COMM 5305.001:
Basic Communication in Higher Education

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COURSE DESCRIPTION

This course provides individual development in philosophies and practices unique to teaching basic oral communication. It is designed primarily for students who wish to teach public speaking in higher education. This course is required for all Communication teaching assistants.

LEARNING OUTCOMES

Upon successful completion of the course, you will be able to:
* Articulate the current status of college teaching and undergraduate education as it relates to the basic course;
* Demonstrate knowledge of conceptual frameworks and strategies used in course design and evaluation in the basic course (COMM 1315: Public Speaking);
* Formulate positions on current issues and problems facing college instructors;
* Develop and implement teaching strategies, in addition to the lecturing method, which improve the learning environment; and
* Exhibit the ability to develop schedules, policies, activities, and testing measures for a basic communication course in higher education

COURSE POLICIES:

Attendance: You are expected to attend all scheduled meetings of this course. Every class meeting will involve discussion, case studies, and group activities which are important to your understanding of the course material. Attendance will be taken at every scheduled class meeting. Any absences will result in deductions of 5% points per absence from your total points at the end of the semester and excessive absences will result in course failure.

Late Work: Late work will only be accepted with prior approval. Failure to turn in work on the assigned date will result in a 50% reduction in the possible grade for the assignment.
Scholastic Dishonesty Statement: Plagiarism is considered serious academic misconduct. All assignments presented should be the work of the student enrolled in the course. Proper documentation should be made of materials cited from all sources. Instructors determining that a student has plagiarized will assign a failing grade for that assignment and may elect to pursue disciplinary proceedings against the student. It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for 2 courses unless expressly authorized by the instructor to do so.

Equity Statement: All persons, regardless of gender, age, class, race, ethnicity, religion, physical disability, sexual orientation, veteran status, etc. shall have equal opportunity without harassment in this class. Any problems with or questions about harassment can be discussed confidentially with the professor or the department chair.

Students with Disabilities: Students with disabilities, including learning disabilities, who wish to request accommodations in this class, must notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Director of Assistant Director of Disability Services who may be reached at 825-5816.

Advising Statement: The College of Liberal Arts requires students meet with an academic advisor. The academic advisor will review the degree plan you have developed in consultation with your faculty advisor and graduate committee. The Advising Center is located in Driftwood 203E; your academic advisor, Rachelle Stanley, can be reached at 825-3466.

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
GRADING:

Lesson Presentation 25 points  
Two Self Reflections: 20 points  
Designing a Course Syllabus 30 points  
Final Exam 25 points

Grading Scale:

90 – 100 points A  
89 – 80 points B  
79 – 70 points C  
69 – 60 points D  
59 or fewer points F

ASSIGNMENTS:

LESSON PRESENTATION: (25 points)  
For this assignment you will present a lesson designed for public speaking students. Your lesson must include the discussion of a concept or theory relevant to the study of public speaking. In addition, your presentation must incorporate an active learning strategy. As part of this assignment you will be required to develop a lesson plan outlining and providing rationale for your lesson. Your presentation should be between 20-30 minutes.

SELF EVALUATION: (20 points total; 10 points each)  
After you have reviewed the video of your lesson, you will write a self evaluation. Samples will be given during the semester to help you write your evaluation.

DESIGNING A COURSE SYLLABUS: (30 points)  
For this assignment you will assume the role of instructor for a college level public speaking course, COMM 1315. You will then develop a complete syllabus for your course.

In planning the course syllabus you need to include the following information.
*Instructor Information  
*Course Description  
*Course Textbook  
*Course Objectives (stated as student learning outcomes)  
*Course Policies (including attendance and academic dishonesty)  
*Course Assignments  
*Grading Scale  
*Daily Schedule of Activities
You will need to research available textbooks for the course you are designing and select a text. You will find it helpful to visit websites of college textbooks, such as Allyn and Bacon, Gorsuch and Scarisbrick, Houghton Mifflin or McGraw Hill. Include a justification of why you selected the text.

You should include a detailed description and any instruments/hand-outs you plan to use for at least 10 activities. In this section, include a reference list of all audiovisual material you plan to use in the course.

Include at least one written exam for the course you have designed.

Place these material into a loose-leaf binder, using the following sections:
* Course Syllabus
* Justification of Policies
* Justification of Textbook
* Class Activities
* Exam

FINAL EXAM: (25 points)

This exam is designed to test your knowledge of the course readings, lectures, and discussions. The exam will have an essay question format.

REQUIRED READING:

RESOURCES:


**Basic Communication Course Annual, Volume 4**
*Academic Success In the Basic Course: The Influence of Apprehension and Demographics. (Lubbers & Gorcyca).
*Basic Public Speaking Principles: An Examination of Twelve Popular Texts. (Hess & Pearson).
*The Introduction of a Speech: Do Good Introductions Predict a Good Speech? (Whitecap).
*The Use of Role Models in Teaching Public Speaking. (Vicker).

**Basic Communication Course Annual, Volume 5**
*Are you a REAL teacher? Student Perceptions of Graduate Students as Instructor in the Basic Course. (Willer).
*Student Perceptions of Teaching Assistants. (Buerkel-Rothfuss & Fink).
*Experiential Learning as an Adjunct to the Basic Course: Student Responses to a Pedagogical Model. (Rolls).

**Basic Communication Course Annual, Volume 6**
*Writing as a Tool for Teaching Public Speaking: A Campus Application. (Jensen & McQueeney).
*Self Confrontation and Public Apprehension: To Videotape or Not To Videotape Student Speakers? (Newburger).
*Computer Mediated Communication in the Basic Course. (Santoro & Phillips).

**Basic Communication Course Annual, Volume 7**
*Improving Oral Communication Competency: An Interactive Approach to Basic Public Speaking Instruction. (Mino & Butler).

**Basic Communication Course Annual, Volume 8**
*Students Who Stutter and the Basic Course: Attitudes and Communication Strategies for the College Classroom. (Whaley & Langlois)
*Diversity in the Public Speaking Course: Beyond Audience Adaption. (Kelly).
**Basic Communication Course Annual, Volume 9**
*Perceptions of the Basic Communication Texts: Factors in Student Learning & Textbook Adoption Decisions. (Yoder & Davilla).*
*Written Feedback in the Basic Course: What Instructors Provide and What Students Deem Helpful. (Jensen & Lamoureux).*
*The Use of Simulation in the Beginning Public Speaking Classroom: Let’s Make It Realistic, Relevant and Motivation. (Miller).*

**Basic Communication Course Annual, Volume 10**
*Learning Style Preferences and Academic Achievement Within the Basic Communication Course. (Lubbers & Seiler).*
*Applying Multiple Intelligences Theory to the Basic Public Speaking Course. (Schaller & Callison).*

**Basic Communication Course Annual, Volume 11**
*Get Your Modem Runnin’ Get Out On the I-Way: Encouraging Investigation in the Basic Course. (Williams & Johnson-Jones)*
TENTATIVE SCHEDULE

Week 1: Course Overview
The History of the Basic Communication Course
Understanding the Structure of A&M-CC’s Basic Course
Understanding Your Role in the Basic Course
**Reading:** Chapters 1 and 2

Week 2: Determining Course Content
Selecting a Text
**Reading:** Chapters 3, 4 and 5

Week 3: Managing the Classroom: Challenging Students, Plagiarism, Cheating, Texting and More
Determining Course Policies
**Reading:** Chapters 6, 7 and 8

Week 4: Grading and Constructive Feedback
**Reading:** Chapters 9 and 10

Week 5: Delivery: Beyond Communication Apprehension
**Reading:** Chapters 11 and 12

Week 6: Passive versus Active Learning
Facilitating Learning Activities
**Reading:** Chapters 13 and 14

Week 7 Instructional Aids: PowerPoint, the Internet, Videotaping
Developing Syllabi and Lesson Plans
**Reading:** Chapters 15 and 16

Week 8: Teaching The Speech Design Process
**Reading:** Chapter 17 and 18
*Self Evaluation Due*

Week 9: Developing Students as Researcher and Listeners
**Reading:** Chapters 19, 20, and 21

Week 10: Moving Students from Adequate to Excellent
**Reading:** Chapters 22 and 23

Week 11: Utilizing Feedback of Your Teaching
**Reading:** Chapters 24 and 25
Week 12 *Lesson Presentations*

Week 13 *Lesson Presentations*

Week 14 Syllabi Development Workshop

*Self Evaluation Due*

Session 15 Review For Exam
Course Wrap Up

*Syllabi Due*

FINALS WEEK: *Final Exam*