

**THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DEPARTMENT OF COMMUNICATION**

CST 599 Communication Pedagogy Fall 2007

Undergraduate Syllabus

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Hours: TR 10:30-11:00; TR 2:30-3:30 or by appointment

Purpose of course: The mission of the Department of Communication is “to teach students the study of strategic and ethical uses of communication to build relationships and communities.” This course is designed to address issues and needs of educators and trainers by focusing on the use of communication to enhance learning. The purpose of the course is to develop your understanding of the pedagogical principles involving communication and your competence in applying them. The course will be conducted as a collaborative learning experience.

Objectives:

1. To identify effective pedagogical principles and strategies
2. To interpret the classroom or training experience in terms of communication concepts.
3. To solve classroom and communication training problems by applying effective pedagogical principles and strategies
4. To develop a professional instructional portfolio
5. To evaluate effective instruction in yourself and in others

Textbooks:

Chesebro, J.L., McCroskey, J.C. (2002). *Communication for Teachers*.

Boston, MA: Allyn and Bacon..

Daly, J.A., Friedrich, G.W. & Vangelisti, A.L. (Eds.) (1999). *Teaching*

Communication: Theory, Research, and Methods. (2nd ed.) Hillsdale, N.J.:

Lawrence Erlbaum Assoc.

Major Assignments:

1. **Readings:** You will share responsibility for discussions of the readings. The textbooks will serve as core for discussion. In order to have thoughtful discussion, you need to read before class, think about the concepts, make notes in your journals, and be ready to talk about the concepts. Graduate

students will have primary responsibility for presenting material from outside readings.

2. **Journals:** A crucial ingredient in the learning process revolves around the journal. You will be creating your knowledge through your reflective writing. When you read, think, question, and write, you remember. Think of your journal as a paper, which develops every few days. Before you come to class, respond to the assignments in your journal.

What was significant to you in the reading?

How do these concepts illuminate your experiences?

What questions do you have after reading?

How did these principles affect your educational experiences?

For those of you currently teaching, what is happening in your classes that can be explained or modified by understanding these principles?

After class discussion, you may want to add more comments. I will take up journals often. Please use a loose-leaf folder, not a spiral.

3. **Microteaching:** You will teach the class. This will not be a Ferguson lecture class. Because we will be analyzing effective communication behaviors, we will videotape you so you will have the opportunity to analyze your behaviors.

After watching your videotape, write a self-analysis and set goals for improvement. We will have a conference afterwards. When you teach the class, use a combination of strategies and provide the class with relevant sources on your topic.

Examples of topics to teach: learning styles, communication apprehension, gender bias, cross-cultural issues, collaborative learning, using technology, using writing, power issues, teacher style, assessment

4. **Observation of master teachers.** With permission of the instructor, you will visit the class of a UNCG award-winning professor to observe the communication that positively affects the learning experience. Write an analysis of your observation in your journal and report your observations to the class.

5. **Instructional portfolio.** The teaching portfolio is the major assignment of the course. You will develop a teaching or training unit that will include objectives, a variety of teaching strategies to meet the needs of students with different learning styles, assessment methods, and pedagogical rationale for the strategies. The portfolio should be a professional tool that could be shown to department heads, prospective clients (a seminar portfolio), or prospective employers.

6. **Final exam.** The final exam will be a take-home essay pulling together major concepts covered in the class. You will have a choice of topics.

Evaluation:

Portfolio	40%
Teaching and leading discussions	15%
Journal	20%
Final exam	20%
Teacher discretion	5%

Grading Scale:

A = 90-100, B = 80-89, C = 70-79 etc.

Evaluation for graduate students will be appropriate to graduate level expectations.

Attendance: I expect you to be here. Because this class is a discussion – driven class, your engagement is necessary. If you have an emergency, please contact me. If lack of attendance becomes a problem, your final grade will reflect the problem.

Making the course meaningful for everyone:

- 1 - Respect the different perspectives each person brings to the discussion.
- 2 - Realize that thinking about the issues in the readings before you come to class is essential for a seminar class. Read carefully, slowly, and be ready to share your views.
- 3 - My role will not be to transfer knowledge but to help create an environment in which you can make discoveries.
- 4 - Each person contributes to the knowledge of others. Disagreement is healthy for idea formation.