

COMM 653: Instructional Communication**Spring 2015****Dr. Melissa Broeckelman-Post****George Mason University****TEXTBOOK:**

Dannels, D. (2014). *Eight essential questions teachers ask: A guidebook for communicating with students*. New York, NY: Oxford University Press.

Additional readings will be posted on Blackboard.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

This course has been designed with three purposes in mind: (1) to introduce you to theories of learning and philosophies of education, (2) to give you an overview of instructional communication as an area of research within communication studies, and (3) to provide some practical advice and training to help prepare you to teach courses independently. Because of this, we will be reading a mix of literature that addresses each of these areas, and your final project will give you an opportunity to put what you are learning into practice and to demonstrate your preparation to teach a course that you will select. By the end of this course, you should be able to

- Explain the relationship between instructional communication and educational practice
- Compare several philosophies of education and develop a personal statement of teaching philosophy
- Understand several theories about how learning occurs and utilize those theories in the development of a course and daily lesson plans
- Understand how a course fits into the broader curriculum, develop student learning objectives, and design a course syllabus that will allow students to meet those objectives
- Evaluate which types of assessment will best measure specific learning objectives and develop effective assignments and exams
- Distinguish the advantages and disadvantages of each of several formats for sharing information in the classroom and develop detailed lesson plans that utilize the formats that will be most effective for your subject matter
- Discuss factors that can lead to a supportive classroom climate and identify strategies for preventing and dealing with student misbehaviors
- Evaluate the ways that the self is affected by one's role as a teacher and vice versa
- Prepare a teaching portfolio that demonstrates your readiness to teach a specific course

COURSE REQUIREMENTS:

1. Synthesis Papers (100 points). Before each class meeting, you should type a 1-2 page (single spaced) essay synthesizing the day's readings. Your essay should summarize what you believe is the central contention of each of that day's readings. Your essay should also raise questions about the text, discuss ways that the ideas in the text can be applied, illustrate arguments with anecdotes or personal experience, and/or either support or argue against the author's assertions.

Be sure to direct us to specific passages, arguments, or sections of the reading. These papers are part of your preparation for each class, and you may be called upon from time to time to share from your synthesis paper during class. You should upload your paper to the appropriate assignment on Blackboard by midnight on the evening before we hold each class.

2. Teaching Observation (50 points.) For your teaching observation, you should obtain permission from a faculty member who is teaching an undergraduate course to attend and observe one of their class sessions. While observing the class, you should take note of the following:

- What instructional strategies were used?
- When did students appear to be most and least engaged with the material?
- How did the instructor and students interact with one another?
- Are different learning styles being accommodated?
- Which levels of Bloom's taxonomy (or Anderson & Krathwohl's revised taxonomy) are being utilized?
- What did the instructor do that was particularly effective, and what was ineffective?
- Are there ways in which the instruction could have been done differently to be just as or more effective?

After attending the class, write a 3-4 page (typed, double-spaced) report that addresses these questions, along with any other observations that you think it is important to note.

3. Microteaching Presentation (50 points). For your microteaching presentation, you should prepare a 20-25 minute teaching presentation that you will teach during our class time. This presentation should be a lesson that you would teach in the class for which you are preparing your teaching portfolio, and should be taught as if you were teaching students in that class. Your lesson should exhibit characteristics of excellent teaching that we will have discussed throughout the semester. Your lesson should be one that covers actual content for that course (not a first day or other class period that does not involve you teaching any/much course material.)

4. Teaching Portfolio (225 points). For your final project, you will assemble a teaching portfolio. You should select a class that you will likely teach or would like to teach sometime in the near future (not COMM 100 or 101). Your portfolio should be compiled in a three-ring binder with labeled tab dividers for each of the following sections:

- Cover Letter (25) You should write a cover letter for your portfolio. In your letter, explain why you chose to develop your portfolio for this particular class and provide an overview of the materials that are included. Second, explain why you chose to structure the class and build assignments in the way that you did, including references to course readings where appropriate.
- Curriculum Vita or Resume (25)
- Teaching philosophy (25)
- Syllabus for the class. (50) You may create a fictional office address and office hours to include on the syllabus. I suggest that you consult the faculty handbook to make sure

that your syllabus includes the required components and that you look at several example syllabi written by a variety of instructors.

While your syllabus will undoubtedly have similarities to a syllabus that you might obtain from a faculty member who teaches the same course, you **SHOULD NOT** merely copy their syllabus and put your name at the top. Instead, you should carefully consider how your classroom policies might differ and how you can best structure your class and syllabus to best accomplish the course objectives and meet the needs of your students.

- Annotated Lesson plans. (50) You should compile lesson plans for two class periods. For each class period, you should include
 - Your teaching notes for the course, which should contain notations about which learning objectives are being addressed and which part of Bloom's (or Anderson & Krathwohl's) taxonomy is being emphasized in each class segment.
 - Board notes, PowerPoint slides, handouts, or any other materials that you plan to use.
- One assignment. (25) This assignment should be appropriate for the course that you are teaching. It might be a lab, a group project, an individual project, a homework assignment, a final project, or any other assignment of your choosing. Along with the assignment, you should include a brief (\approx 1 paragraph) explanation of when the assignment would be used and what objectives it is intended to accomplish.
- One exam: (25) This can be a periodic exam, a midterm exam, or a final exam; however, it should not be a daily quiz. Along with the exam, you should include a brief (\approx 1 paragraph) explanation of how/why you selected the format and questions for the exam. Also explain which levels of Bloom's (or Anderson & Krathwohl's) taxonomy are being utilized in each question.

TENTATIVE SCHEDULE:

Week	Topic and Readings	Assignment due
1	CLASSES NOT YET IN SESSION	
2	<p>Introduction to Instructional Communication and Communication Education</p> <p>Dannels, Chapter 1: What are the Eight Essential Questions Teachers Ask?</p> <p>Morreale, S., Backlund, P., & Sparks, L. (2014). Communication education and instructional communication: Genesis and evolution as fields of inquiry. <i>Communication Education</i>, 63, 344-354. doi: 10.1080/03634523.2014.944926</p> <p>Waldeck, J. H., Plax, T. G., & Kearney, P. (2010). Philosophical</p>	

	<p>and methodological foundations of instructional communication. In D. L. Fassett & J. T. Warren (Eds.), <i>The Sage handbook of communication and Instruction</i> (pp. 161-179). Thousand Oaks, CA: Sage.</p> <p>Valenzano, J. M. III, Wallace, S. P., & Morreale, S. P. (2014). Consistency and change: The (re)volution of the basic communication course. <i>Communication Education, 63</i>, 355-365. doi: 10.1080/03634523.2014.9111928.</p> <p>Hunt, S., Wright, A., & Simonds, C. (2014). Securing the future of communication education: Advancing an advocacy and research agenda for the 21st century. <i>Communication Education, 63</i>, 449-461. doi: 10.1080/03634523.2014.926016.</p>	
3	<p>Philosophies of education: Why are we here and what are we doing?</p> <p>Bok, D. (2006). <i>Our underachieving colleges</i>. Princeton, NJ: Princeton University Press. pp. 11-30, 58-81.</p> <p>Cooks, L. (2010) The (critical) pedagogy of communication and the (critical) communication of pedagogy. In D. L. Fassett & J. T. Warren (Eds.), <i>The Sage handbook of communication and Instruction</i> (pp. 293-314). Thousand Oaks, CA: Sage.</p> <p>Chapter 2: Learning Theories (text unknown)</p> <p>Dannels, Chapter 9: How Can I Make a Difference?</p> <p>Coppola, B. P. (2002). Writing a statement of teaching philosophy: Fashioning a framework for your classroom. <i>Journal of College Science Teaching, 31</i>, 448-453.</p>	Synthesis 1

4	<p>Structuring a course and building effective learning measurements</p> <p>Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). <i>A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: Abridged edition</i>, (pp. 38-91). New York: Addison Wesley Longman.</p> <p>Handouts (2) on Bloom's taxonomy</p> <p>Angelo, T. A., & Cross, K. P. (1993). What is classroom assessment? In <i>Classroom Assessment Techniques</i> (2nd ed). San Francisco, CA: Wiley. Pp 3-11.</p> <p>Stiggins, R. (2005). Selecting proper assessment methods. <i>Student-involved assessment for learning</i> (4th ed., pp. 63-80). Upper Saddle River, NJ: Pearson.</p> <p>Dannels, Chapter 8: How Can I Provide Feedback?</p>	Synthesis 2
5	<p>Effective Learning Tools and Strategies</p> <p>Brophy, J. (1986). Teacher influences on student achievement. <i>American Psychologist</i>, 41, 1069-1077</p> <p>Cooper, P. J., & Simonds, C. J. (2003). Leading classroom discussion. In <i>Communication for the Classroom Teacher</i> (7th ed., pp. 151-179). Boston: Pearson.</p> <p>Johnson, R. T., & Johnson, D. W. (1994). An overview of cooperative learning. In J. Thousand, A. Villa, & A. Nevin (Eds.), <i>Creativity and Collaborative Learning</i>. Baltimore: Brooks Press.</p> <p>Bean, J. C. (2011). Using writing to promote thinking: A busy professor's guide to the whole book. In <i>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i>. San Francisco, CA: Jossey-Bass. pp 1-14.</p> <p>Broeckelman-Post, M. A., Tindage, M. F., Shaffer, J. M., Solomon, C., Black, S., & Yamamoto, M. F. (2014). Preparing to learn:</p>	Synthesis 3

	Structuring the basic course to increase student preparation and learning. <i>Basic Communication Course Annual</i> , 26, 174-221.	
6	<p>The Impact of Teacher Communication Behaviors: Immediacy, Clarity, and Teacher Misbehaviors</p> <p>Dannels, Chapter 2: How Can I Establish Credibility</p> <p>Kiewra, K. A. (2002). How classroom teachers can help students learn and teach them how to learn. <i>Theory Into Practice</i>, 41(2), pp 71-80.</p> <p>Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. <i>Communication Education</i>, 37, 40-53.</p> <p>Civikly, J. M. (1992). Clarity: Teachers and students making sense of instruction. <i>Communication Education</i>, 41, 138-152. doi: 10.1080/03634529209378876</p> <p>Chesebro, J. L. (2003). Effects of teacher clarity and nonverbal immediacy on student learning, receiver apprehension, and affect. <i>Communication Education</i>, 52, 135-157.</p> <p>Titsworth, B. S. (2004). Students' notetaking: The effects of teacher immediacy and clarity. <i>Communication Education</i>, 53(4), pp. 305-320.</p> <p>Kearney, P., Plax, T. G., Hays, E. R., & Ivey, M. J. (1991). College teacher misbehaviors: What students don't like about what teachers say and do. <i>Communication Quarterly</i>, 39, 309-324.</p>	<p>Synthesis 4</p> <p>Draft teaching philosophy</p>
7	<p>Power and Authority in the Classroom</p> <p>Dannels, Chapter 3: How Can I Negotiate Power?</p> <p>Roach, K. D., Richmond, V. P., & Mottet, T. P. (2006). Teachers' influence messages. In T.P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds), <i>Handbook of Instructional Communication</i> (pp. 117-139). Boston: Pearson.</p> <p>Golish, T. D., & Olson, L. N. (2000). Students' use of power in the classroom: An investigation of student power, teacher power, and teacher immediacy. <i>Communication Quarterly</i>, 48, 293-310.</p> <p>Meyer, K. (2005). Classroom management training packet. In <i>Arming</i></p>	<p>Synthesis 5</p>

	<p><i>Instructors: Incorporating approaches to classroom management into training programs for the basic course.</i> Masters thesis, Illinois State University, 2001.</p> <p>Harris, R. A. (2001). Constructing assignments to prevent plagiarism. In <i>The Plagiarism Handbook</i>. Los Angeles: Pyrczak. pp. 43-60.</p>	
8	SPRING BREAK	
9	<p>Classroom Climate and Rapport</p> <p>Cooper, P. J., & Simonds, C. J. (2003). Interpersonal communication. In <i>Communication for the Classroom Teacher</i> (7th ed., pp. 35-63). Boston: Pearson.</p> <p>Dannels, Chapter 6: How Can I Navigate Relational Dynamics?</p> <p>Dannels, Chapter 7: How Can I Acknowledge Difference?</p> <p>Worley, D., Titsworth, S., Worley, D. W., & Cornett-DeVito, M. (2007). Instructional communication competence: Lessons learned from award-winning teachers. <i>Communication Studies</i>, 58, 207-222.</p> <p>Frisby, B. N., & Martin, M. M. (2010). Instructor-student and student-student rapport in the classroom. <i>Communication Education</i>, 59, 146-164. doi: 10.1080/105109799093884666</p>	Synthesis 6
10	<p>Motivation, Interest, and Engagement</p> <p>Dannels, Chapter 5: How Can I Engage Students?</p> <p>Brophy, J. (1983). Conceptualizing student motivation. <i>Educational Psychologist</i>, 18, 200-215. doi: 10.1080/00461528309529274.</p> <p>Kuh, G. D. (2003). What we're learning about student engagement from NSSE. <i>Change</i>, 35, 24-32. doi: 10.1080/00091380309604090</p> <p>Christophel, D. M. (1990). The relationships among teacher immediacy behaviors, student motivation, and learning. <i>Communication Education</i>, 39, 323-340. doi: 10.1080/03634529009378813</p> <p>Mazer, J. P. (2013). Student emotional and cognitive interest as mediators of teacher communication behaviors and student engagement: An examination of direct and interaction effects. <i>Communication Education</i>, 62, 253-277. doi: 10.1080/03634523.2013.777752</p>	Synthesis 7

11	<p>Communication Apprehension and Self-Perceived Communication Competence</p> <p>Dannels, Chapter 4: How Can I Manage Communication Anxieties?</p> <p>McCroskey, J. C. (2009). Communication apprehension: What have we learned in the last four decades. <i>Human Communication, 12</i>, 157-171.</p> <p>Lippert, L. R., Titsworth, B. S., & Hunt, S. K. (2005). The ecology of academic risk: Relationships among communication apprehension, verbal aggression, supportive communication, and students' academic risk status. <i>Communication Studies, 56</i>, 1-21. doi: 10.1080/0008957042000332223</p> <p>Syllabus Workshop</p>	Synthesis 8 Draft Syllabus
12	<p>Teaching with technology</p> <p>Wallace, S. P. (2005). A range of applications for computer-based instruction in the basic communication course. In L. J. Goodnight & S. P. Wallace (Eds.), <i>The basic communication course online: Scholarship and application</i> (pp. 3-9). Dubuque, IA: Kendall/Hunt.</p> <p>Bowen, J. A. (2006). Teaching naked: Why removing technology from the classroom will improve student learning. <i>The National Teaching and Learning Forum, 16</i> (1).</p> <p>Fish, W. W., & Wickersham, L. E. (2009). Best practices for online instructors. <i>Quarterly Review of Distance Education, 10</i>, 279-284.</p> <p>Wallace, M. L., Walker, J. D., Braseby, A. M., & Sweet, M. S. (2014). "Now what happens during class?" Using team-based learning to optimize the role of expertise within the flipped classroom. <i>Journal of Excellence in College Teaching, 35</i>, 253-273.</p> <p>Gee, J. P., & Shaffer, D. W. (2010). Looking where the light is bad: Video games and the future of assessment. <i>Edge, 6</i>(1), 3-19.</p> <p>Morreale, S., Staley, C., Stavrositu, C., & Krakowiak, M. (2015). First-year college students' attitudes toward communication technologies and their perceptions of communication competence in the 21st century. <i>Communication Education, 64</i>, 107-41. doi: 10.1080/03634523.2014.978799</p>	Synthesis 9

	Kuznekoff, J. H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. <i>Communication Education</i> , 62, 233-252.	
13	<p>The Teacher as Self</p> <p>Dannels, D. P. (2015). Teacher communication concerns revisited: calling into question the gnawing pull toward equilibrium. <i>Communication Education</i>, 64, 83-106. doi: 10.1080/03634523.2014.978796</p> <p>Roach, K. D. (1997). The effects of graduate teaching assistant attire on student learning, misbehaviors, and ratings of instruction. <i>Communication Quarterly</i>, 45, 125-141.</p> <p>Clance, P. R., & Imes, S. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. <i>Psychotherapy Theory, Research and Practice</i>, 15(3), 1-8.</p> <p>Palmer, P. (1998). <i>The courage to teach</i>. San Francisco, CA: Jossey-Bass. pp. 1-33.</p> <p>Lang, J. M. (2008). <i>Finding a balance outside the classroom. On course: A week-by-week guide to your first semester of college teaching</i>. Cambridge, MA: Harvard University Press. pp. 214-231.</p>	Synthesis 10 Draft CV
14	Microteaching Presentations	Teaching Observation Due
15	Microteaching Presentations	
16	Microteaching Presentations	Teaching Portfolio Due
Final Exam Period: Microteaching Presentations		