CA 590: Special Topics: Pedagogy
Dr. Brett Lunceford
T/R: 5.30-10.00PM
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Course Description

This course will explore the practice of teaching and learning. In this course, the primary goal is to help students to make the transition from student to future colleague, thus there will also be a heavy emphasis on professionalization into the discipline.

This course has three major desired learning outcomes. At the end of this course, students will be able to:

- Describe effective practices in teaching communication and recognize the potential pitfalls of teaching as a future colleague.
- Apply learning theories in the construction of teaching materials and course design.
- Evaluate and justify their teaching practices.

These goals will be assessed through the construction of a teaching portfolio that will include a curriculum vitae, teaching philosophy, syllabus for a course of the student's choosing, and accompanying assignments for that course. During in-class activities and discussion, students will have opportunities to explore their own beliefs and values concerning pedagogical practice.

I expect that each student will come to class prepared to discuss the readings for the day. According to the University of South Alabama's Academic Policies and Procedures, "Each hour of lecture usually requires two hours of outside preparation. Thus, a student carrying sixteen semester hours should be prepared to spend at least 48 hours in class and study per week."

Required Texts

Vangelisti, Anita L., John A. Daly, and Gustav W. Friedrich, eds. *Teaching Communication: Theory, Research, and Methods*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Other required readings will be available through the library's online course reserves.

Suggested Texts

Although these texts will not be required reading in the course, I would encourage you to use these texts to consider alternative views concerning pedagogical practice. I would strongly recommend the first text as a practical, nuts and bolts "what do I do when…." book. The second

two provide insight into the nature of teaching itself and although some of the recommendations may seem dated, they provide a place to start thinking about the philosophy of education itself.

McKeachie, Wilbert James, Marilla D. Svinicki, and Barbara K. Hofer. *McKeachies Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 12th ed, College Teaching Series. Boston: Houghton Mifflin, 2006.

Postman, Neil. *Teaching as a Conserving Activity*. New York: Delacorte Press, 1979.

Postman, Neil, and Charles Weingartner. *Teaching as a Subversive Activity*. New York: Delacorte Press, 1969.

Class Climate

Respect for others in the class is an essential component of this class. Arguments should be made in a spirit of inquiry rather than as personal attacks. My primary goal is to maintain a class climate in which differing viewpoints can be safely expressed.

Attendance Policy

This is a graduate course, so I assume that by now you recognize the value of regular class attendance. This course relies heavily on in-class discussion. Excessive absences will negatively impact your grade in this course. If you are not present, you are not able to participate and it is impossible to make up the discussion. You get one absence free—no questions asked. However, after one absence, each absence will decrease your final grade by 10 points (a full letter grade), so use it wisely. This may seem harsh, but this course only meets eight times, so every day is essential. In addition, there may be in-class activities that are impossible to make up. If you are absent, please do not email me asking, "What did I miss?" You missed four and a half hours of discussion and perhaps an assignment. Make friends with your classmates and get the notes from them and/or come to my office hours.

Academic Honesty

From the Student Academic Conduct Policies: "Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. . . . Penalties may range from the loss of credit for a particular assignment to dismissal from the University" (*The Lowdown*, p. 249). In short, don't do it. I don't like to bust students for plagiarism or other forms of academic dishonesty but I will. It isn't fair to others and it isn't fair to yourself.

Here is the policy set forth by the Department of Communication:

Standards of academic conduct are set forth in the Student Academic Conduct Policy. By registering at the university, you have acknowledged your awareness of the Academic

Conduct Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Please see *The Lowdown* for the complete **Student Academic Conduct Policy.**

Each instance of academic dishonesty will be reported to the chair of the department. The student involved will receive written notification describing the alleged violation and the recommended penalty, along with a copy of the policy. The written notification will inform the student that if it is determined that previous incident(s) of Academic Misconduct have occurred, an additional or higher level charge may be brought.

The student involved has ten (10) Class days from receipt of the written notification to submit a written response to the instructor and request a conference with the department chair and the instructor.

Assignments

Teaching Portfolio: The teaching portfolio will be broken up into two assignments. This will be useful when you apply for faculty positions or assistantships in doctoral programs. You will add such things as syllabi, course evaluations, and reports of teaching observations as you continue your teaching career.

- **Curriculum Vitae:** An important part of any dossier is the curriculum vitae. This is a resume of your academic activities. The curriculum vitae is due **July 1.**
- **Teaching Philosophy:** This is a reflection of your own beliefs, values, and goals concerning pedagogical practice. You will likely continue to revise this long after the course is over. That said, the statement of teaching philosophy should be well thought out, clearly written, and something you are willing to defend if questioned. The teaching philosophy is due **July 15**.

Teaching Activity: In this assignment, you will develop an activity to be used in an existing course next semester. I strongly suggest working with the faculty member who will be teaching the course in this process (if the activity is for a public speaking course, you will want to discuss this with the course director). The end result should be a paper suitable for presentation at a G.I.F.T.S. panel at NCA or one of the regional conferences, or publishable in *Communication Teacher*. For the purposes of this assignment, we will follow the format in *Communication Teacher*, up to the point of assessment of activity, which will be completed next semester once you have had a chance to run the activity in the faculty member's course. I would particularly encourage you to consider building an activity for an online or hybrid course. This assignment is due **July 26**.

Participation: Participation is more than simply showing up. In order for you to succeed in this class it is imperative that you come prepared, having read the assignments for the day and ready to discuss them.

Final Exam: Because we have eliminated comprehensive exams, each course is required to issue a comprehensive exam type question. This will take place **July 26**.

Late work, if accepted, will receive half credit.

Grading Scale

There are a total of 100 points available in this course:

Teaching Philosophy: 10
Curriculum Vitae: 10
Course Activity: 25
Final Exam: 25
Participation: 30

A=90-100; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60

Statement Regarding Students with Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from Special Student Services. (OSSS is located in Room 270 of the Student Center (460-7212).

Keep in mind that OSSS prohibits me from making any retroactive accommodations, so if you will need special accommodations please talk to me as soon as possible. Moreover, I can make no accommodations unless you are registered with OSSS.

A Note on my Teaching Philosophy

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not "give" grades; students earn grades—no one is entitled to get an "A" in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and am generally available through email. I assume that attaining a university degree is your first priority. If this is not the case, it is less likely that you will excel. As graduate students, I see you less as students and more as potential future colleagues. There is really only one way to master the material such that you can be said to truly have earned a master's degree, and that is to seriously grapple with the material and consume and absorb as much of it as possible. The readings in this class are not simply academic hazing; my goal is to provide you with the tools that you will need to become an effective scholar and educator. Bottom line—you do your part to excel and I will be there to help you reach that goal.

Reading Schedule

June 29   **Professionalization and Curriculum Vitae Workshop**

Chapter 1. The Communication Discipline, *Gustav W. Friedrich and Don M. Boileau*
Chapter 4. Becoming a Professional, *Ann L. Darling*
Chapter 37. Ethical Issues in Teaching, *Kenneth E. Anderson*
Chapter 38. Fitting Into the Department and the Profession, *James C. McCroskey*

July 1   **The Practice of Teaching**

               Curriculum Vitae Due

Chapter 2. The Goals of Communication Education, *Jo Sprague*
Chapter 3. An Ecological Perspective on College/University Teaching: The
Teaching/Learning Environment and Socialization, *Ann Q. Staton*
Chapter 18. Classroom Roles of the Teacher, *Kathleen M. Galvin*
Chapter 19. Diversity in Classroom Dynamics, *Joan Gorham*
Chapter 20. Classroom Management: Contending With College Student Discipline,
Timothy G. Plax and Patricia Kearney

July 6   **Learning and Assessment**

Chapter 27. Individualized Approaches to Instruction, *William J. Seiler and B. Scott
Titsworth*
Chapter 29. Evaluating the Process, *Anita L. Vangelisti*
Chapter 30. Evaluating the Product, *Rebecca B. Rubin*

Hyslop-Margison, Emery J., and Johannes Strobel. "Constructivism and Education:
        Misunderstandings and Pedagogical Implications." *Teacher Educator* 43, no. 1
        (2008): 72-86.
Murphy, Elena J. "A Review of Blooms Taxonomy and Kolb's Theory of Experiential
        Learning: Practical Uses for Prior Learning Assessment." *Journal of Continuing
        Higher Education* 55, no. 3 (2007): 64-66.
Vaughan, Norman D. "A Blended Community of Inquiry Approach: Linking Student
        Engagement and Course Redesign." *The Internet and Higher Education* 13, no. 1-
        2 (2010): 60-65.
Vermunt, Jan, and Yvonne Vermetten. "Patterns in Student Learning: Relationships
        between Learning Strategies, Conceptions of Learning, and Learning
        Orientations." *Educational Psychology Review* 16, no. 4 (2004): 359-84.

July 8   **Nuts and Bolts**

Chapter 5. Creating a New Course, *Jean Civikly-Powell*
Chapter 21. The First Day, *Gustav W. Friedrich and Pamela Cooper*

Chapter 22. Selected Tools and Methods to Engage Students in Learning, *Donald H. Wulff and Jody D. Nyquist*
Chapter 23. Explanatory Skills, *Katherine E. Rowan*
Chapter 24. Lecturing, *Cassandra L. Book*
Chapter 25. Large Lecture Classes, *Paul E. Nelson and Judy C. Pearson*
Chapter 26. Interaction Skills in Instructional Settings, *Janis Andersen, Jon Nussbaum, Loretta Pecchioni, and Jo Anna Grant*

July 13　　　　**Developing a Teaching Philosophy**

Brann, Maria, Chad Edwards, and Scott A. Myers. "Perceived Instructor Credibility and Teaching Philosophy." *Communication Research Reports* 22, no. 3 (2005): 217-26.
Buss, David. "Secret Destinations." *Innovations in Education & Teaching International* 45, no. 3 (2008): 303-08.
Chickering, Arthur W. "Every Student Can Learn--If..." *About Campus* 11, no. 2 (2006): 9-15.
Jones, Raymond C. "The Why of Class Participation: A Question Worth Asking." *College Teaching* 56, no. 1 (2008): 59-63.
Robbins, Larry. "Self-Observation in Teaching: What to Look For." *Business Communication Quarterly* 64, no. 1 (2001): 19-37.
Schönwetter, Dieter J., Laura Sokal, Marcia Friesen, and K. Lynn Taylor. "Teaching Philosophies Reconsidered: A Conceptual Model for the Development and Evaluation of Teaching Philosophy Statements." *International Journal for Academic Development* 7, no. 1 (2002): 83-97.

July 15　　　　**Instructor Issues**

Teaching Philosophy Due

Beyers, Chris. "The Hermeneutics of Student Evaluations." *College Teaching* 56, no. 2 (2008): 102-06.
Glascock, Jack, and Thomas Ruggiero. "The Relationship of Ethnicity and Sex to Professor Credibility at a Culturally Diverse University." *Communication Education* 55, no. 2 (2006): 197-207.
Isely, Paul, and Harinder Singh. "Does Faculty Rank Influence Student Teaching Evaluations? Implications for Assessing Instructor Effectiveness." *Business Education Digest*, no. 16 (2007): 47-59.
Riniolo, Todd C., Katherine C. Johnson, Tracy R. Sherman, and Julie A. Misso. "Hot or Not: Do Professors Perceived as Physically Attractive Receive Higher Student Evaluations?" *Journal of General Psychology* 133, no. 1 (2006): 19-35.
Steinberg, Carola. "Assessment as an Emotional Practice." *English Teaching: Practice & Critique* 7, no. 3 (2008): 42-64.
Teven, Jason J., and James C. McCroskey. "The Relationship of Perceived Teacher Caring with Student Learning and Teacher Evaluation." *Communication Education* 46, no. 1 (1997): 1-9.

July 20   **Issues in E-Learning**

> Chen, Ling-Hsiu. "Web-Based Learning Programs: Use by Learners with Various
>   Cognitive Styles." *Computers & Education* 54, no. 4 (2010): 1028-35.
> Donnelly, Roisin. "Harmonizing Technology with Interaction in Blended Problem-Based
>   Learning." *Computers & Education* 54, no. 2 (2010): 350-59.
> Harrington, Rick, and Donald A. Loffredo. "MBTI Personality Type and Other Factors
>   That Relate to Preference for Online Versus Face-to-Face Instruction." *The
>   Internet and Higher Education* 13, no. 1-2 (2010): 89-95.
> Jones, Chris, Ruslan Ramanau, Simon Cross, and Graham Healing. "Net Generation or
>   Digital Natives: Is There a Distinct New Generation Entering University?"
>   *Computers & Education* 54, no. 3 (2010): 722-32.
> Jones, Norah, Haydn Blackey, Karen Fitzgibbon, and Esyin Chew. "Get out of
>   Myspace!" *Computers & Education* 54, no. 3 (2010): 776-82.
> Richardson, Jennifer C., and Phil Ice. "Investigating Students' Level of Critical Thinking
>   across Instructional Strategies in Online Discussions." *The Internet and Higher
>   Education* 13, no. 1-2 (2010): 52-59.
> Walls, Stephen M., John V. Kucsera, Joshua D. Walker, Taylor W. Acee, Nate K.
>   McVaugh, and Daniel H. Robinson. "Podcasting in Education: Are Students as
>   Ready and Eager as We Think They Are?" *Computers & Education* 54, no. 2
>   (2010): 371-78.

July 22   **Why is Education Important?**

> Coombs, Virginia M. "What Campuses Are Looking for in New Hires." *Peer Review* 6,
>   no. 3 (2004): 25.
> Giroux, Henry A. "Academic Freedom under Fire: The Case for Critical Pedagogy."
>   *College Literature* 33, no. 4 (2006): 1-42.

July 26   **Final Exam**
                 Classroom Activity Due

Regarding Changes in Course Requirements

Since all classes do not progress at the same rate, the instructor may wish to modify the above
requirements or their timing as circumstances dictate. For example, the instructor may wish to
change the number and frequency of exams, or the number and sequence of assignments.
However, the students must be given adequate notification. Moreover, there may be non-typical
classes for which these requirements are not strictly applicable in each instance and may need
modification. If such modification is needed, it must be in writing and conform to the spirit of
this policy statement.