SPRING 2012

Day and Time of class to be determined based on students enrolled!
First class will be in Oldfather 438 on Monday, Jan. 9th at 3:30 pm

(SEMINAR IN)
(INSTRUCTIONAL COMMUNICATION)
927A

“We become teachers for reasons of the heart. But many of us lose heart as time goes by. How can we take heart, alone and together, so we can give heart to our students and our world---which is what good teachers do.” (Palmer, 1999)


“This shift in thinking about one’s teaching requires moving beyond anecdotal or informal measures of inquiry to a more structured examination of teaching and of student learning.” Savory, Burnett, and Goodburn (2007)

“Communication is at the heart of the teaching and learning process.” Mottet, et al., (2006)

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COURSE DESCRIPTION

Communication Studies 927A is designed to acquaint the student with teaching, training and research experiences in basic concepts, principles, and communication skills employed in effective instruction or training. It is the intent of the instructor to provide practically oriented instructional procedures, stress independent learning and individual interests, and to emphasize the role of the teacher as a decision-maker, researcher, and communicator. In other words sometimes the best learning occurs when we discover things for ourselves.

COURSE FOCUS

The primary focus in the course is on: (1) examining and using instructional models; (2) studying and applying theories of learning and instruction; (3) writing and employing objectives; (4) developing and using evaluative measures; (5) making decisions regarding instructional strategies; and (6) demonstrate effective instruction. Each student will do a variety of homework assignments, reflection/critical papers, and a research projects in which he or she investigates instructional variables within or related to an instructional setting.

COURSE RATIONALE

Why Communication Studies 927A? Good questions you ask! Most persons receiving graduate degrees from communication studies departments (speech communication) perform
some type of instructional activity--usually in an elementary school, junior high school, high school, or a college/university; or in a business or professional organization as a trainer/consultant. No matter the situation--there is substantial evidence to suggest that most communication studies students probably serve in some instructional capacity at one time or another. Thus, it seems reasonable that a part of your graduate training program in communication studies should focus on the instructional process.

**COURSE OBJECTIVES**

The general objective is to make each student a more competent teacher of communication and do “whatever helps students learn”. Accordingly, students will be required to acquire information relevant to the theory and principles of effective instruction, as well as demonstrate their ability to apply this information to instructional situations.

The more specific objectives are designed to increase the probability that students will become an empirically oriented teacher/scholar who contributes to their own knowledge regarding instruction and will do the following when they function in an instructional capacity:

1. Design and carry out instructional plans which include: (a) the specifications of what students are to learn or outcome of the learning, (b) the use of valid and reliable methods for determining whether students have learned what was intended, and (c) the use of methods of instruction which can be supported as effective for the intended learning outcomes.

2. Find, read, and apply knowledge (facts, principles and theories) from a variety of sources to decisions regarding instructional situations that are encountered.

3. Continually attempt to improve by staying up-to-date regarding research and by applying appropriate research findings to their instruction.

4. Contribute to the body of knowledge concerned with instruction in communication by constructing and testing hypotheses regarding more effective instruction.

**RATIONALE FOR INSTRUCTIONAL METHOD***

Some of the assumptions and principles (both self-evident and empirically demonstrated) upon which the method of instruction in this course is approached are as follows:

1. When a student has the qualifications to take a course, make a reasonable effort to succeed and fail, instructor is to blame.

2. The major functions of an instructor are to (a) identify appropriate learning objectives, (b) devise valid and reliable means for evaluating whether objectives are achieved, (c) provide effective instruction (experiences) to accomplish the objectives and (d) shape positive attitudes toward the objectives.
3. Essentially the role of the teacher should be:
   a. communicate to students what and how they should learn,
   b. motivate them to learn,
   c. assess learning attainments,
   d. provide feedback regarding the effectiveness of their learning, and
   e. shape positive attitudes toward the subject.

4. Students can acquire information with a minimum of teacher direction and usually are more efficient learners when employing personal learning strategies. Moreover, instruction should provide opportunities for students to be original, innovative, and to develop personal ways of doing things. This is especially true at the graduate level.

5. Common methods of acquiring information and solving problems after leaving college programs include reading, independent study, preparing for instruction, searching in libraries, talking with colleagues and other individuals, and conducting various types of research. Thus, it seems reasonable that students should have some practice in independent learning. In this class you will have many opportunities for independent learning.

6. Finally, students learn by doing. In order to learn about instruction students must perform instruction, in order to learn research students must perform research, etc. (Free for all--open discussion on related subjects should not be avoided and, in fact, are encouraged. Lively debate is encouraged over ideas and content.)

*This brief rationale is based on one developed by Robert J. Kibler.

**BOOKS/PRIMARY**


Palmer, P. J. *THE COURAGE TO TEACH—EXPLORING THE INNER LANDSCAPE OF A TEACHER’S LIFE, 10th Anniversary Edition*. San Francisco: Jossey-Bass Publishers, 2007. Book can be purchased on-line. You will find this to be a most enjoyable read…it gets at what you are as a teacher and what we really should do in the classroom.


*Handbook of Instructional Communication Rhetorical & Relational Perspectives*, edited by Timothy Mottet, Virginia Richmond, and James McCroskey, Boston: Allyn and Bacon, 2006. It is a great overview and it also provides a historical perspective to communication within
instructional settings. The book takes a social scientific perspective—it provides depth rather than breath…can be purchased online.

**BOOKS/BACKGROUND**

The below books will not be a part of the assigned reading, however if this is your first instructional course you might want to read or at least briefly review these books.

McKeachie, Wilbert J. *TEACHING TIPS—STRATEGIES, RESEARCH, AND THEORY FOR COLLEGE AND UNIVERSITY TEACHERS. 12th edition.* Houghton Mifflin Co., 2005. This book is a wonderful basic/introductory resource for both experienced and inexperienced teachers. I would see if you can get this used.


There may be some independent reading that you choose beyond the books listed above. We will share other readings when and if appropriate to do so

**COURSE WORK: ASSIGNMENTS/PAPERS/PARTICIPATION**

**Assignments:** (this course will not be an information dump for you—it will require you to jump in the dump and get yourself dirty sorting out the good info from the not so good info)

Teachers and trainers need to make decisions but in order to make good decisions they must have information—it is up to you and me to get the information needed to make the best decisions so that we can be the best teacher/trainer possible.

I therefore have created a class schedule, which is flexible. I have, however as you have seen, provided you with a list of books and have assigned reading completion dates. Teaching is a decision making process, which often requires thinking out of the box, flexibility, and adaptation to situations. Thus, I do want you to have the opportunity to speak your mind and to critically think about teaching/training and especially your own teaching or training.

We will address the following two questions in this class:

1) What are the decisions that teachers/trainers must make in order to teach or train effectively?
2) What do teachers/trainers need to know in order to make the best decisions?

I have some specific goals, assumptions, and assignments that will be used as a guide as to what we should accomplish—the goals are in no particular order or are they necessarily always explicit in their expectations, outcomes, or assessments:

1. All books on the PRIMARY reading list are to be read and discussed in part or whole depending on interest and desire.

2. Each student will write a book review of one of the four primary books—the choice will be yours. The review should be written so that it could be published in a scholarly journal under book reviews. Some journals have a section for book reviews; see for example, Quarterly Journal of Speech—to give you an idea of what a review might look like. Due week of April 16th.

Instructions for writing the review follows:

A. The review can be up to ten pages, typed, double spaced. It does not have to be the maximum number of pages but should be a thorough review.

B. The review should center on your critical analysis of the book as well as what you learned from the book and/or why it should or should not be read by others? What are the strengths and weaknesses of the book? How useful or helpful the book is? You should comment on how well the book is written and organized, etc. You can also compare it to other books, articles or papers you have read as well. In fact if you do this it shows that you are integrating your analysis and thinking critically about what you have read.

C. You should write the review for teachers and/or instructional communication scholars. Is this a good book, an excellent book, or not?

Grading of the written book review:

A. The book review must be a critical analysis of the book; it must be well organized, and well written. No grammar or spelling errors should be in the review.

B. It must answer most if not all of the above ---especially its strengths and weaknesses and how useful or helpful the book is for teachers, trainers, and scholars.

3. Secondary readings list is provided for support information and to help those with a limited background in instruction. These are not required readings.

4. Students should be able to explain at least four different teaching strategies and when they might be best used.
5. You will learn how to develop a teacher **made-test** and **how to assess its effectiveness**. This will be part of a larger assignment. **By doing this students should learn or be able to explain:**
   A. how to develop an effective and efficient teacher-made-test.
   B. how to write effective test questions, what is the best way to design a test, what are ways to determine whether a test is valid and reliable, and how the test should be administered and scored?
   C. why and when different types or forms of test items are used, i.e., multiple choice, short answer, essay, and matching, etc.
   D. the advantages and disadvantages of different types of items—when they should be used and how to write different types of items effectively.

6. You should be able to explain what assessment is and why it is important.

7. You should be able to explain what a curriculum is and what a unit of instruction is.

8. **Each student will write their own teaching philosophy statement.** Before it is written the class will decide the criteria for writing a teaching philosophy and how it should be judged. A teaching philosophy is typically a couple of pages. There are no right or wrong teaching philosophies but there are good ones and not so good ones. **Date due week of April 9th.**

9. At the end of the semester we will discuss which of the books we read for the course was the most useful/beneficial and why? We will determine which book is the best, if we could only choose one. No right or wrong here.

10. There may be some class reports assigned on specific topic for presentation by students—these will be non-graded.

**Major Assignments (1):**

1. **Micro Unit of Instruction—Due April 30.**

   Each student will present a brief oral report describing what he or she is planning to do for his/her micro unit (unit can also be a training session or a workshop. In the oral report you should tell us what you plan to do and why? **This report will be due week of February 6th.**

   This assignment requires that you plan a **complete unit of instruction**. You will note that a micro unit of instruction could be: a workshop, training seminar, or classroom lesson. The unit of instruction should be no longer than three--50 minute class periods. However, it can be a three-hour workshop and can be divided any way you wish. The idea behind this assignment is for you to think through the decisions that you must make and why you need to make them. Thus, it is **important that you provide explanations for the decisions that you make**—this is especially important when you chose one option over another, i.e., use lecture over discussion or online instruction over face-to-face, etc. It may also be
necessary that you describe any prerequisites or assumptions both before and after
the unit of instruction, i.e., who are the students or participants? What is the prior
level of knowledge of the students or participants regarding what the micro-unit
outcome is trying to achieve?

The unit could be one you develop within a course you are teaching this semester.
For example, if you are teaching interpersonal communication and are or would
like to do a unit on the “dark side of interpersonal” this could be used for your
micro-unit. Or if you are teaching public speaking—the unit could be “what is an
ethical speaker” or “using supporting materials in a speech.” If it is a training
session then you have to specify what and who you are training, the same for a
workshop. The topic is your choice and the context in which the unit is taught is
also your choice.

A. This assignment includes three sub-parts. Each is more-or-less a separate paper
in and of itself. However, when combining all three parts or aspects you will
have a paper that describes your micro-unit of instruction. In other words what
you will end up with is a plan for teaching a micro-unit of instruction.

B. It should be written in such a way that it provides enough explanation so that
someone who has reasonable competencies in teaching could teach the unit
without you being present. The person, other than you, should know what the
subject is, why the subject is being taught, what students are to learn, how the unit
is to be taught, and how it is to be evaluated, etc. In other words, you need to
provide all the necessary information and decisions to teach the unit.

Part I of the Micro-Unit: WRITING A SET OF LEARNING OBJECTIVES

This part of the assignment assumes that there is some value in having the
necessary information and skills to write learning outcomes/objectives. It is further
assumed that if you acquire the competencies required to write objectives—the probability
will be increased that you will write and use some form of objectives as part of your
instructional style throughout your career.

A. Those of you who complete this part of the project satisfactorily will (1) identify,
name, and write a statement describing the desired behaviors or outcomes which
students will demonstrate as a result of successful instruction; (2) identify, name
and write a statement describing the minimal acceptable level(s) of evaluative
criteria which must be met to have satisfactorily demonstrated mastery of the
desired behaviors or outcomes; and (3) write a statement describing the conditions
under which the behaviors or outcomes are to be demonstrated.

B. The above requires a lot of thought and decision making. Whenever reasonable
provide support for the decisions that you make.

C. You are to include the following in Part I of the paper:
(1) the introduction to the paper should include a description of the subject/topic that you have selected for your micro-unit --what is to be taught, why it should be taught, and who is it going to be taught?
(2) a brief but concise rationale for using objectives (cite sources when appropriate)--why is it important to cite objectives or learning outcomes? This section is a general rationale related to objectives, outcomes, and assessment. This part of the paper may or may not relate directly to your specific topic of instruction. It should provide reasons why objectives or learning outcomes should be stated and known to not only you but your students. Thus, you are explaining why objectives or learning outcomes need to be stated and are a necessary part of all instruction.
(3) a list of the specific objectives you wish to accomplish in your micro-unit of instruction should be provided. The objectives you list should describe what students will know or be able to do after the micro-unit of instruction is completed.

**Part II: SUPPORTING AND DECIDING ON AN INSTRUCTIONAL METHOD**

This part of the paper is based on several assumptions. It is assumed that there is some value in teachers having the skills to:
(1) locate,
(2) analyze, and
(3) summarize research findings related to the instructional process (particularly, the empirical literature which is related to a given teacher's selected instructional field). Furthermore, it is assumed that there is value in teachers having the competence to use such a summary of relevant experimental literature to make instructional decision.

As a result of Part II of this paper, you should be able:
(1) to locate and interpret research findings for the purpose of making an instructional methods decision,
(2) to write a summary of the research findings which supports an instructional methods decision(s), and
(3) to specify, in general terms, some of the research which has been done on methods of instruction related to an instructional micro-unit of your choice.

In this part of the paper, you are to select the method or methods of instruction you wish to use to teach your unit of instruction. A method of instruction is an organized system for accomplishing learning objectives or learning outcomes. Some common examples of methods of instruction include a tutorial, a lecture, a discussion, a project, a recitation, a demonstration, cooperative learning, a field trip, a computer assisted event, a programmed activity, individualized instruction, on-line, etc.

The further conditions of this part of the assignment are these:
(1) you must convince your instructor (me—Bill Seiler) that the instructional method or methods you have chosen is (are) the "best" available for the objectives or learning outcomes in your unit of instruction;
(2) your instructor (me—Bill Seiler) believes very strongly in the value of research and is very much unimpressed with opinions which are not supported by some evidence; in other words, you will be more likely to convince me that the method you have chosen is the best available (for your objectives) if you can cite examples of research which show your selection to be effective;
(3) by the term "best" I mean "the method which produces the highest quality of student learning with the least amount of time, effort, and money." The easiest is not always the best; and
(4) you should include the following in Part II of your paper:
  A. This part of the paper should be titled Method(s) of Instruction. A brief but concise description of the method(s) and alternative methods, if any, you have chosen and a justification for the choice(s) you have made.
  B. It should be written similar to writing a rationale section of a research paper—it should provide justification for the method(s) selected. I should know why you chose the method that you did.

Part Three: ASSESSMENT

It is assumed by this part of the paper that there is some value in teachers having the necessary information and skills to construct (and assess the effectiveness of what they have taught) a measuring instrument to assess whether students have met the objectives or outcomes of the unit. In addition, it is assumed that if you acquire the competencies (at least the critical ones) to construct effective evaluative measures, the probability will be increased that you will conscientiously and continually construct, assess, and use effective evaluative measures throughout your career as an instructor.

Part III of this paper will require you to:
(1) write a brief rationale for the evaluative procedures you plan to use (i.e., multiple choice or true false; short answer or essay, speech rating form, etc.) and specify in writing the advantages and disadvantages of what you plan to use to assess the objectives or learning outcomes;
(2) construct an evaluative instrument designed to measure the objectives or outcomes you specified in Part I of this assignment; and
(3) assess the effectiveness of the evaluative measure constructed— that is how are going to determine whether the measure is valid and reliable?

Your overall task in this assignment is to produce the following:
  A. a complete lesson plan that spells out the decisions that you have made and why?
  B. it should be self-explanatory so that all aspect of the micro unit of instruction is clearly described as to how it is going to be taught and what is expected of the students.
C. you should be able to determine if the instruction was successful in reaching its goals.

**Evaluative Criteria for the Micro-Unit Assignment follows:**

Your paper must be typewritten (double spaced, no specified length either minimum or maximum implied) paper will be evaluated on the following criteria:

Overall the paper will be judged on its completeness, accuracy, organizational clarity, and evidence used to support the decisions that you have made. If the paper is done well-it will be crystal clear as to what is being taught, why it is being taught, to whom it is being taught, how it is being taught, how what is taught is being evaluated, etc.

The topic or area of instruction is up to you! There are no guidelines expressed or intended in this assignment. Work with an area that you are interested in and could actually use in an instructional setting.

**COURSE GRADES**

The following assignments will determine your final grade in the course:

1. Micro Unit of Instruction 50%
2. Teaching Philosophy 20%
3. Book Review 20%
4. Class Participation, i.e., class discussion contributions, reports, oral presentations of papers, reflections, etc. 10%

**ALL ASSIGNMENTS ARE OPEN TO DISCUSSION AND/OR CHANGE!**

If the above assignments do not meet your specific needs or interests, you are allowed to develop alternative assignments along with alternative grading criteria. The only requirement if you do wish to choose another option is that you must discuss it with your classmates and gain their approval as well as the instructor’s.

**CLASS SCHEDULE**

Some aspects of the schedule and due dates may change upon the approval of everyone in class including the instructor—of course all assignments and readings are negotiable. Sort of! The date in the column is the beginning of the week and is not necessarily the date or day class will meet. This will be determined on the first day of classes. Once the day and time is select, I will revise the schedule and include all specific due dates for assignments.

**Class #**

**January 9 (1)** Getting started ---Introductions (who are you and the reason or reasons why you are taking this course and what you think or hope that you will learn from it). Decide what day the class will meet---and a different time if possible. I would like class to begin at
3:30 pm and end at 5:45 approximately on whatever day we choose.

Next class period-- (1) Read Mottet, et al. chapters 1 thru 4—come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. (2) also come prepared to discuss course assignments.

Jan. 16 (2) Open discussion Mottet, et al Chapters 1 thru 4---overview and discussion of all class assignments---what will the next 13 weeks entail?

Next class period-- (1) Read Mottet, et al. chapters 5 thru 11—come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned.

Jan. 23 (3) Open discussion of Mottet, et al Chapters 5 thru 11---come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned.

Next class period-- (1) Read Mottet, et al. chapters 12 thru 13 and Savory, et al Chapters 1 thru 2—come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. We will also discuss what a teaching philosophy is and how to write one. You should do research on teaching philosophies so that you know what it is, what is included in a teaching philosophy, and bring with you a few examples to share with your classmates. You should also come prepared to discuss what a teaching portfolio is and how it can benefit you.

Jan. 30 (4) Open discussion of Mottet, et al Chapters 12 thru 13, Savory, et al Chapters 1 & 2 plus discussion of teaching philosophy and teaching portfolio--come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. Bring examples of teaching philosophies to share and discuss.

Next class period-- (1) Savory, et al Chapters 3 thru 8—come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. Begin discussion of micro unit of instruction and questions regarding assignment plus what do you plan to do for your micro unit.
Feb. 6 (5) Open discussion of Savor et al Chapters 3 thru 8, come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. Discuss micro unit of Instruction & questions along with possible topic or plans for micro-unit.

Next class period— (1) Savory, et al Chapters 9-thru 11 and — Brookfield pages 1-74 thoroughly and be prepared to discuss --- raise questions, critically analyze what your have read, what you liked and what you didn’t, and what you learned from what you read? (2) also we can discuss course assignments or related info regarding course assignments.

Feb. 13 (6) Open discussion of Savor et al Chapters 9 thru 11 and Brookfield pages 1-74, come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned.

Next class period— (1) Read Brookfield 75-189 and come prepared to discuss, (2) come prepared to discuss and report on learning objectives and teaching methods ---see background and/or secondary readings provided in the syllabus. You can also consult other sources as well (should be able to explain what a learning objective is, why they are important to teaching, how they write them, and how they can aid in the assessment process)—(3) be prepared to discuss teaching methods, and explain the advantages and disadvantages of each. Students should come prepared to report on at least one of the following: PSI, Individualized Learning, Discovery Learning, Service Learning, Online, Peer Teaching, Lecturing, or other.

Feb. 20 (7) Open discussion Brookfield pages 75-189, come prepared to discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned. Also we will begin to discuss learning objectives and teaching methods.

Next class period --- (1) come prepared to discuss Brookfield pages 189 thru 279---(2) come prepared to report on test development and construction--- you will find information related to test development and test construction in the additional readings as well as many other sources. What should a teacher or trainer know about test development and giving a test?
Feb. 27 (8) Open discussion Brookfield pages 189-279, come prepared to
discuss, raise questions, critically analyze what you have read, what you liked and what you didn’t, and what you learned.
Discussion and/or reports on test development and test giving.

Next class period --Discussion of Palmer pages 1-90….what did you learn, how does what you read in Palmer help you think about
teaching, what is his message to teachers, can you come up with two or three principles that Palmer is trying to convey about how to
communicate with students in and outside of the classroom, so what? Conclusion of discussion of test development and test
construction/ design and delivery.

March 5 (9) Open discussion of Palmer pages 1-90 come prepared to discuss
what you learned, etc., So what have you learned about testing?

Next class period ---Discussion of Palmer, pages 91-190.

March 12 (10) Discuss Palmer, pp. 91-190.

Next class period---(1) Questions and concerns---(2) CIQ -answer
the below questions and send __________ to summarize and
present in class---your response are due to him by Monday
of next week so __________ has time to do the summary---here are the questions:
   (a) At what moment in class so far did you feel most
       engaged with what is happening?
   (b) At what moment in class so far were you most distanced
       from what was happening?
   (c) What action that anyone (teacher or student took so far,
       did you find most affirming or helpful?
   (d) What action that anyone took so far did you find most
       puzzling or confusing? and
   (e) What about this class so far as surprised you the most?
(3) read Palmer pages 191-214 come prepared to discuss
(4) come prepared to discuss research project proposal—explain
what you plan to do in detail and why?

March 18 – 24 Spring Break

March 26 (11) Results of CIQ….finish discussing Palmer and discussion of Micro
Unit of Instruction.
Next class period---(1) read and come prepared to discuss---(2) reflection on Palmer---what did you really think, like, dislike, agree and/or disagree with, etc. (3) present orally part I of your micro unit.

April 2  (12) Reflection discussion of Palmer’s book and then presentations of Part I micro unit

Next class period---(1) presentation of Part II of Micro Unit, (2) reflection of Palmer (3) Written teaching philosophy due.

April 9  (13) Part II of Micro Unit, and sharing of teaching philosophies.

Next class period--- (1) presentation of Part III of Micro Unit—(3) book review due

April 16  (14) Presentation of Part III of Micro Unit, and book written review due.

Next class period---oral presentation of book review --open discussion and complete anything not fully discussed, etc.

April 23  (15) Course overview discussion and eval…..

Micro Unit due Monday, April 30 at 4:00 pm.