COML 510 Communication Teaching & Pedagogy
Fall 2015 Session A
Sept. 1-October 23
Gonzaga University

Basic Information

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   Master’s Program in Communication and Leadership Studies

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   E-mail: cunninghamc@gonzaga.edu

√ Office Hours: TBA Pacific and by appointment

Course Description and General Goals

COML 510 Communication Teaching & Pedagogy: Theory and Practice (3 credits) The Communication discipline was founded in part, because of a felt need to make people better communicators. This course will review the history and practice of teaching communication and be especially useful for people considering a career as a communication educator at the college level. The course will also focus on developing a teaching philosophy, observing college classes, building curricula, learning teaching strategies, developing goals and assessment, and building a teaching portfolio.

GOALS: The goals for this class have three interrelated dimensions; (a) cognitive learning, (b) affective orientation; and (c) behavioral development. More specifically, the cognitive dimension involves increasing your knowledge of how to construct meaningful learning environments for adult learners. The affective dimension will stress the importance of heightened sensitivity, empathy and motivation to facilitate classroom learning and the Jesuit Ignatian principle of cura personalis. The behavioral dimension will attempt to increase your skills in adapting your verbal and nonverbal behavior in a way that maximizes interpersonal understanding and instructional effectiveness in college classroom contexts.

We are not human beings on a spiritual journey, but rather spiritual beings on a human journey.
- Anonymous Jesuit

Sir Thomas More: Why not be a teacher? You'd be a fine teacher; perhaps a great one.
Richard Rich: If I was, who would know it?
Sir Thomas More: You; your pupils; your friends; God. Not a bad public, that.
- Robert Bolt, “A Man for All Seasons”

We will not ease from exploration
And the end of all our exploring
Will be to arrive where we started  
And to know the place for the first time.  
- T.S. Eliot, “Little Giddings”

Texts & Additional Materials:

- Delderfield, R.F. (1972) *To serve them all my days*. Several Publishers including Carroll & Graf Publishers (February 1999) and PocketBook publishers.


Video:


Today’s students

http://www.youtube.com/watch?v=dGCI46vyR9o

Rethinking Education:

http://www.youtube.com/watch?v=5Xb5spS8pmE

Throughout the term there will be additional readings that explore issues for our class. These readings will be culled from both professional journals and contemporary newspapers and magazines. Although most of these are not listed on this syllabus you will be expected to read the handouts/Blackboard Resources in addition to the listed readings.

Assessment & Assignments:

Your final grade in this course is based on the standard Gonzaga criteria of **competence, creativity, and initiative**. In this course:

- **A** = Superior, exceptional, unbelievable, great work.
- **B** = Good, solid, well done, very fine work.
- **C** = Average. Okay, all right, you did just fine.
Evaluation will be based on the following activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Teacher Identity Paper</td>
<td>9/4</td>
<td>5</td>
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<tr>
<td>Teaching Philosophy</td>
<td>9/11 &amp; 10/14</td>
<td>10</td>
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<tr>
<td>Class Observation Journal</td>
<td>4 entries/1 per module</td>
<td>10</td>
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<tr>
<td>Teaching &amp; Tech Toolbox</td>
<td>9/25</td>
<td>10</td>
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<td>Lesson-Plan</td>
<td>9/30</td>
<td>10</td>
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<tr>
<td>Syllabi Collection</td>
<td>10/2</td>
<td>5</td>
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<tr>
<td>Microteaching lesson</td>
<td>10/8</td>
<td>20</td>
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<tr>
<td>Portfolio</td>
<td>10/15 (draft)</td>
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<td>10/21 (final)</td>
<td>20</td>
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<tr>
<td>Discussion Board</td>
<td>9/1-10/23</td>
<td>10</td>
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</table>

**Grading Guidelines:**

1. **Microteaching lesson** -- You will be asked to give one microteaching presentation to the class. This assignment requires that you give your presentation in small group through videoconference. Make-up presentations will only be allowed in the case of extreme emergency.

2. **Written Assignments** -- You will be asked to submit several written assignments including:
   A) Teaching Identity Paper
   B) Teaching Philosophy Statement (Draft and Final)
   C) Classroom Observation Journal entries (4)
   E) Teaching & Technology Toolbox Presentation
   C) Sample Lesson Plans
   D) Teaching Portfolio

   Specific instructions for each paper will be given to you.

3. **Participation & the Electronic Conference/Discussion Board**
   (https://learn.gonzaga.edu/webapps/login/)
Participation is required and graded. Participation includes contributing to class discussions on the electronic conference, helping other students, discussing questions about your papers, presentations, and turning in work on time. 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 chitchat.

I am not against chitchat! 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.

**Grading Scheme:**

Your final grade in this course is based on your performance on the exams, the various oral assignments and the papers. I am looking for competency, creativity, and initiative. In this course a grade of “C” indicates average work, “B” indicates good, above average work, and “A” indicates superior work. Late assignments are not worthless, they are just worth less.

**Scoring Guide:**

In evaluating oral reports and written assignments I utilize the above grading scale. Students however, often feel there is a degree of subjectivity in the grading. They are right, part of grading is subjective and part is based on my expertise in recognizing the quality of effort and product. Generally speaking however, the criteria listed below are what I look for in your oral and written work.

**A**  A superior paper or report will address itself to all aspects of the assignment. Though it may have an occasional fault, it will be well-organized, detailed, and extremely well presented or written, with enthusiasm and emotional involvement.

**B**  This score will be for a well-presented report/paper, which is weak in some aspects of the superior report/paper. For example, it may slight part of the assignment; it may not be as clearly organized as a superior paper/report; it may have some minor inconsistencies. Otherwise, the report/paper is competently written or given.

**C**  This score is given for the following reports or papers:

- those which meet only minimum requirements;
- those in which the language is overly clichéd;
- those which are too general or superficial
**Student Obligations/Course Policies:**

Contribute authentic and **original** group and individual assignments and postings to the course via the Blackboard discussion forums and/or the digital dropbox.

*Academic Integrity Policies:* The COML program has recently adopted clear guidelines regarding violations of academic integrity. (Guess why?) The first offence will result in assignment failure and possible course failure. The chair of the department will be notified and the record kept on file. The second violation (at any point during the student’s enrollment in the program) will result in immediate expulsion from the program. So don’t do it! This is not a “weed-out” program and cheating is not necessary or worth it. In particular, plagiarism (lifting material from other sources, or presenting ideas as your own without crediting the source) is highly problematic. If you have any questions, consult with me before submitting any assignment.

We invite authentic, rigorous intellectual engagement with the course material. You don’t have to agree with me, the course readings, or your classmates. (Read: I assess you on the quality of your writing and thoughts, even if they are diametrically opposed to my own views.) In such an atmosphere, I would strongly encourage everyone to view any such arguments and discussions at the *idea* level rather than the *personal* level. In general, I find that almost all of our students are courteous and respectful to each other and ask you to continue this fine tradition.

Assignments and postings are due on or before the noted due dates. **LATE WORK WILL ONLY BE ACCEPTED FOR A DOCUMENTED MEDICAL/FAMILY EMERGENCY.** All work (unless otherwise noted) is to be submitted according to the APA manual 6th edition guidelines. Work that is not correctly APA formatted will be penalized.

**TENTATIVE WEEKLY SCHEDULE**

**A Term Fall 2015 – Sept. 1 to Oct. 23**

**This course outline is tentative in nature** and is subject to change based upon the rate at which this particular class progresses through the material. Unless otherwise notified, you are to read the material indicated before the date listed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Central Topic/Activities</th>
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<tbody>
<tr>
<td>9/1-9/11</td>
<td><strong>Module I: Teaching Communication</strong></td>
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<td>Course overview--Cultural specific &amp; general</td>
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<td><strong>Readings:</strong></td>
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<td>Chapters 1 – 4 Vangelisti, et. al.</td>
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<td>Chapters 1 &amp; 2 Dannels</td>
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<td>Begin Novel: <em>To Serve Them All My Days</em></td>
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View: Today’s students [http://www.youtube.com/watch?v=dGCJ46vyR9o](http://www.youtube.com/watch?v=dGCJ46vyR9o)

Discuss:
A) Get Acquainted
B) Classroom Observation Journal
Write: Teaching Identity Paper
   Teaching Philosophy Statement Draft 1

9/14-9/25 Module II. Selecting Instructional Strategies
Readings:
Chapters 22-28 Vangelisti, et al.
Chapters 3 & 4 Dannels
Nathan, R. *My freshman year: What a professor learned by being a student.*
View:
Rethinking Education: [http://www.youtube.com/watch?v=5Xb5spS8pmE](http://www.youtube.com/watch?v=5Xb5spS8pmE)
Life After Death By PowerPoint: [http://www.youtube.com/watch?v=lpvgfmEU2Ck](http://www.youtube.com/watch?v=lpvgfmEU2Ck)
Discussion: *To Serve Them All My Days & Freshman Year Experience*
Writing: Teaching and Technology Toolbox Presentation

9/28-10/9 Module III. Building Communication Curriculum
Readings:
Chapters 5-17 Vangelisti, et al.
Chapters 5 & 6 Dannels
View: *Peers microteaching lesson*
Discuss:
Microteaching lesson
Write:
A) Sample lesson plan
B) Syllabi Collection
C) Microteaching lesson teaching

10/12-10/23 Module IV. Educating the Whole Person: Critical Communication & Social Change
Readings:
Chapters 7 & 8 Dannels
View: *Ciao, Professore* (1994) & piece from the Cade training module on Ignatius and *cura personalis*
Discuss: Peer commentary on submitted portfolios
Write:
Educating the Whole Person Essay
Teaching Philosophy Statement Draft 2
Portfolio
<table>
<thead>
<tr>
<th>Aug 31</th>
<th>Sept 1</th>
<th>2</th>
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<tr>
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<td>Start Mod One Get Acq</td>
<td>Comm &amp; History Dis.</td>
<td>Teacher ID Paper</td>
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<td>7</td>
<td>8</td>
<td>9 1st Ob. Jrl.</td>
<td>10</td>
<td>11 1st Draft Tch. Phil.</td>
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<tr>
<td>14 Module Two</td>
<td>15</td>
<td>16 Disc. &quot;All My Days&quot;</td>
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<td>21 Mod 3</td>
<td>22</td>
<td>23 2nd Ob. Jrl.</td>
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<td>25 Teach &amp; Tech. toolbox</td>
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<td>28</td>
<td>29</td>
<td>30 Lesson Plan</td>
<td>Oct 1</td>
<td>2 Syllabi Collect</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8 Micro-Teach Lesson</td>
<td>9 • 3rd Jrl Post • Ref. Micro</td>
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<td>12 Mod 4</td>
<td>13</td>
<td>14 Final Draft Philos. • Cura P Disc.</td>
<td>15 Final Draft Portfolios Due</td>
<td>16 •</td>
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<td>19 Peer Rev of Portf.</td>
<td>20</td>
<td>21 Final Portfolio Due</td>
<td>22 4th Jrl Ob.</td>
<td>23 To be continued</td>
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