

CMST 7901: Pedagogy for the Communication Classroom

Course Syllabus

Fall 2015

Instructor: Dr. Ashley Jones-Bodie

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Office: 226 Coates Hall, 8-6726 (phone)

Official Office Hours: Tues 1:30-2:30 / Thurs 1:30-3:30 // Stop by any time I am in the office or make an appointment for a specific time.

Required Textbooks:

McKeachie, W. J. (2014). *Teaching tips: Strategies, research, and theory for college and university teachers* (14th ed). Boston: Houghton Mifflin. ISBN: 0-618-51556-9

*Other class readings will be posted on Moodle

Course Objectives:

1. Reduce anxiety and uncertainty about being a first time teacher by providing information and support.
2. Introduce graduate students to a wide array of resources available for continually improving teaching.
3. Identify core values that influence teaching philosophy.
4. Build teaching skills related to lecturing, small group and discussion management, and other instructional strategies.
5. Introduce relevant issues and topics of research in pedagogical studies

Evaluation Components:

Journal	100 points
Article Review	50 points
Teaching Observation & Evaluation [September]	100 points
Recorded Lecture & Evaluation [October]	100 points
Self-Contract for Improving Teaching	50 points
Statement of Teaching Philosophy	100 points
Participation	500 points
 Total	 1000 points

Since this course is pass/fail, the values listed above are provided simply to give you an idea of the relative weight of each component. If you put forth effort in preparing for and completing each of the components listed above, you should do well in the course.

Course Policies:

Participation:

As graduate students, I expect for you to be in class each week.

I understand that crises arise and people get sick. In such an event, you should simply let me know that you will be missing class. I do not need an extended explanation per se, but simply a notice ahead of time that you will not be in class and a brief explanation for your absence. Please note though, that high demands from other graduate

courses, needing time to read for another course, or general exhaustion from graduate work are not, unfortunately, crises for a graduate students.

Not only do I expect you to attend class, but I also expect you to actively participate in our discussions. [Don't worry ... as young scholars and teachers, this course should be immensely valuable to you and as such you will have much to discuss and question as the semester unfolds!] As a communication scholar, however, I do not simply count the number of times you talk, but I value the content of your talk. Therefore, you should be prepared when you come to class. Do the readings. Have a list of questions and comments for discussion. Offer comments to other students' questions. Be willing to help others become better teachers as well. Turn off your cell phone. Be on time. As others have said, look as if you are glad to be in class (you do not have to *be* glad to be in class, just *look like it!* Generally, the internal attitude will follow.)

Journal:

The journaling exercise serves a number of purposes. First, one of the best ways to improve your teaching is to be reflective about what you do before, during, and after entering the classroom. Second, one of the best ways to reduce anxiety and uncertainty is to acknowledge those emotions and to gather the information needed to address gaps in knowledge. Third, one of the best ways to engage in your learning is to process the information received and apply it to situations that directly impact you.

Each student is expected to write in his/her journal a minimum of four times a week at the beginning of the semester and at least three times per week following midterm exams. These journal entries will be for your personal use and I will not read the details of your comments. Grading of the journaling experience will consist of students presenting their journals during class meetings at which time I will examine them to see if entries have been made. I will simply look to see if it appears that regular entries are being made. Before each class meeting you should review your comments from the week to identify questions and concerns that arose and summarize key issues. These key issues will direct our weekly discussions. Be willing to raise problems, ask questions and get feedback. Issues may be related to experiences in your classrooms, matters that arise as you talk to other instructors, from the reading, or other sources. Feel free to raise any issue and please do not skip an issue simply because you think it is too basic or too small. Many simple, small matters are key to having a successful class. We usually take care of the "big stuff" and ignore the small stuff. The mundane is also important.

Plagiarism:

Do your own work honorably and well, giving credit to your sources. You are responsible to abide by the LSU policies about academic dishonesty, including but not limited to the following: Do not collaborate on an assignment unless it is expressly allowed; do not let someone else write something and turn it in on your behalf; do not use an outside source without giving credit. Instances of academic dishonesty will have consequences ranging from failure of an assignment to failure of the course and referral to the Dean of Students.

LSU Commitment to Community:

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates. To demonstrate my pride in LSU, as a member of its community, I will:

- Accept responsibility for my actions;
- Hold myself and others to the highest standards of academic, personal, and social integrity;
- Practice justice, equality, and compassion in human relations;
- Respect the dignity of all persons and accept individual differences;
- Respect the environment and the rights and property of others and the University;
- Contribute positively to the life of the campus and surrounding community; and
- Use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

ADA Statement:

The Americans with Disabilities Act and the Rehabilitation Act of 1973 ... If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Services (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me to discuss the provisions of those accommodations as soon as possible.

Fall 2015: Anticipated Semester Schedule

Note: Detailed information for assignments, readings, and discussion topics will be posted on Moodle. You should check Moodle for the official listing of course assignments and readings. The following is the anticipated schedule for the semester.

Aug 18 – Morning	Sessions 1 & 2 “Getting Started” and “Meeting for the First Time”
Aug 18 – Afternoon	Session 3 Overview of Teaching Specific Courses
Aug 24	Sessions 4: Course Overview, First Week Issues, Balancing Demands and Becoming a Professional
Aug 31	Sessions 5: Components of the Classroom Environment
Sept 7	NO CLASS: LABOR DAY HOLIDAY
Sept 14	Session 6: Lectures
Sept 21	Session 7: Classroom Management & Student Misbehavior
Sept 28	Session 8: Tests, Grading, Cheating and Plagiarism
Oct 5	Session 9: Motivation & Engaged Learning
Oct 12	Session 10: Discussions
[Oct 12-14]	[Mid-Semester]
Oct 19	Sessions 11: Reading & Writing Assignments
Oct 26	Session 12: Creating a Teaching Philosophy Statement & Teaching Portfolio
Nov 2	Session 13: Ethics
Nov 9	Session 14: Teaching & Technology
Nov 16	Session 15: Becoming the Teacher You Want to Be
[Nov19-22]	NCA
Dec 1	[Semester & Check-In]
Dec 7	The final evaluation components – self-contract to improve teaching, syllabus, teaching philosophy – will be due during finals week, but you should present them to me earlier for feedback. You should turn everything in to me by 12:00 noon on Monday, December 7 .