NCA’s Monthly Teleconference Series
CARD Calls: Communicating About Research and Professional Development

Teaching Online Courses
Friday, March 30, 2012

Featured Speakers:

Dr. John S. Caputo, Professor and Chair in the Masters Program in Communication and Leadership Studies, Gonzaga University

Dr. Everett E. Corum, Director of Humanities, Philosophy and Religion Programs, American Public University System

Moderator:
Dan Fogarty, Academic and Professional Affairs Associate
National Communication Association

Friday, March 30, 2012
1:00 p.m. Eastern time
Best practices for teaching online
National Communication Association
Card Call

Dr. John S. Caputo, Professor and Chair,
Walter Ong, S.J., Scholar
Department of Communication & Leadership Studies, Gonzaga University
Spokane, Washington
Building Community

- Establishing collaborative learning relationships.
- Intro & photo
- Diversity
Modes of Delivery

- Discussion Boards, Postings, and Chat Sessions
- Email
- Phone
- SKYPE Video Calls
- GotoMeeting
- Change the medium
### Number of Hours required for online:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Traditional Classroom</th>
<th>Online</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>3 hours</td>
<td>2 hours (online chat)</td>
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<tr>
<td>Consultation</td>
<td>1 hour</td>
<td>7 hours Disc, posts, email, etc</td>
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<tr>
<td>Correcting</td>
<td>4 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Total hours pw</td>
<td>8 hours a week</td>
<td>15 hours a week</td>
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Clearly established grade policies are important.

I grade all discussion postings and use these guidelines: For your postings, I evaluate them both for completion of the posting but also the quality of your reflections. Reflections are not merely opinions, but rather are thoughtful commentary that should connect what I am having you read and view. I assess your postings on meeting the assignment, but also that they include good use of class readings and insights.

When I read postings I give them one of four grades:

- **High Pass** - Meets all aspects of the assignment and brings good support from our readings.
- **Pass** - Meets the general criteria but underutilizes course material
- **Low Pass** - Minimal pass, flawed content, grammar, spelling, etc.
- **No Pass** - No response or a response that is more just chit-chat.

I am not against chit-chat! An axiom of communication I often pass on is that big talk always starts with small talk. No small talk, no big talk. However, for really valuable posts, I want to see you move away from opinion and talk content.
Be sure to place a copy of your college or university plagiarism policy on your course or in the syllabus.

Online classes do not have more plagiarism than FTF classes, but the ability to cut and paste chunks of others’ work is so much easier – even from other class postings.

Turnit In or Google, as tools for finding plagiarism.
Good Teaching Online

- Authenticity
- Engagement
- Immediacy
- Responsiveness
- Passion

Doesn’t sound too different then good teaching in any setting!
Teaching Public Speaking Online

March 30, 2012

NCA

Program Director,
Dr. Ev Corum
ecorum@apus.edu
703-965-7061
American Public University System (www.apus.edu)
Our Goal

 To provide an alternative to the CCAF and the College Board’s CLEP requirements.
 To encourage Academic Skill, Critical Thinking, Information Literacy, Lifelong Learning, and . . . Communication.
 To create a rigorous course (eight weeks):
    Four speeches
    Four outlines
    Four quizzes
 To create a thorough course:
    Self-introduction, Informative, Persuasive, and Visual Aids speeches
    American Rhetoric Top 100 Speeches
    Provide online resources
Public Speaking will introduce students to the field of communication studies, giving them a basic foundation in the issues relevant to communicating effectively in today’s global, technological, and diverse world: history and theories of communication, ethics, the audience, developing and delivering a speech, and types of speeches and specialized speech situations, including the job interview. This course will utilize Thinkwell Public Speaking Online materials, which include video selections of historic speeches for study as well as examples of student speakers. Students enrolling in this course must be able to upload video (preferable) or audio (acceptable) files of their speeches.
Research Strategies – Students & Faculty: COMM200 Library Course Guide (A)
Research Strategies – Students & Faculty: COMM200 Library Course Guide (B)
Research Strategies – Students & Faculty: COMM200 Library Course Guide (C)
Our Online “Textbook” is Provided by Thinkwell.com
Students Embed Speeches in a Forum
I appreciate the personalized feedback.
I like the practical examples used in the Thinkwell lectures.
I feel confident now in my ability to perform public speeches.
I would like to get feedback on my outline sooner.
Students should have to reply to at least two speeches.
I wish there was a secure school site where we could post our speeches.
I thought Public Speaking online was going to be a joke. I was pleased to find out it was a serious course with great results!

Program Director,
Dr. Ev Corum ecorum@apus.edu
703-965-7061
Thank you for your participation today.

If you have any remaining questions please email Dan Fogarty

dfogarty@natcom.org
Conference Call: Dial-In Information

- Dial the Access Number: **1.800.920.7487**
- When prompted, enter the Participant Code followed by #
- Your Participant Code is **66623635#**

**Participant Star Commands**

- ***4** - Volume: Pressing *4 will increase/decrease the volume
- **Q &A Session**: Participants press *1 to ask a question, and the moderator will take your questions in the order that they arrive
- For technical assistance during the teleconference, contact Customer Service at **1.800.989.9239**