# COMM 5085: Communication and Pedagogy

# Fall 2018

Instructor: Dr. Karen Anderson-Lain Office: GAB 302

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Thurs. 9:30am-11am

And by Appointment

### Course Description:

Graduate course in pedagogy that addresses philosophical, theoretical and practical issues faced by the beginning college instructor.

### Course Goals and Objectives:

The primary goal of this course is to provide instructional training and support for first year college instructors. This course explores a combination of philosophical, theoretical and practical issues experienced by first year college instructors. Thus, the following specific objectives will be achieved in this course:

* Gain an understanding of students’ attitudes, behaviors, and motives.
* Enhance teaching behaviors through clarity, immediacy, and communicator style.
* Move from theoretical to applied—putting theory into practice.
* Develop a reflective understanding of your identity as an instructor.
* Develop a philosophical approach to teaching.

**Required Texts and Materials:**

Bain (We began our discussion of this book during the TA orientation and training for the department. A copy was provided to the TAs).

Barkley, E. F. (2010). *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.

Dannels, D. P. (2015). *8 essential questions teachers ask: A guidebook for communicating with students.* New York: Oxford University Press.

Dewey, J. (1938). *Experience and education*. New York: Collier.

Fassett, D. L., & Warren, J. T. (2007). *Critical communication pedagogy*. Thousand Oaks, CA: Sage.

Fish, S. (2008). *Save the world on your own time*. New York: Oxford.

Freire, P. (1970/2000). *Pedagogy of the oppressed: 30th Anniversary Edition*. New York: Continuum.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Palmer, P. J. (1998/2007). *The courage to teach: Exploring the inner landscape of a teacher’s life*. San Francisco: Wiley & Sons.

Additional Course Readings will be provided on Canvas.

**Course Policies:**

**Class Attendance and Participation**

Attendance and participation is required in graduate courses. In order to be successful in this course you will need to come to class prepared, readings completed, and ready to engage in discussion. Discussion will be the primary means in which information is processed. If you are absent you should contact the instructor immediately (and preferably in advance). Each class period missed reflects a week of course material and a discussion that cannot be made up. *Thus, the instructor may take a half letter grade deduction (50 points of final grade) for each class period missed.*

**Access Policy**

We will cooperate fully with the University’s Office of Disability Accommodation to provide reasonable accommodation to students who require help. **Students who wish to self-identify should register with the ODA no later than the second day of class.**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Accommodation website at [*http://www.unt.edu/oda*](http://www.unt.edu/oda). You may also contact them by phone at [*940.565.4323*](tel:940.565.4323).

**Firearms Policy**

The University of North Texas is committed to providing a safe environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on campus premises except in locations and at Activities prohibited by law or by this policy. Open carry is NOT permitted. See 04.001 Carrying of Concealed Handguns on Campus policy for more details.

**Extra Credit**

Extra Credit will not be offered in this course.

**COMM Library Copier Use Policy**  
Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library.  We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department’s holdings.  Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

**Handing in Work**

All written assignments must be **typed** and **double-spaced** unless otherwise specified. **Assignments, which do not follow these guidelines, will not be graded.** Page length guidelines are based on 12 point Times New Roman Font 1 inch margins expectation (So if you want to use Courier New add a few pages to the requirements). Please include a cover page in APA style for all written assignments (except Blog). Think hard about self-presentation and impression formation as you put together your assignments.

**Late Work**

Each student has an automatic extension of **48 hours** on assignments (except weekly discussion questions). Thus, if the assignment is due on Tuesday at 6pm you can turn it in without penalty by Thursday at 6pm. If you turn it in after the automatic extension you will receive a zero for the assignment. No other extensions will be considered. This is to help keep us on track.

**Policy on Incompletes**

An “Incomplete” will be award only in cases where 75% of the coursework has been completed AND the grade is warranted by an excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

**SPOT Evaluations**

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  Student feedback is important in order that the classroom environment can continue to evolve to meet the needs of students at UNT. Thus, SPOT is an important part of your participation in this class. Students may access the online SPOT via the email link sent to your my.unt email address.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

Code of Student Conduct

All persons shall adhere to the Code of Student Conduct regarding academic dishonesty, including acts of cheating and plagiarism.

*Cheating.* The willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, using someone else’s work or written assignments as if they were your own, or any other dishonest means of attempting to fulfill a requirement of this course.

*Plagiarism.* The use of an author’s words or ideas as if they were your own without giving proper credit to the source, including but not limited to failure to acknowledge a direct quotation. Exact wording from a source must be identified by quotation marks and citation of the author. Concepts and ideas from sources should also be identified by citation of the author. Rules for citing quotes and ideas can be found in the *Publication Manual of the American Psychological Association*, 6th edition.

Punishments for cheating or plagiarism range from a grade of ZERO points on the assignment in question to failure of the course.

**Crisis Contingency**

In the event of the university closing for weather-related reasons or illness outbreak, e.g. flu, please visit the course website on Canvas. I will provide instructions on how to turn in assignments and how the class will precede utilizing the Canvas announcement function.

**Disclaimer**

This syllabus should not be construed as a binding contract between the instructor and the students. The professor reserves the right to change any aspect of the course without notice.

## Assignments:

*Discussion Questions (worth 30% of final grade):*

Each week you will answer a series of questions about the readings assigned. You will print out your responses and use them during class. Each set of questions will receive a letter grade and comments to help you improve your responses. You will receive midterm and final “grade” for your discussion questions. The goal is to improve your comprehension and reading of the material and for me to be able to account for those changes in the midterm and final grading reports. While there is not an expectation that you will go beyond the reading assigned on that day to complete this assignment, if you use material to clarify your understanding of a topic please provide the appropriate citation in APA format.

Due Dates: Weekly at the start of class. Please print your responses and bring them with you to class. No late work or extensions for DQs.

***Course and Assignment Development: (200 points for 20% of grade)***

Please select a course you hope to teach in the future and prepare a syllabus including a detailed course schedule, develop two major assignments (including detailed description and grading criteria/rubric), and one lesson from the course. The lesson should include: lecture material for one week (prepare power points with notes or prepare lecture notes in outline format), activities for the lesson, and exam questions for the lecture material (include at least 10 MC items/TF/ fill in the blank type questions as well as a 3 short answer and 1 essay question- this is required even if you aren’t “giving” an exam). Additionally, you should include a reference page that includes all materials consulted including textbooks, previous syllabi, and assignments from courses.

**Due Date: Sept. 25, 2018**

*Blog and Class Participation: (200 points for 20% of grade):*

Class discussion in part will be guided in the participation of a class blog during the semester. The blog is the responsibility of the class as a whole. The class will generate a series of themes for discussion related to Pedagogy and Communication.

Each class member will be responsible for tracking a concept from the theme list throughout the course of the semester. By tracking I mean that you will be required to pay particular attention to your theme as you are reading, discussing and thinking about Pedagogy and Communication. As a class we will develop a schedule for posting material. **You will post at least 5 entries to the blog in which you critically reflect on your theme and: a. how it is addressed in our readings or discussions or b. how it is relevant to your experience as a teacher and/or student.** You are encouraged to be creative in your tracking of the theme. You can draw on a wide range of sources and post your blog entries in many different forms. The schedule will allow you to have some weeks where your theme will be the center of attention and thus you will be responsible for more detailed postings during those weeks.

In addition to posting your own entries, you are required to **actively read your classmates’ blog entries.** Your active engagement will come in the form of commenting on other blogs, creating links within your own entries, and incorporating comments from other entries/blogs into your in-class participation. During class periods when your theme is the center of discussion I anticipate that you will serve as a discussion leader and your participation on those days will factor into this grade. As a class you will create a rubric for the grading of this assignment.

**Due Date of Entries: A minimum of 5 postings during the semester. Entries must be posted within the calendar week of the negotiated schedule to receive full credit. Each entry must occur on a different week.**

**Due Date Last Post: Nov. 27, 2018**

*Final Paper (300 points for 30% of grade):*

Write a 13-15 page typed double spaced paper that synthesizes material from the entire semester. The paper should explore how you approach pedagogy—it should outline your educational philosophy. You should present a coherent approach to pedagogy and communication. As you read during the semester continually keep this paper assignment in mind and look for connections of the material across areas. You must incorporate at least eight readings from the course in your paper. Outside research is strongly encouraged and expected for an “A” paper. Due Date: Dec. 4, 2018

**Overall Grading Summary:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Point Value** | **Your Score** |
| **Course and Assignment Development (20% of grade):** | 200 |  |
| **Discussion Questions (30% of grade):** |  |  |
| Midterm Report | 150 |  |
| Final Repot | 150 |  |
| **Blog (20% of grade):** | 200 |  |
| **Final Paper (30% of grade)** | 300 |  |
| **Total** | 1000 |  |

**Final Grade Calculation:**

* 1. **A**
  2. **B**
  3. **C**

**600-699 D**

**599 and below F**

**Tentative Course Schedule:**

**Unit 1: Crash Course in Teaching (Week 1-4)**

Topic areas include classroom management techniques, presentational management techniques (lecturing, leading discussion, designing and processing activities), dealing with diversity, and course development (how to put together assignments, syllabus, etc.).

**Week 1 (August 28, 2018): Introduction to the Course & The Big Picture**

Bain (We began our discussion of this book during the TA orientation and training)

## Week 2 (September 4, 2018): Best Practices in Teaching

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Civickly, J. M. (1990). Creating a new course. In J. A. Daly, Gustav W. Friedrich, & A. L. Vangelisti (Eds.), *Teaching Communication: Theory, research, and methods* (pp. 53-66). Hillsdale, NJ: Lawrence Erlbaum.

Darling, A. (1990). Instructional models. In J. A. Daly, Gustav W. Friedrich, & A. L. Vangelisti (Eds.), *Teaching Communication: Theory, research, and methods* (pp. 267-278). Hillsdale, NJ: Lawrence Erlbaum.

Gorham, J. (1990). Individual differences in classroom dynamics. In J. A. Daly, Gustav W. Friedrich, & A. L. Vangelisti (Eds.), *Teaching Communication: Theory, research, and methods* (pp. 207-222). Hillsdale, NJ: Lawrence Erlbaum.

Plax, T. G., & Kearney, P. (1990). Classroom management: Structuring the classroom for work. In J. A. Daly, Gustav W. Friedrich, & A. L. Vangelisti (Eds.), *Teaching Communication: Theory, research, and methods* (pp. 223-236). Hillsdale, NJ: Lawrence Erlbaum.

## Week 3 (September 11, 2018): Instructional Strategies

Cooper, P. J., & Simonds, C. J. (2003). *Communication for the classroom teacher, 7th ed.* (pp. 113-219). Boston, MA: Allyn and Bacon.

**Week 4 (September 18, 2018):** **Student Engagement**

Barkley, E. F. (2010). *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass. CHAPTERS 1-6

**Unit 2: Educational Philosophy & Critical Pedagogy (Weeks 5-9)**

This unit explores various philosophical perspectives about pedagogy. We will explore the works of Dewey, Freire, Fish, Palmer, and hooks. Each author provides insight into the complex considerations, which shape our roles, responsibilities, and objectives as educators.

**Week 5 (September 25, 2018): Dewey**

Dewey, J. (1938). *Experience and education*. New York: Collier.

**COURSE AND ASSIGNMENT DEVELOPMENT DUE Sept. 25th**

**Week 6 (October 2, 2018): Freire**

Freire, P. (1970/2000). *Pedagogy of the oppressed: 30th Anniversary Edition*. New York: Continuum.

**Week 7 (October 9, 2018): Fish**

Fish, S. (2008). *Save the world on your own time*. New York: Oxford.

**Week 8 (October 16, 2018): Palmer**

Palmer, P. J. (1998/2007). *The courage to teach: Exploring the inner landscape of a teacher’s life*. San Francisco: Wiley & Sons.

**Week 9 (October 23, 2018): hooks**

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

**Unit 3: Communication Studies Research & Pedagogy (Week 10-15)**

This unit exploresthe intersection of Communication Education, Instructional Communication, Educational Philosophy, and Critical Theory by exploring the way in which we as instructors-students understand and create our relational selves in collusion and collision with theories and methodologies that explore identity as a socio-cultural creation that are inherently ideological.

## Week 10 (October 30, 2018): A Focus on Communication in Pedagogy

Dannels, D. P. (2015). *8 essential questions teachers ask: A guidebook for communicating with students.* New York: Oxford University Press.

**Week 11 (November 6, 2018): What is critical communication pedagogy?**

Fassett, D. L., & Warren, J. T. (2007). *Critical communication pedagogy*. Thousand Oaks, CA: Sage.

**Week 12 (November 13, 2018): Critical Pedagogy & Popular Culture**

Benson, P. (2014). Popular culture as education: how it teaches and how we learn. In P. Benson & A. Chik (Eds.), *Popular culture, pedagogy and teacher education* (pp. 11-25). London: Routledge.

Hammonds, K., & Anderson-Lain, K. (2016). A pedagogy of communion: Theorizing popular culture pedagogy. *The Popular Culture Studies Journal*, *4*, 106-132.

McCauliff, K. L., & Denker, K. J. (2016). Popular culture, pedagogy, and dialoguing difference. In A. F. Herrman & A. Herbig (Eds.), *Communication Perspectives on Popular Culture* (pp. 207-219). Lanham, NJ: Lexington Books.

Kahl, Jr., D. H. (2013). Viewing critical communication pedagogy through a cinematic lens. *Communication Teacher*, *27*, 99-103.

Kellner, D., & Kim, G. (2010). YouTube, critical pedagogy, and media activism. *Review of Education, Pedagogy, and Cultural Studies*, *32*, 3-26.

**Week 13 (November 20, 2018): No Class Thanksgiving Break**

**Week 14 (November 27, 2018): Critical Pedagogy Theory & Praxis**

Anderson-Lain, K. (2017). Cultural identity forum: Enacting the self-awareness imperative in intercultural communication. *Communication Teacher*, *31*, 131-136. doi:10.1080/17404622.2017.1314529

Bell, E., & Golombisky, K. (2004). Voices and silences in our classrooms: Strategies for mapping trails among sex/gender, race, and class. *Women’s Studies in Communication, 27*, 294-329.

De La Mare, D. M. (2014). Using critical communication pedagogy to teach public speaking. *Communication Teacher*, *28*, 196-202.

Enck, S. (2014). Feminist communication activism pedagogy –“Gender and violence: Dominance, resistance, and the cultural production of meaning. In L. R. Frey & D. L. Palmer (Eds*.), Teaching Communication Activism: Communication Education for Social Justice* (pp. 199-230). New York: Hampton Press.

Simpson, J. S. (2014). Communication activism pedagogy: Theoretical frameworks, central concepts, and challenges. In L. R. Frey & D. L. Palmer (Eds*.), Teaching Communication Activism: Communication Education for Social Justice* (pp. 77-103). New York: Hampton Press.

**Final Blog Posting Due**

**Week 15 (Dec. 4, 2018):**

**No class meeting!** Please turn in your final paper to Canvas and then post your final paper on the discussion thread for your group. You can upload paper as an attachment in the discussion posting. You will need to read the three papers from your fellow group members and prepare questions for the Final Paper Discussion.

**Finals Week – Dec. 11, 2018: Final Paper Discussion**

You will read the three papers you are assigned as well as re-read your own paper.

Be prepared to attend the final paper discussion and provide a critical critique of your colleagues work. Prepared questions are strongly encouraged. Your defense of your own paper will be considered a part of your final paper grade. This is an opportunity to refine your position or clarify anything that is unclear in your writing. Be prepared to answer questions from your colleagues and the instructor.