**COMM 5306: Instructional Communication**

**CRN 74205**…Section 001…127 Bay Hall…Wednesdays 7:00pm – 9:30pm  Spring 2016

**Professor:** Dr. Michael Sollitto, Ph. D.  
**Office:** 327 Bay Hall  
**Office Phone:** (361) 825-2443  
**Office Hours:** Monday, Tuesday, and Wednesday 9:00am-11:00am

**Email:** michael.sollitto@tamucc.edu  
**Credit Hours:** 3

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**TAMUCC Department of Communication and Media Mission Statement**

“Our mission is to develop students who are effective and ethical communicators with the creative, critical, and collaborative skills necessary to succeed in a diverse global environment.”

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**Course Title and Description**

Instructional Communication is a three-credit course that focuses on the study of communication in teaching/training environments. This course will include instruction on various theories of instructional communication, research about teacher and student behaviors, and the various pedagogical implications of the research about instructional communication.

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**Course Objectives**

The course is designed to expose students to the art and science of persuasion through enriching discussions and reading of classic and contemporary texts. This course is in partial fulfillment of the following Communication and Media Department outcomes. Specifically, students should be able to perform the following by the conclusion of the Spring 2016 semester:

- Define instructional communication based upon the literature provided.
- Differentiate between various effective teaching behaviors.
- Differentiate between various student outcomes.
- Become familiar with empirical research studies and scholars associated with the study of instructional communication.
- Explain the practicality of instructional communication to teaching/training contexts.
- Develop and refine scholarly writing and research skills.

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**Required Texts**


Washington: APA.

Reading material for selected topics from other sources will be distributed in class and/or Blackboard.

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**Attendance**

Student attendance in class is essential to learning. Assignments and tests are expected to be delivered on the day assigned. Exceptions will be made only in extreme circumstances at the discretion of the instructor. When absences are due to a University activity, it is the student’s responsibility to notify the instructor of these absences at least one (1) week in advance of the occurrence to allow adequate time for rescheduling. Definitions of excused and unexcused absences will reflect university guidelines. **Only formally documented, “university excused” absences will be allowed.**  
*More than 1 unexcused absences will result in automatic failure of the course*
Grading Procedure
Grades will be based on the following scale:
100-90% - A  89-80% - B  79-70% - C  69-60% - D  Below 60% - E

Grading
Grades are comprised of discussion questions, three application papers, a spotlight on scholarship abstract, and a group theory presentation. There will be no opportunity to makeup in-class activities. Assignments turned in late will receive a 10-percent deduction for every day it is late.

Application Papers
There will be three Application Papers, each worth 25 points, for a total of 75 points. The purpose of Application Papers is to encourage reflection, integration of theory and practice, and problem-solving about events that take place in life. The papers will be 2-4 pages in length, adhere to the sixth edition of the APA style guide, and incorporate the assigned readings. Further directions and rubric for the Application Papers will be distributed and discussed in class at the appropriate time.

Classroom Engagement Activities
On various days students will complete classroom engagement activities that will be used for direct application and discussion of course topics, lecture material, and textbook content. There will be ten classroom engagement activities in this course, each worth 5 points, for a total of 50 points.

Spotlight on Scholarship Abstract
Spotlight on Scholarship involves students familiarizing themselves with empirical research and notable scholars who have contributed to the study of persuasion. The assignment involves students locating one (1) empirical research article about persuasive communication written by a notable communication scholar from a peer-reviewed communication journal, reading the article, abstracting it, and integrating insight from class discussions into an implication section of the paper. Abstracts will be approximately 1-3 pages in length and adhere to the sixth edition of the APA style guide. Students will then present the abstracts to the class on the assigned days. There will be four (4) Spotlight on Scholarship Abstract presentation days. Each abstract is worth 25 points, for a total of 100 points. Further directions and rubric for the assignment will distributed and discussed in class at the appropriate time.
**Academic Advising**
Students pursuing the Master of Arts in Communication will be paired with a graduate faculty member advisor in their first semester. Students should contact their advisors within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. If there is any question regarding whom a student’s academic advisor is, the student should contact Dr. David Gurney, Graduate Coordinator, for assistance (david.gurney@tamucc.edu; 361-825-5991). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Disability Services**
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116 and the phone number is 361-825-5816.

**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.

**Student Conduct**
1. **Know the syllabus:** Be informed on what is to be read, discussed, and submitted for each class meeting.
2. **Islander Email:** Correspondence from the instructor will take place through the TAMUCC email system. Regularly check your Islander email for updates and information.
3. **Respect:** Be courteous of the professor and fellow students and refrain from talking amongst yourselves during lecture and discussion. This also means that proper professional communication is also required.
4. **Preparation:** Attend class ready to contribute and interact with material presented in class.
5. **Punctuality:** Please make best effort to arrive to the classroom before class begins.
6. **Electronic Devices:** Items such as cell phones, and IPods should be put away during class.
7. **Listening:** It is absolutely essential and expected for students to pay attention to class discussions and lectures because the information is vital toward successfully completing the course.
8. **Effort:** This class will be fun and enlightening, yet challenging. Please put forth your best effort each day in the course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Wed Jan 20</td>
<td>Welcome; Introduction to Instructional Communication</td>
<td>Waldeck et al. (2010); Myers (2010); Nussbaum &amp; Friedrich (2005); McCroskey, Richmond, &amp; McCroskey (2006)</td>
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<td>Wed Jan 27</td>
<td>Effective Teaching</td>
<td>Nussbaum (1992);</td>
<td>Position Paper 1: Legitimacy of Instructional Communication</td>
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<td>Wed Feb 03</td>
<td>Teacher Behavior: Immediacy</td>
<td>Witt et al. (2010); Andersen (1979); Gorham (1988); Richmond et al. (1987)</td>
<td>Discussion Questions</td>
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<td>Wed Feb 10</td>
<td>Teacher Behavior: Clarity/Relevance</td>
<td>Titsworth &amp; Mazer (2010); Frymier &amp; Shulman (1995); Chesebro (2002); Chesebro &amp; McCroskey (1998)</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Wed Feb 17</td>
<td>Teacher Behavior: Power</td>
<td>Chory &amp; Goodboy (2010); Plax &amp; Kearney (1992); McCroskey &amp; Richmond (1983)</td>
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<td>Wed Mar 02</td>
<td>Classroom Environment: Justice and Climate</td>
<td>Chory (2002); Hayes (1970)</td>
<td>Spotlight on Scholarship</td>
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<td>Wed Mar 09</td>
<td>Classroom Environment: Student Connectedness and Relationships</td>
<td>Chory &amp; Goodboy (2010); Kearney &amp; Plax (1992)</td>
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<td>Wed Mar 16</td>
<td>No Class: Spring Break</td>
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<td>Wed Mar 23</td>
<td>Student Characteristics: Communication Apprehension and Motives</td>
<td>McCroskey (1977); Bourhis et al. (2006); McCroskey &amp; Richmond (2006)</td>
<td>Spotlight on Scholarship Abstract</td>
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<td>Wed Mar 30</td>
<td>No Class: ECA Convention</td>
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<td>Wed Apr 06</td>
<td>Student Characteristics: Feedback Orientation</td>
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<td>Spotlight on Scholarship Abstract</td>
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<td>Wed Apr 13</td>
<td>Student Outcomes: Learning and Communication</td>
<td>Kerssen-Griep et al. (2006); Goodboy (2011b)</td>
<td>Spotlight on Scholarship Abstract</td>
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<td>Wed Apr 20</td>
<td>Theorizing Instructional Communication</td>
<td>Mottet, Frymier, &amp; Beebe (2006)</td>
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<td>Wed Apr 27</td>
<td>Theorizing Instructional Communication</td>
<td>Waldeck et al. (2001); Weber et al. (2011)</td>
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<td>Wed May 11</td>
<td>Final Exam</td>
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