

Marshall University

| | |
|---------------------|---|
| Course Number/Title | CMM 674: Seminar in Communication Pedagogy |
| Semester/Year | Fall 2015 |
| Days/Time | Mondays 4:00 – 6:20 pm |
| Location | Smith Hall 232 |
| Instructor | Dr. Jill C. Underhill |
| Office | Smith Hall 250 |
| Phone | (304) 696-3013 |
| E-Mail | underhillj@marshall.edu |
| Office/Hours | M- 10:00 – 2:00 W- 10:00 – 2:00 F- 10:00 – 12:00 & by appointment |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment |

Course Description

| |
|---|
| <p>This course allows graduate assistants to develop instructional skills of preparation, presentation, and evaluation; to understand instructor duties and requirements; and to exemplify interpersonal skills in dealing with students.</p> |
|---|

| Course Student Learning Outcomes | How students will practice each outcome in this course | How student achievement of each outcome will be assessed in this course |
|--|---|---|
| Students will be able to effectively create, organize, and implement lesson plans. | In-class activities, discussion, low-stakes assignments | Lesson Plan Assessments |
| Students will develop a comprehensive teaching philosophy. | Discussion, in-class activities, low-stakes drafts throughout the semester. | Teaching Philosophy |
| Students will be able to critique, discuss, and theorize various teaching methods and techniques used in teaching communication. | In-class activities, discussion, discussion board posts | Discussion board posts Exams |

Required Texts, Additional Readings, and other Material

Dannels, D. A. (2015). *Eight essential questions teachers ask: A guidebook for communicating with students*. New York: Oxford University Press.

A bibliography of recommended reading is also included on the instructor Blackboard organizational site.

Course Requirements

| | <u>Points</u> | <u>Due Date</u> |
|---------------------------|---------------|-----------------|
| G.I.F.T.S Presentation 1 | 25 | 10/26 |
| G.I.F.T.S Presentation 2 | 25 | 11/16 |
| Teaching Philosophy | 25 | 12/7 |
| Teaching Evaluation Paper | 100 | 12/7 |
| TOTAL | 175 | |

Grading Policy

A = 100 - 90% 175 – 157

B = 89 - 80% 156 – 140

C = 79 - 70% 139 – 122

Guidelines and associated rubrics are posted on Blackboard for each assignment.

Unless explicitly stated, written assignments will be submitted electronically via the dropbox function on Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to me before the deadline for full credit.

All assignments should be typed in 12 point font, double spaced, with one inch margins on all sides.

Late assignments will not be accepted for full credit unless the instructor has given prior consent. For every 24 hours that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Attendance Policy

Your participation is an integral component of this course. Regular and prompt attendance is necessary. Attendance will be taken at each session. You are allowed **one** unexcused absences during the semester (on days that do not include an oral presentation or a major grading event, such as an exam). That said, please do not come to class ill. You are responsible for obtaining an excused absence from the Dean of Students in the case of illness or other university-excused reason for missing class. **After one unexcused absence, you will lose -10 points off your total grade for each additional absence.**

Course Schedule

| Date | Topics and Readings |
|------------------------|--|
| Week 1 August 24 | Greetings! <ul style="list-style-type: none">• Introducing the Pedagogy Class• Preparing for Week 1 in the classroom <i>Reading: Dannels Chapter 1</i> |
| Week 2 August 31 | Special Considerations for Teaching Public Speaking <ul style="list-style-type: none">• Reducing Anxieties• Preparing for Week 2 in the classroom <i>Reading: Dannels Chapter 4</i> |
| Week 3 September 7 | Labor Day- No Class. *Please make sure you check the Blackboard post about week 3 classroom preparation. |
| Week 4 September 14 | Establishing Your Credibility <ul style="list-style-type: none">• Finding Your Voice & Persona• Embodied ethos• Preparing for Week 6 in the classroom <i>Reading: Dannels Chapter 2</i> |
| Week 5 September 21 | Navigating Relationships <ul style="list-style-type: none">• Working with students in and out of the classroom• Preparing for Week 4 in the classroom <i>Reading: Dannels Chapter 6</i> |
| Week 6 September 28 | No Class Meeting- Time allocated for conducting peer teaching evaluations. Please make sure you consult Blackboard for preparing your weekly lesson plan. |
| Week 7 October 5 | Negotiating Power & Personal Responsibility <ul style="list-style-type: none">• Classroom democracy?• Preparing for Week 7 in the classroom <i>Reading: Dannels Chapter 3</i> |

| | |
|---------------------------------|--|
| Week 8 October 12 | First G.I.F.T.S. Presentation <ul style="list-style-type: none"> Preparing for Week 8 in the classroom |
| Week 9 October 19 | Engaging and Motivating Students <ul style="list-style-type: none"> Embodied teaching strategies Preparing for Week 9 in the classroom <i>Reading: Dannels Chapter 5</i> |
| Week 10 October 26 | Providing Effective Feedback <ul style="list-style-type: none"> Climate & Context Fairness & Challenges Balance Preparing for Week 10 in the classroom <i>Reading: Dannels Chapter 8</i> |
| Week 11 November 2 | <u>Workshop for Teaching Evaluation Papers</u> - <i>please make sure that I have conducted a teaching observation for you by this date and that you have conducted a peer evaluation by this date.</i> |
| Week 12 November 9 | Acknowledging Difference <ul style="list-style-type: none"> Creating a “safe” classroom Critical Pedagogy Preparing for Week 12 in the classroom <i>Reading(s): Dannels Chapter 7</i> |
| Week 13 November 16 | Second G.I.F.T.S. Presentation <ul style="list-style-type: none"> Preparing for Week 13 in the classroom |
| Week 14 (November 23) | Fall Break- No Classes this week! |
| Week 15 November 30 | <u>Teaching Philosophy Workshop</u> <ul style="list-style-type: none"> Purpose of a Teaching Philosophy Teaching Philosophy Styles Preparing for Week 15 in the classroom |
| Final Exam Period December 7 | Teaching Evaluation Paper Due Teaching Philosophy Due |