

COMMUNICATION for TEACHERS Syllabus
CJ 220 F17 TR 4:30-5:45p.m. Room Vo-Tech 101

Instructor: Jennifer R. Bartlit, Esq. , Lecturer 3, adj.

Office: Academic Affairs **Hours:** TR 12:45-1:15* and by appointment

Prefer Course Message in *Learn*; if that fails, Lobomail: jbartlit@unm.edu

Textbook: Chesebro, Joseph L. & McCroskey, James C. (2002). *Communication for Teachers*
Boston: Allyn & Bacon (Pearson). ISBN: 978-0-205-31887-8.

Description: An examination of communication theory and research in instructional contexts, designed for current or prospective **K-12 educators**.

Learning Objectives: This course introduces students to relevant theories, concepts, strategies, and processes of communication between instructors and students. It touches on some knowledge from psychology, child development, and cognitive neuroscience to enhance communication science.

After completing this course:

1. Students will have a working knowledge of the relevant concepts, theories, and processes of instructional communication.
2. Students will be able to identify and discuss various instructional strategies and methods as they relate to classroom communication.
3. Students will be able to explain how teachers and students influence both student and teacher motivation and student learning.
4. Students will be able to apply concepts from the class to different academic settings.

Attendance Policy: Attendance is important, reflected as a significant percentage of your grade. If you miss any part of class (arriving late, leaving and returning to class, leaving early) it will be considered a tardy. Three tardies equal one absence. If you miss more than twenty minutes of class, you will receive an absence. **Excused** absences will not incur penalty: they are those resulting from emergency or unavoidable conflicts (such as contagious illness), after consultation with me. For optimal outcomes, communication about absence is preferable to silence.

Electronics: Laptop computers and other note-taking devices may be used for class purposes in class. Cell phones may not be used, unless specifically instructed to do so by the teacher.

Respectful Campus Policy: The CHESS Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. You are expected to treat your classmates with courtesy and respect. The instructor reserves the right to dismiss disruptive students from class, and they will receive an absence for the day.

PASSING AND FAILING GRADES

A passing grade in CJ 220 is C (74% or higher); a grade of “C-minus” will require you to retake the course.

A+	97-100+%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	F	0-59.9%
A	93-96.9%	B	84-86.9%	C	74-76.9%	D	64-66.9%		
A-	90-92.9%	B-	80-83.9%	C-	70-73.9%	D-	60-63.9%		

Late Work: All homework is due as indicated with each assignment. You may submit your work one day (up to 24 hours) late with a 10% off penalty. So, if the assignment is worth 100 points, 10 points will be automatically deducted from your final score. Work will not be accepted after this grace period. (In the unusual event that an emergency prevented the timely submission, I may accept late work in my discretion.)

NOTE: Submission failures do happen from time to time online. There is a new submission confirmation in *Learn*. It is your responsibility to check your submission status after turning in your assignments through *Learn*. File names submitted in *Learn* should include helpful identifiers, e.g.: LastName.FirstName.CJ220.[name_of_assignment].

Also, it is your responsibility to submit your work in acceptable formats (Word document or PDF). If I cannot open your file, I cannot review or assess it.

Assessed Performance:

Classwork, Homework, Journal	25% of total grade.
Discussion Questions Leading (pairs)	25%
3 Quizzes	30%
Presentation Illustration of Applied Concept (Weeks 14-16)	10 %
Participation	10%

Equal Access: If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see the instructor as soon as possible so that we can work together to address your needs.

Drop Policy: Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating attendance policy.
- If you, your instructor, or the Dean of Students initiates a drop after the end of the third week in a sixteen-week semester, you will receive a W. Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use her discretion to decide whether to assign you a grade from A+ to F or a W.

Plagiarism Policies & Procedures: “Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

Types of Plagiarism

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Possible Consequences

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form or simply direct a memo to Rob Burford (rburford@unm.edu), Judicial Affairs Specialist, Dean of Students Office. The UNM Student Code of Conduct also addresses Academic Dishonesty at <http://pathfinder.unm.edu/policies.htm>.

Students with Disabilities: If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need

accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujah@unm.edu.

Assessed Learning:

1. **Classwork, Homework, Instruction Scrapbook** **25%**

Class Work: We will engage in class work periodically such as writing a reflection on the reading that is due, completing a handout, responding to questions about the readings, etc. If you are not in class that day you will NOT be able to make up the in-class assignment. NO EXCEPTIONS.

Written Homework: Unless otherwise instructed, any homework to be turned in should be typed, double spaced, in Times New Roman font, 12 point, with 1 inch margins. Your name, the instructor's name, the class and section, and the date should appear on the upper left side of the first page. Work to be handed in, except for Scrapbook, must be submitted electronically on *Learn*, unless otherwise indicated.

Instruction Journal: A separate thin notebook or folder should be kept in which you will enter reflective writing weekly (approximately) about the course material. This will be your internal discussion to support continuous integration of our knowledge. I will collect and review your Journal at one or two intervals over the semester to account for your fulfillment of this task.

2. **Leading a Discussion (pairs)** **25%**

The instructional communication discussion leader assignment will be completed in pairs and requires students to generate thoughtful questions about an assigned reading and lead a discussion on the reading. The readings will correspond with topic areas listed in the course schedule. This assignment will improve students' ability to present information clearly and accurately and to facilitate a substantive discussion while collaborating with a partner in teaching. More details about this assignment will be presented and posted.

3. **Quizzes 10% x 3 =** **30%**

Brief quizzes, equivalent to 10% each, will be given in class at the conclusion of each of the three sections of our textbook. Our in-class presentations, review, and discussions will substantially prepare you.

4. **Presentation: Explanation of a Concept, Applied** **10%**

This individual assignment requires students to make a brief (5-minute) presentation which explains, illustrates, or applies an aspect of our course material using at least 2 kinds of support, including: 1) at least 1 peer-reviewed source or authority (for example, a journal article) and 2), an actual experience as a teacher or in a similar role, such as a teacher-in-training, intern, or other service; or as a student observer as a student oneself.

A written summary will also be included. Presentations will be given in the last week of class. More details about this assignment will be presented and posted.

5. Participation

10%

Participation means arriving to class on time, being prepared with the readings, and engaging in the class discussions (in pairs, small groups, or as an entire class). It also concerns your general attitude in class, your courtesy and consideration for the opinions of others (even if they are different from your own), and your effort to complete class work and homework.

A **Schedule** and details for each assignment or assessed work will be provided separately. **Syllabus** is subject to revision, with notice.

Additional Readings for Reference:

Mottet, T. & Richmond, V. P. (2005) *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston: Allyn & Bacon.

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Andersen, J., Nussbaum, J., Pecchioni, L., & Grant, J. (1999). Interaction skills in instructional settings. In A. Vangelisti, J. Daly & G. Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed.) (pp. 359-374).

Mahwah, NJ: Erlbaum.

Anderson, P., & Anderson, J. (1982). Nonverbal immediacy in instruction. In L.L. Barker (Ed.), *Communication in the classroom: Original essays* (pp. 98-102). Englewood Cliffs, NJ: Prentice Hall.

Darling, A. L. (1990). Instructional models. In A. Vangelisti, J. Daly & G.

Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed.) (pp. 267-278). Mahwah, NJ: Erlbaum.

Frederick, P. (1981). The dreaded discussion: Ten ways to start. *Improving College and University Teaching*, 29, 109 – 114.

Morreale, S. & Pearson, J. (2008). Why communication education is important: The centrality of the discipline in the 21st century. *Communication Education*, 57, 224-240.

Nyquist, J. D. (1988). Instructional discussion. In D. Goldsmith, C. Logan, & M. Winch (Eds.), *Instructor's Manual for Together: Communication Interpersonally* (pp. 117-126). New York: Random House.

Weaver, R., Cottrell, H.W. (1987). Lecturing: Essential communication strategies. In M.G. Weimer (Ed.), *Teaching large classes well* (pp. 57-69). San Francisco, CA: Jossey-Bass.