuss the questions in class to guide our classroom discussions. The Reading discussion questions will culminate with 40 course points.

Course Development Assignment: This major assignment will serve as your final project/exam. For this assignment, you will create a complete course packaged in a portfolio. You should select a class that interests you and that you would like to potentially teach. Your course development should be typed and neatly compiled in a three-ring folder/binder. The written components will include: a cover page, catalog description, cover letter, curriculum vita, teaching philosophy, a two-day per week 16-week syllabus for the class containing all major sections (e.g., learning outcomes, readings, course policies, etc.), lesson plan for one significant lecture/discussion class meeting and all corresponding content (e.g., lesson plan, teaching notes, learning aids, and a graded assignment), one major form of course assessment (e.g., midterm, final, project, major group presentation, etc.), and references. The assignment will culminate with an oral presentation of your designed course, and it worth a total of 275 points.

Class Participation/Discussions: Students should engage in meaningful class discussions after reading the assigned readings. This also includes attendance, homework, and the breadth and depth of insightful discussion provided for a total of 50 points.

Course Schedule

Week #	Topic	Assignments
Week 1	<u>Course Introduction</u> Syllabus Overview of Communication Pedagogy Fundamentals of Teaching Training Communication GTAs	Reading 1 on CANVAS
Week 2	<u>Learning Styles & Classroom Communication</u> Learning Styles Knowing your Audience of Learners Student Communication <i>Distribute Teaching Practicum I Assignment</i>	Learning Styles Inventory Reading 2 on CANVAS Reading 3 on CANVAS Reading 4 on CANVAS
Week 3	<u>Teacher Communication & Classroom Organization</u> Teacher Immediacy Student Learning Outcomes Lesson Plans <i>Distribute Teaching Practicum II Assignment</i>	Teaching Practicum I Topic Student Learning Outcomes Reading 5 on CANVAS Reading 6 on CANVAS Reading 7 on CANVAS Reading 8 on CANVAS
Week 4	<u>Student Assessment</u> Communicating Effectively with Students The Grading System Delivering Positive and Negative Feedback Exercises on Grading Speeches <i>Distribute Teaching Observation Assignment</i>	Reading Question #1 Reading 9 on CANVAS Reading 10 on CANVAS Reading 11 on CANVAS

Week 5	<u>In-Class Practical Teaching Experience</u>	Teaching Practicum I
Week 6	<u>Rules of Teaching</u> FERPA Student Academic Rights & Responsibilities Faculty Guidelines for Disability Support Syllabus Disability Statement Faculty-Student Relationships	Teaching Practicum Video Critique Reading 12 on CANVAS Reading 13 on CANVAS Reading 14 on CANVAS Reading 15 on CANVAS Reading 16 on CANVAS Reading 17 on CANVAS
Week 7	<u>The Dark Side of Teacher Communication</u> Teacher Misbehaviors	Preface Ch. 1
Week 8	<u>The Dark Side of Student Communication</u> Student Resistance Student Amotivation Students' Evaluations of Instructors	Reading Question #2 Ch. 2 Reading 18 on CANVAS Reading 19 on CANVAS
Week 9	<u>Dark Side of Teacher-Student Interactions</u> Entitlement, Complaints, & Negative Perceptions	Reading Question #3 Ch. 3
Week 10	<u>Technology and Instructional Communication</u> Technology & Deviant Classroom Behaviors	Reading Question #4 Ch. 4
Week 11	<u>What it Means to Teach Communication</u> Formulating a Teaching Philosophy Teaching Wisdom from a Full Professor Guest Speaker	Reading 20 on CANVAS
Week 12	<u>Developing & Assessing a Course</u> Designing a Course Syllabus Learning Activities Student Assessment	Reading 21 on CANVAS Reading 22 on CANVAS Reading 23 on CANVAS Reading 24 on CANVAS Reading 25 on CANVAS
Week 13	<u>Observation of Teaching</u> <i>Distribute Course Development Assignment</i>	Teaching Observation Paper Discussion of Teaching Observation
Week 14	<u>Out-of-Class Practical Teaching Experience</u>	Course Development Topics Discussion of Teaching Practicum II
Week 15	<u>Course Development Preparation</u>	Turn in Course Development Portfolio
Week 16	<u>Course Completion</u> Receive GTA Certificates!	Course Development Oral Presentations