

**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 2015

Section: 001

CRN: 95096

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

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

Office: Coleman 1751

Email: rgjones@eiu.edu

Phone: 217-581-3324 (office), 217-317-0922 (cell)

Office Hours: M 12:00 – 2:30, R 4:00 – 6:30, or by appointment

Required Texts:

McKeachie, W. J., & Svinicki, M. (2014). *McKeachie's teaching tips: Strategies, research and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth Cengage.

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 D2L.

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	35%
Reflection Papers	15%
Final Exam	15%
Facilitations	10%
Preparation Assts & Discussion	25%

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. 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 you 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 35%: 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.

Reflection Papers 15%: You will have guided reflection papers that will ask you to synthesize your thoughts on a particular concept or topic. You will also have reflection papers that take the form of progress reports for your instructional portfolio assignment.

Final Exam 15%: The exam will be a take home essay pulling together major concepts covered in the class. It will require research beyond the course materials. You will have a choice of topics.

Facilitations 10%: 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 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 that is no more than one piece of standard sized paper (it can be double-sided). On the handout you may summarize the reading and offer discussion questions. 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.

Preparation Assignments and Discussion 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 complete the preparation assignments and reflection papers.

Preparation assignments and discussion: For each class period you will have knowledge and critical thinking questions to answer. You should type your answers and bring them to class in hard copy. These will help us 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.

COURSE CALENDAR

Subject to revision as necessary

Date:	Readings:	Due/Other:
Week 1 08/24	<i>Introduction to Course</i>	
Week 2 08/31	<i>The Whole Teacher: Mind, Body, and Spirit</i> Palmer Arduini Poulos hooks Warren	TO DO: Sign up for Facilitations DUE: Reflection Paper 1: On Tuesday's With Morrie) DUE: Preparation Assignment
09/07	LABOR DAY – NO CLASSES	
Week 3 09/14	<i>Introduction to the Communication Discipline</i> Craig Keith Morreale Sprague Handbook 1	DUE: Preparation Assignment TO DO: Contact Master Teachers to Coordinate Classroom Visit
Week 4 09/21	<i>Instructional Strategies: Overview</i> Galvin Worley Wulff McKeachie 5 McKeachie 6 Handbook 3	DUE: Preparation Assignment DUE: Progress Report 1
Week 5 09/28	<i>Instructional Strategies: Motivation</i> McKeachie 11 McKeachie 20 Handbook 5 Handbook 6 Katt	DUE: Preparation Assignment
Week 6 10/05	<i>Instructional Strategies: Active Learning</i> Frymier McKeachie 14 McKeachie 15 <i>Instructional Strategies: Technology</i> McKeachie 17 Bowen	DUE: Preparation Assignment
Week 7 10/12	<i>Assessment/Testing/Grading</i> Rubin McKeachie 7 McKeachie 8 McKeachie 9 McKeachie 10 Kohn	DUE: Preparation Assignment DUE: Progress Report 2
Week 8 10/19	<i>Training and Development</i> Beebe Article Beebe 1: Intro to Training Beebe 2: How Adults Learn Beebe 4: Developing Objectives and Curriculum Beebe 8: Developing Training Plans	DUE: Preparation Assignment

Week 9 10/26	<i>Interpersonal and Relational Communication in the Classroom</i> Andersen Docan-Morgan Frisby Handbook 7 Handbook 8	DUE: Preparation Assignment DUE: Reflection Paper on Master Teacher Observation
Week 10 11/02	<i>Managing Communication In/Out of the Classroom</i> Martin Kearney McKeachie 13 Handbook 11	DUE: Preparation Assignment
Week 11 11/09	<i>Diversity</i> Allen McKeachie 12 Cooks Johnson Jones and Calafell	DUE: Preparation Assignment DUE: Progress Report 3
Week 12 11/16	<i>Critical Pedagogy</i> Fassett and Warren Interlude Fassett and Warren 1 Fassett and Warren 2 Fassett and Warren 5 Fassett and Warren 6	DUE: Preparation Assignment
11/23	NO CLASS: Thanksgiving Break	
Week 13 11/30	<i>Teaching, Mentoring, and Making a Difference</i> Freire Calafell Hill Collins Alexander	DUE: Preparation Assignment TO DO: Final Exam Assigned
Week 14 12/07	NO CLASS: SPEECH COMPETITION	DUE: Instructional Portfolio (in hard copy by Noon on Wednesday 12/09)
Final Exam Period	<i>Monday December 14, 7:30 – 9:30</i> Instructional Portfolio Presentations <i>Back to the Whole Teacher</i> McKeachie 22 Palmer, Teaching in Community	DUE: Final Exam (date and time will be decided as a class)

CMN 5240 COURSE REFERENCES:

Week 2:

- 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:

- Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119-161.
- Keith, W. (2008). On the origins of speech as a discipline: James A. Winans and public speaking as practical democracy. *Rhetoric and Society Quarterly*, 38, 239-258.
- 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.
- 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.

Chapter 1 Handbook of Instructional Communication

Week 4:

- Galvin, K. M. (1999). Classroom roles of the teacher. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication* (2nd ed.) (pp. 243-256). Mahwah, NJ: Lawrence Erlbaum Publishers.

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.

Wulff, D. H., & Nyquist, J. D. (1999). Selected tools and methods to engage students in learning. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication* (2nd ed.) (pp. 299-318). Mahwah, NJ: Lawrence Erlbaum Publishers.

McKeachie 5, 6

Chapter 3 Handbook of Instructional Communication

Week 5:

McKeachie 11, 20

Chps 5, 6 Handbook of Instructional Communication

Katt, J. A., & Condly, S. J. (2009). A preliminary study of classroom motivators and de-motivators from a motivation-hygiene perspective. *Communication Education*, 58, 213-234.

Week 6:

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 14, 15, 17

Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass. [Chapters 4 and 6]

Week 7:

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 7, 8, 9, 10

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

Week 8:

Beebe, S. A., Mottet, T. P., & Roach, K. D. (2004). *Training and development: Enhancing communication and leadership skills*. Boston, MA: Allyn & Bacon. [Chapters 1, 2, 4, 8]

Week 9:

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.

Chapter 7 Handbook of Instructional Communication

Chapter 8 Handbook of Instructional Communication

Week 10:

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 13

Chapter 11 Handbook of Instructional Communication

Week 11:

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

McKeachie 12

Cooks, L. (2003). Pedagogy, performance, and positionality: Teaching about whiteness in interracial communication. *Communication Education, 52*, 245-257.

Johnson, J. R., & Bhatt, A. J. (2003). Gendered and racialized identities and alliances in the classroom: Formations in/of resistive space. *Communication Education, 52*, 230-244.

Jones, R. G., Jr., & Calafell, B. M. (2012). Contesting neoliberalism through critical pedagogy, intersectional reflexivity, and personal narrative: Queer tales of academia. *Journal of Homosexuality, 59*(7), 957-981.

Week 12:

Fassett, D. L., & Warren, J. T. (2007). *Critical communication pedagogy*. Thousand Oaks, CA: Sage Publications. [Chapters 1, 2, 5, 6]

Week 13:

Hao, R. N., Alexander, B. K., Calafell, B. M., Willink, K., Kilgard, A., & Warren, J. T. (2012). Building community the academy through mentoring: Reflections and directions. *Liminalities: A Journal of Performance Studies*, 8(5), 30-55.

Calafell, B. M. (2007). Mentoring and love: An open letter. *Cultural Studies <-> Critical Methodologies*, 7, 425-441.

Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare to teach*. Boulder CO: Westview Press. [Fourth Letter]

Hill Collins, P. (2013). *On intellectual activism*. Philadelphia, PA: Temple University Press. [Chapter 12]

Cummins, M. W., & Griffin, R. A. (2012). Critical race theory and critical communication pedagogy: Articulating pedagogy as an act of love from black male perspectives. *Liminalities: A Journal of Performance Studies*, 8(5), 85-106.

Week 14:

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]