



COM 620

Instructional Communication Syllabus

NOTE: The professor reserves the right to amend the syllabus before and during the course of the class as needed.

Instructional Communication

COM620

3 Credit Hours

Summer June Term Semester 2022

June 20, 2022 – July 22, 2022

Online: Taylor University Blackboard LMS

Professor: Dr. Jeff Groeling

Office: Rupp 206

Contact Information

Email: jfgroeling@taylor.edu - This is the mode of communication I prefer = fastest response.

Phone: (765) 444-9048

Address: Jeff Groeling, Taylor University, 236 W. Reade, Upland, IN 46989

Office Hours: Scheduled by appointment and conducted via email, phone or zoom.

Asynchronous but accommodations for synchronous communication/meetings can be made if necessary

Welcome

I would like to welcome you to COM620, *Instructional Communication*. I encourage you to look at my profile in Blackboard to find out more about me. I look forward to beginning this journey with you and learning more about each of you over the course of this class.

Course Description

Instructional Communication focuses on instructional communication theory and research practices as applied to instructional environments. Topics covered include instructor credibility, rapport, technology, as well as different instructional communication methodological approaches in the classroom. Each student will produce a final project based on principles discussed in the course as applied in their specific educational context. *COM520 preferred but not required as a prerequisite.*

Big Ideas

The Big Ideas for this course include:

- Words have power. Actions Communicate.
- Communication matters.
- Instructional communication is the heart of the teaching and learning process.

Course Objectives

In this course, students will:

- Describe, explain and compare the different aspects of instructional communication theory and research in educational settings.
- Design and conduct a research project addressing a specific research question in your area of interest as it relates to instructional communication within educational settings.
- Write professionally formatted and cited papers.
- Pay particular attention to detail; work under and meet deadlines.
- Display ethical character and conduct and demonstrate respect for self and others.

Required Readings

Houser, Marian L (Editor), Hosek, Angela (Editor). (2017). *Handbook of Instructional Communication: Rhetorical and Relational Perspectives*. New York, NY: Routledge. ISBN 978-1138729445

- Some required readings may be provided via Blackboard within the context of the course or in cooperation with the library.

Expectations:

Instructor Expectations

Grading time: All assignments (except the final project) are due on the assigned dates by midnight. They will be graded as soon as possible. Contact time: Outside of class you can usually expect a response to your contact within 24 hours—oftentimes the response will be much quicker.

Student Expectations

Classroom/Project expectations: Your participation grade will be based on the level and quality of interaction from each of you as well as the interaction between each of you and not just with myself. Your participation grade is based on my qualitative assessment of your contribution to class discussion and a quantitative measure of your engagement with the class.

Attendance expectations: My hope for this class is that it be one that you look forward to coming to, not be a class where you HAVE to be there. It is about attitude. If there is an issue where you may miss class, I expect you to inform me ahead of time preferably via email. Whether or not you are in class, your assignments are due when specified. Your presence in the class will be incorporated in as part of your participation grade for that module.

Academic integrity:

Plagiarism Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source. Plagiarism will not be tolerated and may result in failing this course, and may also result in further consequences as stipulated in the Taylor catalog:

<http://www.taylor.edu/academics/registrar/catalog.shtml>

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. Please see the academic catalog for a complete statement:

<http://www.taylor.edu/academics/registrar/catalog.shtml> Writing assignments will be submitted through the SafeAssign tool in Blackboard and will be checked for plagiarism.

Equipment/Materials: Students will need access to the Internet and a computer that can play audio and video files. Students will also need software that can read Microsoft Office files and Adobe Acrobat.

The **Zondervan Library** will assist you in discovering, obtaining, and evaluating information and resources for papers, projects, and other academic work. Don't get frustrated. **Zondervan librarians can help you find what you need!** Research assistance in-person is available at the **Ask desk** (near the

¹ **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

library's main entrance) most hours that the Library is open. You can also get assistance through email: zonlib@taylor.edu or phone: 765-998-4357.

Academic Support Resources:

- **Academic assistance.** The Academic Enrichment Center provides individualized academic skills help (e.g. test preparation, note taking, planning, etc.). Contact Dr. Scott Gaier, scgaier@taylor.edu.
- **Tutoring.** Peer tutoring services and study tables provides free help to students in most content areas. For further information contact Darci Nurkkala, drnurkkala@taylor.edu.
- **Students with special needs.** The Academic Enrichment Center provides a variety of services for students who have disabilities. This includes, but is not limited to mental/emotional, physical, and learning disabilities. Contact Dr. Scott Barrett, scott_barrett@taylor.edu, to learn more. If you need accommodations due to a disability, please see me (your professor) so that I can help accordingly.
- **Writing Center.** Writing Center tutors can help you on all of your writing in any stage of your writing process, but they will usually focus on content and organization before they look at grammar and style. Expect to be actively involved during your session, whether you are developing a better thesis, reorganizing your main points, or consulting a style manual to understand formatting rules. To arrange an appointment visit taylor.mywconline.com.

Instructional Techniques include demonstration, discovery, inquiry, lecture, recitation and simulation (for definitions, see <http://ualr.edu/crgrable/id93.htm>).

Grading Expectations:

Graduate-level work principles include:

- Synthesis and application of abstract concepts.
- Critical thinking and personal conclusions.
- Structuring and presentation of clear arguments with supporting data and rationale.
- Depth and accuracy of research.
- Analysis of advantages and disadvantages of multiple theories.
- Professionalism and creativity in written and verbal presentation.
- Articulation of practical applications and strategies.
- Graduate level research and writing skills.
- Respectfulness and professionalism in dialogue and discussion.

Letter Grade "A": Outstanding work - thoughtful, comprehensive and insightful, demonstrating clearly that old and new ideas are continuously being tested, that reading assignments have been understood and interpreted appropriately in discussions and / or papers, and that the integration of readings, class discussions, and projects indicate a clear grasp of the topics at hand. Innovative thinking and approach is evident throughout.

Letter Grade "B": Good work that clearly demonstrates an ability to connect course materials with personal and professional life. Written papers show a clear grasp of key points, and class commentary demonstrates an ability and willingness to try and play with new ideas.

Letter Grade "C": Average work that reflects some understanding of the materials. Assignments fulfill basic requirements and show an understanding of key points. Class commentary helps build and extend discussion around the topic at hand.

Grading:

Papers and projects will be graded on content, style, and attention to instructions given. Percentage values of assignments are listed in this syllabus.

Late Policy: Assignments will be taken down after their due dates. If an assignment is not completed by the due date, students will not receive credit for the assignment. Please ensure that you work ahead and complete assignments on time.

Course Evaluations: All students are expected to fill out a course evaluation at the end of the class. These evaluations are online and should be completed immediately when students are reminded via email by the evaluation administrators.

Evaluation scoring (proportions out of 100%):

10% - Class Participation

Instructor grade based on class participation and interaction. I will be assigning a participation grade based on the level and quality of interaction from each student as well as the interaction between students (not just the instructor). Your participation grade is based on my qualitative assessment of your contribution to class discussion and a quantitative measure of attendance. You are expected to be engaged and involved with class. This means that you are to read the assigned articles or chapters, have your assignments done on time, and be fully prepared to take part in any class activities. It also means you are to be respectful of your classmates.

30% - Discussion Board Interaction

You will be expected to participate regularly in the Blackboard discussion board. The discussion board will be evaluated each module based on the quantity and quality of your posts. I do not expect you only to respond to me, but also to your classmates. I also do not want to carry the brunt of the conversation. Each module I will post several questions from the readings that I feel are important to which you should respond.

30% - Interview report

Over the course of this class you will schedule and conduct an interview with an individual that demonstrates excellent instructional communication skills in the classroom. After conducting the interview, you will submit a three page report that summarizes the interview. Your questions should revolve around their rhetorical and relational approach to instructional communication in the classroom. Please refer to concepts from the textbook in your report. Additionally, include the questions you asked and a please provide a transcription/summary for the interview in an appendix of your report.

30% Final Project

A final project on whatever topic you are interested in related to communication in the classroom will be required for completion of the course. Students will work with the professor to determine an appropriate project that is beneficial to the student in their specific context. Criteria for grading will be determined by the professor in collaboration with the student depending on the nature of the final project. As part of the final project, a summary of the project will be submitted to Blackboard.

Grading Scale

A	93-100%	A-	90-92.99%		
B+	88-89.99%	B	83-87.99%	B-	80-82.99%
C+	78-79.99%	C	73-77.99%	C-	70-72.99%
D+	68-69.99%	D	63-67.99%	D-	60-62.99%
F	Below 60%				

Tentative Course Schedule:

You are responsible to check on a regular basis for changes in the syllabus in Blackboard.

Introduction and orientation to class – Monday, June 20

- Objective: Introduction to the course and one another including review of the syllabus.

Assignments

- Provide an overview of Blackboard
 - introduce yourself in more detail in the discussion board in Blackboard
- Introduce & review syllabus
- Ask questions about the syllabus or course

Module 1 – Tuesday, June 21

- Objective: Understand the history and study of instructional communication.

Assignments:

- Answer daily question in Blackboard and respond to others
- Ask questions about the syllabus or course
- Have the following read:
 - Chapter 1: pp. 1-20

Module 2 – Wednesday, June 22

Objective: Introduction to rhetorical perspectives of instructional communication.

Assignments:

- Answer daily question in Blackboard and respond to others
- Think about topics for Final Project
- Introduce and start Interview and Report Assignment – reach out and set up interviews
- Have the following read:
 - Unit 1: pg. 21
 - Chapter 2: pp. 22-37

Module 3 – Thursday, June 23

- Objective: Understand how instructor credibility impacts effective communication in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others
- Schedule and conduct interviews for Interview and Report Assignment
- Have the following read:
 - Chapter 3: pp. 38-50

Module 4 – Friday, June 24

- Objective: Understand the importance of student engagement in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others
- Schedule and conduct interviews for Interview and Report Assignment
- Interview and Report Assignment is due Monday, June 27
- Complete readings
- Have the following read:
 - Chapter 4: pp. 51-64

Module 5 – Monday, June 27

- Objective: Understand how to manage instructional dissent in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others
- Submit Interviews and Report assignment in Blackboard
- Have the following read:
 - Chapter 5: pp. 65-79

Module 6 – Tuesday, June 28

- Objective: Understand student perspectives toward communication in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others
- Think about final project topics
- Introduce Final Project
- Have the following read:
 - Chapter 6: pp. 80-94

Module 7 – Wednesday, June 29

Objective: Understand relational aspects of instructional communication.

Assignments:

- Answer daily question in Blackboard and respond to others
- Discuss possible Final Project topics with professor and start project after topic is approved.
- Have the following read:
 - Unit 2: pp. 95-96
 - Chapter 7: pp. 97-111

Module 8 – Thursday, June 30

Objective: Understand how power and influence impact communication in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others
- Discuss possible Final Project topics with professor and start project after topic is approved.
- Submit annotated bibliography assignment
- Have the following read:
 - Chapter 8: pp. 112-125

Module 9 – Friday, July 1

Objective: Understand how rapport impacts communication in instruction.

Assignments:

- Answer daily question in Blackboard and respond to others
- Discuss possible Final Project topics with professor and start project after topic is approved.
- Have the following read:
 - Chapter 9: pp. 126-137

Module 10 – Tuesday, July 5

Objective: Understand how emotion affects our communication in the classroom.

Assignments:

- Answer daily question in Blackboard and respond to others - Get Final Project ideas approved
- Share Final Project topics and progress with class
- Work on final projects
- Have the following read:
 - Chapter 10 pp. 138-150.

Module 11 – Wednesday, July 6

Objective: Understand how social identity affects the instructional context.

Assignments:

- Answer daily question in Blackboard and respond to others
- Work on final projects
- Have the following read:
 - Unit 3: pp. 151-157
 - Chapters 11-12 pp. 158-182

Module 12 – Thursday, July 7

Objective: Understand the impact of technology in the instructional environment.

Assignments:

- Answer daily question in Blackboard and respond to others
- Work on final projects
- Have the following read:
 - Unit 4: pg. 183
 - Chapters 13-14 pp. 184-206

Module 13 – Friday, July 8

Objective: Understand methodological approaches to Instructional communication.

Assignments:

- Answer daily question in Blackboard and respond to others
- Work on final projects
- Have the following read:
 - Unit 5: pp. 207-208
 - Chapters 15-18 pp. 209-259

Finishing up – Monday, July 9 – Friday, July 22

Objective: Finish up Final Projects.

Assignments:

- Final projects due by midnight Friday, July 22.