Instructor: Dr. John Hooker

**Communication 392.08, Teaching Communication as Critical Inquiry Fall 2008**

**Communication 392.08, Teaching Communication as Critical Inquiry Fall 2007**

**COM 392, Teaching Communication as Critical Inquiry Fall 2019**

Office: Fell 441

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Office Hours: MW 1-2 p.m., & by appointment when necessary

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Section: 01 (Tuesday 3:35-4:50)

**COURSE DESCRIPTION:**

This course plays a vital role in the ongoing professional development of graduate students teaching COM 110: Communication as Critical Inquiry. The purpose of our weekly meetings is to assist students in becoming more effective instructors. To meet this objective, we will discuss matters related to course content and instructional theory.

**COURSE EXPECTATIONS:**

This course—in concert with the COM 110 training workshop, the mentor program, and midterm student and course director evaluations—constitutes your professional development as well as your professional commitment. As such, attendance is both expected and mandatory.

*Professional Courtesy*. As this is a graduate level course, I feel it is unnecessary to emphasize issues such as respect for the class (attendance, punctuality, active participation, etc.) and the members of the class (respecting others' opinions, being respectful to those who are speaking, and working together in a spirit of cooperation rather than competition). I do, however, want to be clear about my expectations. I believe graduate school is an experience designed to bring professional individuals together to increase and expand knowledge. Thus, I will expect your behaviors and attitudes towards this course to reflect professional courtesy.

*Special Needs*. Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**MY APPROACH TO TEACHING:**

## I am not here to trick you or to make you look foolish. I want to help you in any way possible to learn the material presented in class and to teach you the basic research skills necessary for those studying communication. Please do not hesitate to ask questions, or ask for help, in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) If you have any special needs that I should be aware of, please let me know, and I will make accommodations as necessary.

## I have found these two quotes helpful in defining what I expect from students:

## Do not mistake activity for achievement.

## -Prof. Mabel Newcomer, often used by John Wooden

## TENTATIVE SCHEDULE

**DATES** **TOPICS**

Aug. 20 Practice Teaching Units (PTUs) Assigned

 Training Assessment

Aug. 27 Grade Books/Evaluating

 CIP’s and Portfolios/Digital Measures Upload

Sept. 3 Milner Resources/Discussion Techniques (Alex?)

Sept. 10 Speech Evaluation Training (Cheri)

Sept. 17 PTUs

Sept. 24 Unit 3—Message Responsiveness/Alternative Assignments

Oct. 1 PTUs

Oct. 8 PTUs

Oct. 15 PTUs

Oct. 22 Unit 4—Persuasion

Oct. 29 PTUs

Nov. 5 PTUs

Nov. 12 Grading Portfolios

## Nov. 19 Synthesis/Course Assessment—Peer Mentor Attendance Formsdue

Nov. 27 *Fall Break*

## Dec. 3 No class—time to study and write!

**PRACTICE TEACHING UNITS FOR COM 392**

**Purpose:** To provide new instructors with classroom experience in:

• preparing and delivering content information associated with a specific

instructional objective.

• facilitating a discussion based on a Preparing to Participate Box.

• selecting, organizing and debriefing a media interaction and/or a critical interaction.

**Instructions:** Consider the course content and select any area of interest (e.g. ethical

communication, critical thinking, listening, language, etc.). Then, choose one instructional objective within that area. Instructional objectives are included at the beginning of each chapter and end with a Preparing to Participate set of questions.

**Format:** Each instructor will have 10-15 minutes to present the class material. In

preparing the content of your class presentation, consider the objective you'd like to

accomplish in your particular section and structure your time to meet that goal. Your presentation should include a brief overview of the content to be covered, inclusion of at

least 2-3 discussion questions (stemming from the P2P box), and the facilitation of at least one media and/or critical interaction. While I realize this is a great deal to cover in 10-15 minutes, please attempt to include the above, realizing time may not allow for the actual presentation of everything you had planned.

Each presentation will be debriefed with informal group feedback to follow. Please follow the lesson plan format provided below.

|  |  |
| --- | --- |
| **Grade Level(s)** | Specific Grade  |
| **Course/Topic**  | Specific Course, Concept and/or Skill |
|  | Specific P2PInclude the knowledge and application level questions here. |
| **Key Terms/Academic****Language** | What key terms will be discussed? These may come from specific standards as well as lesson concepts. |
| **Supplies Needed** | Be very specific. What will the teachers need to prepare before class? What will the teachers need to bring to class? What will the students need to have?  |
| **Abstract** | Summarize the lesson indicating major topics to be covered and overall goals and rationale of the lesson. |

 **I. Introduction**

 A. How will you capture attention?

 B. What has been taking place in this class prior to the lesson (Set Induction— Review/Transition)? This must be related to the content you are presenting. What is the conceptual link between what you have already done to what you are doing today?

 C. What will the students be able to do when the lesson is completed? (Objective—State this verbally!) These are based on the Preparing to Participate Box.

 **II. *Experience* (Content, Discussion, and Activity)**

1. Content—Topic of the P2P
2. Discussion

(Student preparation) (Teacher facilitation)

|  |  |
| --- | --- |
| **Knowledge Level Questions and Answers Here** | **Structure, Application, Additional Questions, and Activity Here****Topic of P2P****Structure Move:** **Additional Questions:****Application Question:****Where the activity fits within the discussion:** |

C. Activity (This is a list of step-by-step instructions for completing the activity including an explanation of the activity/s and distribution of materials)

 1. List of instructions

 2. Materials Needed

**III. Conclusion (Debrief)**

A. ***Describe*** what happened (ask the students questions to get them to tell you what happened during the **experience**).

 B. ***Infer***the results (how did the activities meet the objective/standard).

C. ***Transfer*** principles (to other situations including future tasks, classes, relationships, and professional experiences).

D. Final Closing Thought:Use a rhetorical strategy to provide a memorable close.