COMM 5306: Instructing and Consulting
CRN 21792…Section 001…114 Center for Science…Tuesday 4:20pm – 6:50pm

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Office: 327 Bay Hall  Credit Hours: 3
Office Phone: (361) 825-2443
Office Hours: Tuesday, Wednesday, and Thursday 12pm-2pm

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.”

Course Title and Description
Instructing and Consulting 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 for the research about instructional communication.

Course Objectives
The course is designed to introduce students to the academic literature and practical applications of instructional communication. This course is in partial fulfillment of the following Communication & Media Department outcomes. Specifically, students should be able to perform the following by the conclusion of the Spring 2020 semester:

- Define instructional communication based upon the literature provided.
- Become familiar with empirical research studies and scholars associated with the study of instructional communication.
- Differentiate between the various rhetorical and relational teaching behaviors.
- Differentiate between various student outcomes.
- Develop positions and clear arguments about instructional communication theory, research, and practice.
- Propose new areas of instructional communication research about instructor or student communication behavior.

Required Texts

Required Readings
- Reading material for selected topics from a variety of sources will be placed in the “Required Readings” folder on Blackboard (See reference information for each source on pages 5-8 of this syllabus).

Attendance
Attendance and participation are required for this course, as they are the strongest predictors of success on assignments and for actual learning to occur. Absences are understood but discouraged.
Grading Procedure
Grades will be based on the following point values:
180-200 points = A  160-179 points = B  140-159 points = C  120-139 points = D  0-119 points = E

Grading
Grades are comprised of classroom engagement activities, position papers, and an individual research project. The total amount of points possible for the course is 200. There will be no opportunity to makeup in-class activities. Assignments submitted late will receive a 10-percent deduction for every day it is late.

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

Position Papers
There will be three position papers in this course, each worth 25 points, for a total of 75 points. The purpose of Position Papers is to encourage reflection, critical thinking, and argumentative skills. Position papers allow students to learn about an issue in the instructional communication discipline, take a stand on the issue, and then effectively argue their viewpoint with relevant supporting evidence. Grading will be based upon the quality of thesis statement and information presented to defend one’s viewpoint. Further directions and rubric for the Position Papers will be distributed and discussed in class at the appropriate time.

Individual Project
Working with Dr. Sollitto, students will write a research proposal about an instructional communication topic that is of most interest to them. This project will include an introduction and purpose section, literature review, and a proposed method section. The individual project will be worth 75 points. It will be the students’ choice if they want to continue the project and submit it for conference and publication at some point after the conclusion of the semester.

Course Project
As a class, Dr. Sollitto and the students will be conducting an empirical research study, which will involve designing/refining the study, writing sections of the literature review, method, and discussion sections; and collecting and analyzing data. The plan is for this project to be submitted for presentation at the 2021 National Communication Association convention. After that, it will be submitted for publication to a journal commensurate with the quality of project. The order of authorship will be determined largely by the quality of contributions to the project. It is no guarantee that everyone in the class will be included as an author.
**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. Stephanie Rodriguez, Graduate Coordinator, for assistance (stephanie.rodriguez@tamucc.edu; 361-825-5753). 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**
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 Corpus Christi Hall, Room #116.

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) 825-5816.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.

**Grade Appeal Process**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

**Expectations of Graduate Students**
1. Ability to contribute engaging and thoughtful discussion points during class.
2. Demonstrated completion of all assigned reading material prior to class.
3. Proficiency in academic writing and use of APA Style.
4. Focus on learning instead of focus on grades.

**Student Conduct**
1. **Know the syllabus**: Be informed on what is to be read, discussed, and submitted for each class meeting.
2. **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.
3. **Preparation**: Attend class ready to contribute and interact with material presented in class.
4. **Punctuality**: Please make best effort to arrive to the classroom before class begins.
5. **Electronic Devices**: All devices that distract from the learning process are prohibited.
6. **Listening/Feedback**: Devote attention during class sessions and heed advice and constructive instruction on assignments provided throughout the semester.
7. **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>Tue Jan 21</td>
<td>Welcome; Introduction to Instructional Communication</td>
<td>Dannels (2015), Ch. 1; Myers, Tindage, &amp; Atkinson (2016) Farris, Houser, &amp; Hosek (2017)</td>
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<td>Tue Jan 28</td>
<td>Instructor Characteristics</td>
<td>Dannels (2015), Ch. 2; Martin &amp; Myers (2010); Myers &amp; Martin (2017)</td>
<td>Position Paper 1: Why Instructional Communication?</td>
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<td>Tue Feb 04</td>
<td>Perspectives and Paradigms of Instructor-Student Behavior</td>
<td>Snare (1997); Frymier &amp; Houser (2000); Cortez et al. (2006); Myers (2017)</td>
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<td>Tue Feb 11</td>
<td>Rhetorical Instructional Behaviors</td>
<td>Dannels (2015), Ch. 3; Mottet, Frymier, &amp; Beebe (2006); Titsworth &amp; Mazer (2016); Chory &amp; Horan (2017)</td>
<td>Individual Project Proposal Topic</td>
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<td>Tue Feb 18</td>
<td>Relational Instructional Behaviors</td>
<td>Dannels (2015), Ch. 6; Richmond, Houser, &amp; Hosek (2017); Frisby &amp; Buckner (2017); Titsworth &amp; Waldbuesser (2017)</td>
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<td>Tue Feb 25</td>
<td>Instruction Beyond the Traditional Classroom</td>
<td>Thompson &amp; Mazer (2012); Beebe &amp; Frei (2016); Sellnow &amp; Kaufman (2017)</td>
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<td>Tue Mar 03</td>
<td>Forum: The Role of Lecture in Instructional Communication</td>
<td>Mazer &amp; Hess (2017); Sciullo (2017); Meyer &amp; Hunt (2017); Buzzanell (2017)</td>
<td>Position Paper 2: Engaging Students</td>
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<td>Tue Mar 10</td>
<td>No Class: Spring Break</td>
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<td>Tue Mar 17</td>
<td>Classroom Environment: Justice, Climate, and Connectedness</td>
<td>Hays (1970); Chory-Assad (2002); Dwyer et al. (2004); Myers et al. (2016)</td>
<td>Individual Project Literature Review Rough Draft (Mar 20)</td>
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<td>Tue Mar 24</td>
<td>Classroom Environment: Student Relationships</td>
<td>Sollitto, Johnson, &amp; Myers (2013); Johnson &amp; LaBelle (2016); Sollitto et al. (2018)</td>
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<td>Tue Mar 31</td>
<td>Student Characteristics: Feedback Orientation, Motivation, and Communication Approach &amp; Avoidance</td>
<td>Dannels (2015), Ch. 4 &amp; 8; Martin, Myers, &amp; Mottet (2002); King, Schrodt, &amp; Weisel (2009); Frymeir (2016); Beebe &amp; Frei (2017)</td>
<td>Individual Project Method Section Rough Draft (Apr 10)</td>
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<td>Tue Apr 07</td>
<td>Student Behaviors: Proactive Behaviors</td>
<td>Dannels (2015), Ch. 5; West &amp; Pearson (1994); Myers &amp; Knox (2001); Frymier &amp; Houser (2017)</td>
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<td>Tue Apr 14</td>
<td>Student Behaviors: Student Influence</td>
<td>Simonds (1997); Kearney, Plax, &amp; McPherson (2006); Goodboy &amp; Bolkan (2017)</td>
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<td>Tue Apr 21</td>
<td>Forum: Engaging Millennial Students</td>
<td>Elam, Stratton, &amp; Gibson (2007); Mazer &amp; Hess (2016); Buckner &amp; Strawser (2016); Morreale &amp; Staley (2016)</td>
<td>Position Paper 3: Instructing Millennials</td>
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<td>Tue Apr 28</td>
<td>Student Outcomes: Identification and Learning</td>
<td>Mael &amp; Ashforth (1992); Hosek, Crawford, &amp; Vogl-Bauer (2017); Lane, Frey, &amp; Tatum (2017)</td>
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<td>Tue May 05</td>
<td>Forum: The Future of Instructional Communication</td>
<td>Dannels (2015), Ch. 9; Witt et al. (2016); Hess &amp; Mazer (2017); Valenzano &amp; Wallace (2017); Dannels (2017)</td>
<td>Final Research Proposal</td>
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