CA 561: Teaching and Professionalism
Dr. Brett Lunceford
T/R: 5.30-10.00PM
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Course Description

This course will explore the practice of teaching and learning. In this course, the primary goal is to help students to make the transition from student to future colleague, thus there will also be a heavy emphasis on professionalization into the discipline.

This course has three major desired learning outcomes. At the end of this course, students will be able to:

- Describe effective practices in teaching communication and recognize the potential pitfalls of teaching as a future colleague.
- Apply learning theories in the construction of teaching materials and course design.
- Evaluate and justify their teaching practices.

These goals will be assessed through the construction of a teaching portfolio that will include a curriculum vitae, teaching philosophy, and a detailed teaching activity developed for a course of the student’s choosing. During in-class activities and discussion, students will have opportunities to explore their own beliefs and values concerning pedagogical practice.

I expect that each student will come to class prepared to discuss the readings for the day. According to the University of South Alabama’s Academic Policies and Procedures, “Each hour of lecture usually requires two hours of outside preparation. Thus, a student carrying sixteen semester hours should be prepared to spend at least 48 hours in class and study per week.”

Required Texts


Other required readings will be available through the library’s online course reserves.

Suggested Texts

Although these texts will not be required reading in the course, I would encourage you to use these texts to consider alternative views concerning pedagogical practice. I would strongly recommend the first text as a practical, nuts and bolts “what do I do when…. book. The second
two provide insight into the nature of teaching itself and although some of the recommendations may seem dated, they provide a place to start thinking about the philosophy of education itself.


**Class Climate**

Respect for others in the class is an essential component of this class. Arguments should be made in a spirit of inquiry rather than as personal attacks. My primary goal is to maintain a class climate in which differing viewpoints can be safely expressed.

**Attendance Policy**

This is a graduate course, so I assume that by now you recognize the value of regular class attendance. This course relies heavily on in-class discussion. Excessive absences will negatively impact your grade in this course. If you are not present, you are not able to participate and it is impossible to make up the discussion. You get one absence free—no questions asked. However, after one absence, each absence will decrease your final grade by 10 points (a full letter grade), so use it wisely. This may seem harsh, but this course only meets nine times, so every day is essential. In addition, there may be in-class activities that are impossible to make up. If you are absent, please do not email me asking, “What did I miss?” You missed four and a half hours of discussion and perhaps an assignment. Make friends with your classmates and get the notes from them and/or come to my office hours.

**Academic Honesty**

From the Student Academic Conduct Policies: “Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. . . . Penalties may range from the loss of credit for a particular assignment to dismissal from the University” (*The Lowdown*, p. 249). In short, don’t do it. I don’t like to bust students for plagiarism or other forms of academic dishonesty but I will. It isn’t fair to others and it isn’t fair to yourself.

Here is the policy set forth by the Department of Communication:

Standards of academic conduct are set forth in the Student Academic Conduct Policy. By registering at the university, you have acknowledged your awareness of the Academic
Conduct Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Please see *The Lowdown* for the complete **Student Academic Conduct Policy**.

Each instance of academic dishonesty will be reported to the chair of the department. The student involved will receive written notification describing the alleged violation and the recommended penalty, along with a copy of the policy. The written notification will inform the student that if it is determined that previous incident(s) of Academic Misconduct have occurred, an additional or higher level charge may be brought.

The student involved has ten (10) Class days from receipt of the written notification to submit a written response to the instructor and request a conference with the department chair and the instructor.

**Assignments**

**Teaching Portfolio:** The teaching portfolio will be broken up into two assignments. This will be useful when you apply for faculty positions or assistantships in doctoral programs. You will add such things as syllabi, course evaluations, and reports of teaching observations as you continue your teaching career.

- **Curriculum Vitae:** An important part of any dossier is the curriculum vitae. This is a resume of your academic activities. The curriculum vitae is due **June 30**.
- **Teaching Philosophy:** This is a reflection of your own beliefs, values, and goals concerning pedagogical practice. You will likely continue to revise this long after the course is over. That said, the statement of teaching philosophy should be well thought out, clearly written, and something you are willing to defend if questioned. The teaching philosophy is due **July 14**.

**Teaching Activity:** In this assignment, you will develop an activity to be used in an existing course next semester (or this summer, if possible). I strongly suggest working with the faculty member who will be teaching the course in this process (if the activity is for a public speaking course, you will want to discuss this with the course director). The end result should be a paper suitable for presentation at a G.I.F.T.S. panel at NCA or one of the regional conferences, or publishable in *Communication Teacher*. For the purposes of this assignment, we will follow the format in *Communication Teacher*, up to the point of assessment of activity, which will be completed next semester once you have had a chance to run the activity in the faculty member’s course. I would particularly encourage you to consider building an activity for an online or hybrid course. This assignment is due **July 26**.

**Participation:** Participation is more than simply showing up. In order for you to succeed in this class it is imperative that you come prepared, having read the assignments for the day and ready to discuss them.

**Final Exam:** Because we have eliminated comprehensive exams, each course is required to issue a comprehensive exam type question. This will take place **July 26**.
Late work, if accepted, will receive half credit.

Grading Scale

There are a total of 100 points available in this course:

Teaching Philosophy: 10
Curriculum Vitae: 10
Course Activity: 25
Final Exam: 25
Participation: 30

A=90-100; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60

Statement Regarding Students with Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from Special Student Services. (OSSS is located at the corner of Jaguar Drive Old Shell Road, 5828 Old Shell Road, phone - 460-7212.)

Keep in mind that OSSS prohibits me from making any retroactive accommodations, so if you will need special accommodations please talk to me as soon as possible. Moreover, I can make no accommodations unless you are registered with OSSS.

A Note on my Teaching Philosophy

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not “give” grades; students earn grades—no one is entitled to get an “A” in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and am generally available through email. I assume that attaining a university degree is your first priority. If this is not the case, it is less likely that you will excel. As graduate students, I see you less as students and more as potential future colleagues. There is really only one way to master the material such that you can be said to truly have earned a master’s degree, and that is to seriously grapple with the material and consume and absorb as much of it as possible. The readings in this class are not simply academic hazing; my goal is to provide you with the tools that you will need to become an effective scholar and educator. Bottom line—you do your part to excel and I will be there to help you reach that goal.
Reading Schedule

June 28       Professionalization and Curriculum Vitae Workshop

Chapter 1. The Communication Discipline, *Gustav W. Friedrich and Don M. Boileau*
Chapter 4. Becoming a Professional, *Ann L. Darling*
Chapter 37. Ethical Issues in Teaching, *Kenneth E. Anderson*
Chapter 38. Fitting Into the Department and the Profession, *James C. McCroskey*

June 30       The Practice of Teaching

Curriculum Vitae Due

Chapter 2. The Goals of Communication Education, *Jo Sprague*
Chapter 3. An Ecological Perspective on College/University Teaching: The Teaching/Learning Environment and Socialization, *Ann Q. Staton*
Chapter 18. Classroom Roles of the Teacher, *Kathleen M. Galvin*
Chapter 19. Diversity in Classroom Dynamics, *Joan Gorham*
Chapter 20. Classroom Management: Contending With College Student Discipline, *Timothy G. Plax and Patricia Kearney*

July 5        Learning and Assessment

Chapter 27. Individualized Approaches to Instruction, *William J. Seiler and B. Scott Titsworth*
Chapter 29. Evaluating the Process, *Anita L. Vangelisti*
Chapter 30. Evaluating the Product, *Rebecca B. Rubin*


July 7        Nuts and Bolts

Chapter 5. Creating a New Course, *Jean Civikly-Powell*
Chapter 21. The First Day, *Gustav W. Friedrich and Pamela Cooper*
Chapter 22. Selected Tools and Methods to Engage Students in Learning, *Donald H. Wulff and Jody D. Nyquist*
Chapter 23. Explanatory Skills, *Katherine E. Rowan*
Chapter 24. Lecturing, *Cassandra L. Book*
Chapter 25. Large Lecture Classes, *Paul E. Nelson and Judy C. Pearson*
Chapter 26. Interaction Skills in Instructional Settings, *Janis Andersen, Jon Nussbaum, Loretta Pecchioni, and Jo Anna Grant*

**July 12**

**Developing a Teaching Philosophy**


**July 14**

**Instructor Issues**

**Teaching Philosophy Due**


July 19  

**Issues in E-Learning**


Harrington, Rick, and Donald A. Loffredo. “MBTI Personality Type and Other Factors That Relate to Preference for Online Versus Face-to-Face Instruction.” *The Internet and Higher Education* 13, no. 1-2 (2010): 89-95.


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July 21  

**Why is Education Important?**


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July 26  

**Final Exam**

**Classroom Activity Due**

**Regarding Changes in Course Requirements**

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.