Course Syllabus
COMM-5306_001 – Instructional Communication
Tuesday, 7:00-9:30pm, O’Connor 258

Dr. Michelle M. Maresh-Fuehrer
Office: Bay Hall 329
Hours: TBA
Office Phone: 361-825-2273
E-mail: michelle.maresh-fuehrer@tamucc.edu

I am happy to be your friend on social media sites, but please do not ask me questions about class via social media!

Course Description
This course offers students an overview of research of communication variables and models that contribute to effective communication and learning in the classroom and other venues. Students will have opportunities to apply research findings to various contexts and to generate new research questions that should be explored to advance the area of instructional communication.

Student Learning Outcomes
Upon successful completion of the course, students should be able to:
- Understand instructional communication research,
- Articulate the arguments of key variables in instructional communication research,
- Practice effective instructional communication, and
- Apply theoretical principles of instructional communication to communication contexts outside of the classroom.

Required Text

Course Assignments & Grade Distribution

<table>
<thead>
<tr>
<th>Application (5 at 20 points)</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini State of the Art or Research Proposal/Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation (14 days at 5 points)</td>
<td>70 points</td>
</tr>
</tbody>
</table>

Total Points: 370

Grade Calculation:
- A 90% of the total points 333 points – 370 points
- B 80% of the total points 296 points – 332 points
- C 70% of the total points 259 points – 295 points
- D 60% of the total points 222 points – 258 points
- F 50% of the total points 000 points – 221 points

A Successful Course Experience
A successful experience in this course will depend on your individual commitment and work ethic, as well as your ability to be an “active participant observer.” I encourage all students to visit with me frequently throughout the semester, rather than waiting until the end of the semester to ask questions or express concerns. As in most courses, students should be proactive about their work and ready to discuss concepts and share examples during class. Furthermore, a professor who is familiar with their students is better able to help their students accomplish their personal goals, so make yourself known! Be known for doing good work, contributing during class discussion, and talking about your concerns, challenges, successes, and goals with me outside of class. If you have suggestions that will enrich your learning experience, please let me know.

Dropping a Course
I hope that you never find it necessary to drop this course; however, at times, events can occur that make dropping a course appear to be a wise decision. Before deciding to drop this course, please talk with me to be sure that this is the best possible decision for you. If you do decide to drop this course, you must initiate the process by going to the Student Services Center (the “round building”) and filling out a course drop form. Just stopping attendance and participation will not automatically drop you from the course.
Course Policies

Am I required to attend this course?
- Prompt arrival, attendance, and participation are all vital to your success in this course. Students are expected to attend all class meetings and contribute to the classroom experience by actively listening, asking questions, sharing examples, participating in discussions, and taking part in class activities.
- Attendance and participation will be graded. Each student will earn 5 points for every class session that they attend. If students attend but do not participate in class, I reserve the right to assign 0 points for the day. In all fairness, students will be notified that their lack of participation will result in 0 points before the points are assigned.

What are your expectations for my assignments?
- It should go without saying that quality work is an expectation. As a Communication major, it is expected that you will have effective writing and speaking skills and that you will seek my help if you need assistance in these areas. It is also expected that your work will be free from plagiarism, will demonstrate critical thinking, and will show that you are thinking “beyond the textbook.”
- All assignments are due at the beginning of class on the date shown on the course syllabus, unless otherwise noted. If otherwise noted, assignments are due on the exact date and at the exact time noted on the assignment. If an assignment is late/forgotten/otherwise not turned in on time, the student will not receive credit for the assignment.
- Assignments should be turned in as a hard copy unless otherwise noted. If an assignment is turned in using a means other than hard copy, the student will not receive credit for the assignment. Students should complete assignments on time to reduce the risk of emergencies, such as running out of ink, paper, or not having access to a printer or computer. Students should also save their files in multiple locations to reduce the risk of losing their work.

What if I am absent?
- In the event of an excused absence (i.e., athletics, family emergencies, and illness), I must be notified before the missed class period and I reserve the right to decide whether an absence is excused. Late work will only be accepted for excused absences and must be completed and turned in within 7 days of the absence.
- In the event of an unexcused absence, students will not receive credit for their attendance or missed assignments.
- Regardless of the status of an absence, when a student they are responsible for obtaining the information that was missed during class. Students may wish to select a classmate(s) at the beginning of the semester that will agree to help with this task.

I have a question about one of my grades, what should I do?
- Should a student have a question about their grade on a particular assignment, I follow the 24/7 rule: students must approach me no sooner than 24 hours and no later than 7 days after the assignment has been returned. Once 7 days have passed, the topic will be closed for discussion.

What type of citations should I use in my writing and speaking assignments?
- All assignments that require scholarly citations should adhere to the 6th edition of the APA style manual. If you do not have access to this manual, please visit: http://library.nmu.edu/guides/userguides/style_apa.htm#website

I need help with my work, what should I do?
- Come talk to me!
- I am happy to help students with their understanding of assignments by reading through drafts and answering questions about class assignments; however, I will not be able to provide adequate assistance within 36 hours of a deadline, so students should be proactive about starting their assignments and seeking feedback early.
- Should any situation arise, where I can be of assistance (i.e., you do not have a printer), please come talk to me.

What are the rules for classroom conduct?
- I treat my classroom as a small community; thus, we will maintain a harassment-free environment that is welcoming to different viewpoints and ideas. Any profane or inappropriate ethnic, gender, racial, age, appearance, and/or lifestyle-related comments will not be accepted. Any student who violates this policy will be asked to leave the classroom.
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VIII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, online classrooms, labs, discussion groups, field trips, etc.

**Notice to Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5716.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 8253466.

**Grade Appeal Process**
As stated in the 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.

**Academic Honesty**
Students unaware of the university’s statement on academic honesty should review it in the Undergraduate Catalog or Student Handbook. Examples of academic dishonesty and plagiarism are using someone else’s ideas and not giving them credit; presenting a paper that is not originally yours; handing in assignments that are not originally yours; presenting “facts” or lifting ideas from sources without crediting the source; presenting falsified opinions and figures; cheating on an exam; and turning in the same work in multiple classes. If you are uncertain as to what actions constitute plagiarism or dishonesty, please ask your professor. Students who violate the code of honesty in this class will receive a 0 on that assignment. Any student receiving more than one “0” for academic dishonesty or plagiarism will fail the course and may be expelled from the program. Note: All violations of academic honesty will be reported to the Dean and Office of Student Affairs who maintains documentation of such offenses for at least 5 years.
**Assignment Descriptions**

**Full descriptions and grading rubrics will be provided to the student closer to the assignment due dates.**

*Applications (5 at 20 points, 100 points)*

One of the most interesting parts of instructional communication research is its ability to be applied to contexts other than the classroom. Instructional research has long been used as “training and development” research, which can be applied to business, professional, and even personal settings. The goal for each application is for students to consider the concepts discussed in class and apply them to business, professional, and/or personal settings. These applications should explain the concept and how it could be applied to contexts outside of instructional communication.

*Mini State of the Art or Research Proposal & Presentation (200 points)*

Students will have the choice to dedicate their semester working on either a Mini State of the Art Paper or a Research Proposal. The purpose of a state of the art paper is to describe current research trends and explain where research needs to go in the field. These are often written to solve the problem of academic research being “one shot” (in that we have many different studies about a topic, but none of them seem to fit together and develop each other). The Mini State of the Art is a paper that takes into account the research read in the text and presented in class. Students will be required to describe where instructional communication research has been, where it seems to be headed, and where it needs to go. These papers should adhere to APA standards and be 8-10 pages in length. The purpose of the research proposal is to give students an opportunity to conduct a literature review of an area of instructional communication that they find interesting and propose a full study for an extension of research on this topic. Regardless of the option chosen, all students will be required to discuss their papers with the class on the assigned due date.

*Participation (14 days at 5 points, 70 points)*

Students will receive 5 points for each class period that they attend and actively participate; the professor reserves the right to assign partial or no credit should students attend, but not be actively engaged in the class.
**COMM-5306_001 Schedule**

**This schedule is tentative and subject to change. All changes will be to the benefit of the student.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Read</th>
<th>Discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 10</td>
<td>N/A</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Tuesday, September 17</td>
<td>Chapter 1 &amp; 8</td>
<td>Communication Education v. Instructional</td>
</tr>
<tr>
<td>Tuesday, September 24</td>
<td>Chapter 2 &amp; 9</td>
<td>Philosophy and Methodology</td>
</tr>
<tr>
<td>Tuesday, October 1</td>
<td>Chapter 3</td>
<td>The Basic Course</td>
</tr>
<tr>
<td>Tuesday, October 8</td>
<td>Chapter 5</td>
<td>Learning through Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application #1 Due</td>
</tr>
<tr>
<td>Tuesday, October 15</td>
<td>Chapter 10</td>
<td>Power, Compliance and Resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application #2 Due</td>
</tr>
<tr>
<td>Tuesday, October 22</td>
<td>Chapter 11</td>
<td>Instructor Immediacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application #3 Due</td>
</tr>
<tr>
<td>Tuesday, October 29</td>
<td>Chapter 12</td>
<td>Humor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application #4 Due</td>
</tr>
<tr>
<td>Tuesday, November 5</td>
<td>Chapter 14</td>
<td>The Relational Side of Instructional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application #5 Due</td>
</tr>
<tr>
<td>Tuesday, November 12</td>
<td>Chapter 15 &amp; 16</td>
<td>Critical Education: Social Justice</td>
</tr>
<tr>
<td>Tuesday, November 19</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tuesday, November 26</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Thursday, December 3</td>
<td>Chapter 18 &amp; 19</td>
<td>Critical Education: Race</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Tuesday, December 10 | READ: Chapter 20 & Chapter 21  
|                | DISCUSS: Critical Education: Gender & Sexuality |
| Tuesday, December 17 | READ: N/A  
|                | DISCUSS: N/A  
|                | Mini State of the Art Paper/Research Proposal and Presentation Due |