

**EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES**

CMN 5240: Communication Pedagogy

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.*

Term: Fall 2011

Section: 001

CRN: 95096

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

Instructor Name: Dr. Richard G. Jones, Jr.

Office: Coleman 2037

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Office Hours: M 11:30 – 12:30, W 2:30 – 3:30, R 4:30 – 6:30 and by appt.

Required Texts:

McKeachie, W. J., & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research and theory for college and university teachers* (12th ed.). Boston, MA: Houghton Mifflin.

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 WebCT.

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:

Instructional Portfolio	40%
Application Journal	15%
Final Exam	20%
Seminar Participation	25%
Facilitations	15%
Discussion &	
Other Assts	10%

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: <http://www.natcom.org/index.asp?bid=514>. 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

Instructional Portfolio 40%: 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.

Application Journal 15%: A crucial ingredient in the learning process involves application, which helps you retain and create knowledge. Begin to work on your journal entry for the week's readings before our class discussion. For each class period, you will choose a concept, big or small, and apply it to your lived experience. In some cases, the concept may choose you, meaning that you will realize while something is happening that it would be good for your journal.

Although you are making this personal, strive to use key words/vocabulary from the reading(s). The substance within these entries is more important than the length, but you should be able to do this effectively in 1-2 paragraphs (and I would ask that you not exceed two paragraphs).

In each entry, you will identify and define the concept and share the example of how it showed up in your life. Once you've done this, you will want to broach some more analytical questions such as: What insight does the concept provide to help you understand previous/current communication behaviors of yourself or others? If you are currently teaching, what is happening in your class that can be explained/modified by understanding this concept? If you are not teaching, as a communication scholar, who is also a daily communicator, what is there for you to learn to do better (or what can you understand more clearly) as a result of this concept? Are there any weak points you see for making the concept useful/applicable?

I will take up journals on the dates listed in the course calendar. Please use a flat pronged folder to contain your journals.

Final Exam 20%: The exam will be a take home essay pulling together major concepts covered in the class. You will have a choice of topics.

Seminar Participation 25%:

Readings: I expect that you will read all of the assigned materials and come to class ready to discuss the readings. If you are not prepared and have not read, you will be holding back the class's progress since you will not be able to contribute to the discussion. Not reading will also diminish your ability to write critical and engaging journal entries that synthesize course materials, class discussion, and your own opinions.

Seminar discussion: We should engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers, and applying theory. Well-prepared students who offer insights grounded in the readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials outside the course and are respectful of others will be successful contributors.

The readings and discussions in this class often lead to personal exploration and reflection. The class often leads us to share personal experiences, feelings, and thoughts about our own and others' teaching/life experiences. It is important to respect the contributions made by class members. Often our comments are "for our ears only" in the sense that we understand that disclosures can lead to vulnerability and should be viewed and handled as "private" information. We should try to respect and understand one another and demonstrate appropriate empathy.

Facilitations: 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 co-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 (try not to go beyond one piece of paper front and back). On the handout you may summarize the key terms/main ideas (see example). 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. More information will be provided on the first day of class.

Other assignments: You will be asked to turn in progress reports for your Instructional Portfolio. Other similar assignments may be added to reflect the interests of the class. Such assignments will be evenly averaged into your participation grade.

COURSE CALENDAR

Subject to revision as necessary

Date:	Readings:	Due/Other:
08/25	<i>Introduction to Course</i>	TO DO: Start Journals TO DO: Sign up for Facilitations
09/01	<i>The Whole Teacher: Mind, Body, and Spirit</i> Palmer Arduini Poulos hooks Warren	
09/08	<i>Introduction to Communication Pedagogy</i> Freidrich Lucas Sprague Moreale Handbook 1	
09/15	<i>Instructional Strategies: Overview</i> Worley Thompson McKeachie 4 McKeachie 5 McKeachie 6 Handbook 3	DUE: Progress Report 1
09/22	<i>Instructional Strategies: Motivation</i> McKeachie 12 McKeachie 23 McKeachie 24 Handbook 5 Handbook 6	DUE: Journals, 08/25 – 09/15 (4 entries) TO DO: Contact Master Teachers to Coordinate Classroom Visit between 9/23 – 10/19)
09/29	<i>Instructional Strategies: Active Learning</i> McKeachie 16 Frymier <i>Instructional Strategies: Technology</i> McKeachie 18 Allen Sherblom	
10/06	<i>Assessment/Testing/Grading</i> McKeachie 7 McKeachie 8 McKeachie 9 McKeachie 11 Rubin McKeachie, Written Feedback Kohn	
10/13	<i>Training and Development</i> Beebe 1: Intro to Training Beebe 2: How Adults Learn Beebe 4: Developing Objectives and Curriculum Beebe 8: Developing Training Plans Beebe 12: Trends and Careers in T & D	DUE: Progress Report 2

10/20	<i>Interpersonal and Relational Communication in the Classroom</i> Andersen Docan-Morgan Frisby Handbook 7 Handbook 8	DUE: Journals, 09/22 – 10/13 (4 entries from class days, 1 entry for reflection on Master Teacher Observation)
10/27	<i>Managing Communication In/Out of the Classroom</i> Martin Kearney McKeachie 14 Handbook 11	
11/03	<i>Diversity</i> Thomas-Maddox Allen hooks Hendrix	DUE: Progress Report 3
11/10	<i>Critical Pedagogy</i> Fassett and Warren Interlude Fassett and Warren 1 Fassett and Warren 2 Fassett and Warren 6	DUE: Journals, 10/20-11/10 (4 entries)
11/17	NO CLASS: National Communication Association Conference	
11/24	NO CLASS: Thanksgiving Break	
12/01	Instructional Portfolio Presentations	DUE: Instructional Portfolio TO DO: Final Exam Assigned
12/08	<i>Ethics; Back to the Whole Teacher</i> McKeachie 25 McKeachie 26 Palmer, Teaching in Community	
12/15 7:30 – 9:30	TBD May use this class time to accommodate changes in the course schedule	DUE: Final Exam (date and time will be decided as a class)

CMN 5240 COURSE REFERENCES: FALL 2011

Week 2: 09/01, The Whole Teacher: Mind, Body, and Spirit

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Publishers. (Chapter 1)

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.

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.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. London: Routledge. (Chapters 1 and 13)

Warren, J. T., & Fassett, D. L. (2004). Spiritually drained and sexually denied: Sketching an engaged pedagogy. In D. Denton & W. Ashton (Eds.), *Spirituality, action, and pedagogy: Teaching from the heart* (pp. 21-30). New York, NY: Peter Lang.

Week 3: 09/08, Introduction to Communication Pedagogy

Friedrich, G. W., & Boileau, D. M. (1999). The communication discipline. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication* (2nd ed.) (pp. 3-13). Mahwah, NJ: Lawrence Erlbaum Publishers.

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.

Lucas, S. E. (1999). Teaching public speaking. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication* (2nd ed.) (pp. 75-84). Mahwah, NJ: Lawrence Erlbaum Publishers.

Morreale, 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.

Handbook 1: Mottet, T. P., & Beebe, S. A. (2006). Foundations of instructional communication. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 3-32). Boston, MA: Pearson.

Week 4: 09/15, Instructional Strategies: Overview

Worley, D., Titsworth, S., Worley, D.W., & Cornett-DeVito, M. (2007). Instructional communication competence: Lessons learned from award-winning teachers. *Communication Studies*, 58(2), 207-222.

Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. *Communication Education*, 56(1), 54-71.

McKeachie 4, Reading as Active Learning

McKeachie 5, Facilitating Discussion

McKeachie 6, How to Make Lectures more Effective

Handbook 3: McCroskey, J. C., & Richmond, V. P. (2006). Understanding the audience: Student' communication traits. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 51-66). Boston, MA: Pearson.

Week 5: 09/22, Instructional Strategies: Motivation

McKeachie 12, Motivation in the College Classroom

McKeachie 23 Teaching Students how to Become more Strategic and Self-Regulated Learners

McKeachie 24, Teaching Thinking

Handbook 5: Chesebro, J. L., & Wanzer, M. B. (2006). Instructional message variables. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 89-116). Boston, MA: Pearson.

Handbook 6: Roach, K. D., Richmond, V. P., & Mottet, T. P. (2006). Teachers' influence messages. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 117-139). Boston, MA: Pearson.

Week 6: 09/29, Instructional Strategies, Active Learning and Technology

McKeachie 16, Active Learning

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 18, Technology and Teaching

Allen, T. H. (2006). Is the rush to provide on-line instruction setting our students up for failure? *Communication Education*, 55(1), 122-126.

Sherblom, J. C. (2010). The computer-mediated communication (CMC) classroom: A challenge of medium, presence, interaction, identity, and relationship. *Communication Education*, 59, 497-523.

Week 7: 10/06, Assessment, Testing, Grading

McKeachie 7, Assessing, Testing, and Evaluating

McKeachie 8, Testing Details

McKeachie 9, Tests from the Students' Perspective

McKeachie 11, The ABCs of Assigning Grades

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, Good Designs for Written Feedback (on WebCT)

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

Week 8: 10/13, Training and Development

Beebe, S. A., Mottet, T. P., & Roach, K. D. (2004). *Training and development: Enhancing communication and leadership skills*. Boston, MA: Pearson.

Chapter 1, Introduction to Training

Chapter 2, How Adults Learn

Chapter 4, Developing Objectives and Designing Curriculum

Chapter 8, Developing Training Plans

Chapter 12, Trends and Career Opportunities in Training and Development

Week 9: 10/20, Interpersonal and Relational Communication in the Classroom

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.

Docan-Morgan, T. (2011). "Everything changed": Relational turning point events in college teacher-student relationships from teachers' perspectives. *Communication Education*, 60, 20-50.

Frisby, B. N., & Martin, M. M. (2010). Instructor-student and student-student rapport in the classroom. *Communication Education*, 59, 146-164.

Handbook 7: Mottet, T. P., Beebe, S. A., & Fleuriet, C. A. (2006). Students' influence messages. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 143-165). Boston, MA: Pearson.

Handbook 8: Richmond, V. P., Lane, D. R., & McCroskey, J. C. (2006). Teacher immediacy and the teacher-student relationship. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 167-193). Boston, MA: Pearson.

Week 10: 10/27, Managing Communication in and out of the Classroom

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.

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.

McKeachie 14, Dealing with Student Problems and Problem Students

Handbook 11: Kearney, P., Plax, T. G., McPherson, M. B. (2006). Student incivility and In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 117-139). Boston, MA: Pearson.

Week 11: 11/03, Diversity

Thomas-Maddox, C. (2002). Communicating with students from other cultures. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 172-187). Boston: Allyn and Bacon.

Allen, B. J. (2004). *Difference matters: Communicating social identity*. Long Grove, IL: Waveland Press. (Chapter 9)

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. London: Routledge. (Chapter 2)

Hendrix, K. G., Jackson, R. L., II, & Warren, J. R. (2003). Shifting academic landscapes: Exploring co-identities, identity negotiation, and critical progressive pedagogy. *Communication Education*, 52, 177-190.

Week 12: 11/10, Critical Pedagogy

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

Interlude, How to Read this Book (or, My Dad Read this Book)

Chapter 1, Critical Communication Pedagogy: Shifting Paradigms

Chapter 2, Naming a Critical Communication Pedagogy

Chapter 6, Nurturing Tension: Sustaining Hopeful Critical Communication Pedagogy

Week 15: 12/08, Ethics and Back to the Whole Teacher

McKeachie 25, The Ethics of Teaching and the Teaching of Ethics

McKeachie 26, Vitality and Growth Throughout your Teaching Career

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Publishers. (Chapter 5)