

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of:	<u>Communications and Information Studies</u>	Today's Date:	<u>February 6, 2012</u>
b.	Department/Division:	<u>Instructional Communication</u>		
c.	Contact person name:	<u>Deanna Sellnow</u>	Email:	<u>Deanna.Sellnow@uky.edu</u>
			Phone:	<u>257-2886</u>
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____		
2. Designation and Description of Proposed Course.				
a.	Prefix and Number:	<u>CIS 391</u>		
b.	Full Title:	<u>Special Topics in Instructional Communication (Subtitle Required)</u>		
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed ² with (Prefix and Number):	_____		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>3</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail		
g.	Number of credits:	<u>3</u>		
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input type="checkbox"/>
	If YES:	Maximum number of credit hours:	<u>9</u>	
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>Intensive study of a specialized topic in instructional communication. May be repeated to a maximum of 9 credits under different subtitles. Lecture.</u>		
j.	Prerequisites, if any:	<u>none</u>		
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.				
a.	Course will be offered (check all that apply):			
	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	4-5	
7.	Anticipated Student Demand.		
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain:	<u>Undergraduate students in any major in the College of Communications and Information Studies may be interested in a given course. The course will also serve to assist the division in experimenting with new courses to offer for certificate programs we are developing.</u>	
8.	Check the category most applicable to this course:		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s).		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: CIS 391

Proposal Contact Person Name: Deanna Sellnow Phone: 257-2886 Email: Deanna.Sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Division of Instructional Com	2/6/2012	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu	
CIS College		Dan O'Hair / / Ohair@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

CIS 391 (Special Topics Sample Syllabus): Critical Issues in Instructional Communication

Instructor: TBD

Course Overview: Goals & Objectives

Critical Issues in Instructional Communication is designed to give students insights into the relationship of communication education to critical issues through the analysis and critique of power, culture, identity, and social justice. This course explores the teaching and research in communication, education, and critical cultural studies by incorporating concepts from interpretive and critical communication theories, critical pedagogy, and cultural studies. The goal of the course is to provide a critical understanding of various manifestations of knowledge as sites of power, their interaction with categories of privileges (race, class, gender, education), the role of communication to resist power and privilege, and the communication practices in pedagogy that facilitate social justice and change within an entrenched structure.

Learning outcomes:

At the end of this course, students will be able to:

- describe the salient critical communication theories that drive instructional communication research.
- identify the role of power and privilege in communication education.
- articulate the power of unexamined ideology and hegemony in communication education.
- apply critical concepts in instructional communication through the use of interpretive and performative approaches.
- Address and honor race, class, gender, sexuality, etc. differences in the traditional classroom and mediated educational sites.
- critically examine communication pedagogy as praxis.

Required Texts and Materials

Fassett, D. L., & Warren, J. T. (2007). *Critical Communication Pedagogy*. Thousand Oaks, CA: Sage.

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

Readings available through Blackboard.

Course Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Absences beyond one per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence. If you exceed 5 unexcused absences, you will be unable to pass this course.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences (boilerplate)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the Communication department office (257-3622) to leave a message and e-mail your instructor as soon as you know about the situation.

Late Assignments

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before

submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

E-mail Policy

Please allow 24 hours for your instructor to respond to your e-mail. If you haven't heard back within 24 hours, a) send a follow-up email and b) approach them with your question or concern in class.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. I will ask you to form groups early in the semester. You will work with this group often in class as well. While I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.*

Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Class Webpage

I am responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me.

Gender and Pronoun Reference

It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class, so bring your gender-bender sentences to class so we can figure them out together.

Blackboard

All of your work in this class must be available to be posted both on Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. When you post papers on your Blog (which only presents texts single-spaced), you must have 1) spacing between each paragraph, 2) all characters visible (including quotation marks, asterisks, and dashes), and 3) underlining or italics for titles. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected to repost it within the same day.

You may also be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Williams, you could write in the subject line "Ch. 1 of Williams." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Williams." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write, "Question about Grading."

Netiquette

When communicating online, consider the conversations as having the same boundaries as any real life interactions. No "flames" (personal attacks). If you happen to be "flamed" by a member of the class, it is best to let me handle it. If you feel compelled to respond, I recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

Writing Center

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and correct problems with all aspects of your writing. I

will not require you to go to The Writing Center, but I recommend that all of you consider going if you feel stuck at any stage of the writing process.

Students with Special Needs

If you are registered with the Disability Resource Center and have special needs, I am happy to talk with you outside of class about making reasonable accommodations. To negotiate special arrangements (especially of deadlines) you must contact me at least two weeks before an assignment is due so that I can consult with your adviser or tutor. This is a non-negotiable class policy.

Midterm & Final Grades

Midterm grades will be posted via myuk at midterm and final exams/assignments will correspond with the UK's final exam schedule.

Assignments:

Mini-papers (5): 35% of your grade

In these papers, you should demonstrate that you are critically thinking about the material we are reading. Remember, these papers are not summaries. You should share your ideas, insights and observations as they relate to the topics we are studying during the two-week period. For example, you might choose to extend an idea from the readings, or you may introduce new ideas, or challenge conclusions. At the end of each paper you will write two questions, based on what you wrote about, to share with the class to spark conversation.

Each paper should be approximately two-pages, double spaced with one-inch margins and 12-point font. If you have something to say that takes more than two pages, that's great, as long as it doesn't exceed two and a half pages. But length doesn't guarantee a higher grade – good ideas stated concisely on one-page can earn an A and a summary that shows no **critical thought** that takes two pages can earn a C. You will turn in a printed copy of your mini-paper at the start of the first class meeting every other week.

You will begin writing these papers in **Week 3**. The schedule at the end of the syllabus has explicit due dates for each paper. These papers are designed to help you prepare for class discussion, therefore late papers will not be accepted, you will receive no grade for that week's assignment.

Mini-papers will be evaluated primarily on content but you should also pay attention to details such as grammar and organization since these are essential to good communication. You should also be sure to cite any sources you are using. Remember that communication includes the ability to convey information clearly!

Final Paper: 40% of your grade – Due Week 16

This is your opportunity to showcase your analytical and critical skills in assessing the relationship between instructional communication and important critical cultural issues.

This original research paper is an individual project. The paper will analyze and critique some aspect of the relationship between education and society. The paper should demonstrate your creativity, and your expertise as a communication professional. The paper should be written using APA style, and sources should include at least three that are not from the Internet.

In professional situations it is common to submit progress reports about the status of a long-term project. In that spirit, there are two "progress reports" prior to time the paper is due.

Progress Report 1 Due Week 5: You must submit the statement (at least one paragraph) outlining your paper topic. It may be submitted sooner.

Progress Report 2 Due Week 8: You must submit a statement about the status of your project based on the checklist handed out in class. These progress reports are not graded, but missing either deadline will result in a 2.5% deduction from the points earned for the final project. If you miss both deadlines it is a 5% deduction.

The week before the class' final meeting, you will turn in an electronic version of a 500 word abstract about your paper that will be shared with the class before the final class meeting. At the final class meeting everyone will form a panel that will answer any questions from the class about their paper topics during a 20-30 minute session. The paper (15 pages) must be turned in at the final class meeting in the week before finals. Your grade will be based on content, organization and style.

Paper Presentations: 10% of your grade

Using the research and writing that you completed for your final paper, you will develop a Power Point presentation to share your findings. Each of you will present an individual 5-7 minute speech, when you have finished your presentation, time will be opened for Q&A and each person will be responsible for fielding at least one question.

Your presentation needs to address the following points that stem from your final paper 1) What theoretical constructs you have used in conceptualizing the issue? 2) What does the existing literature say about the issue? 3) How has your experience with this project affected you ideas about instructional communication? 4) What would you like your audience to learn from your experience? You can address these questions in any order you feel best suits your needs.

Free-writes: 5% of your grade

As a part of in-class activity you will be required to respond to a weekly prompt at the beginning of class. These free writes count for 5% of your final grade and cannot be made up.

Classroom Participation: 10% of your grade

It is essential that you demonstrate your knowledge of our readings by participating in class discussions and group activities. If I don't hear from you, I don't know that you have done the reading. So, impress us all with your insights! You are expected to contribute to each class session and to work with your classmates on all class activities. You will be graded based on your efforts to join the conversations; your efforts to work with your classmates; and your ability to demonstrate knowledge of the material we are studying in the readings and lectures. Similar to the mini-papers, it's quality not quantity that counts.

Assignment	Percentage of final grade
Mini-papers (5)	35% (175 points)
Final paper	40% (200 points)
Final presentation	10% (50 points)
Free-writes	5% (25 points)
Class participation	10% (50 points)
Total	100% (500 points)

Grading Scale:

- 90-100%: A (450-500 points)
- 80-89%: B (400- 449 points)
- 70-79%: C (350-399 points)
- 60-69%: D (300-349 points)
- 59% and below: E (0-299 points)

Weekly Class Schedule and Reading List

Week 1 Aug 24-27	Introduction to the course We will discuss the course objectives and goals and begin to define key concepts such as: Instructional Communication, Communication Education, Pedagogy and Critical Communication.
Week 2 Aug 29-Sept 2	The paradigms in Critical Communication Pedagogy Chapter 1 in <i>Critical Communication Pedagogy</i> . Sprague, J. (1993). Retrieving the research agenda for communication education: Asking the pedagogical questions that are “embarrassments to theory.” <i>Communication Education, 42</i> , 106-122.
Week 3 Sept 5-Sept 10	Sprague, J. (1992). Expanding the research agenda for instructional communication: Raising some unasked questions. <i>Communication Education, 41</i> , 1-25. Rodriguez, J. I., & Cai, D. A. (1994). When your epistemology gets in the way: A response to Sprague. <i>Communication Education, 43</i> , 263-272.
Week 4 Sept 12-Sept 16	Naming Critical communication pedagogy: The stakes and claims Chapter 2 - <i>Critical Communication Pedagogy</i> .
Week 5 Sept 19- Sept 23	Critical Communication Pedagogy in Classrooms Chapter 3 - <i>Critical Communication Pedagogy</i> The aims of pedagogy. “My Pedagogic creed” (1897) – John Dewey (Readings package)
Week 6 Sept 26-Sept 30	Critical Communication Pedagogy (continued) Read Chapters 1 & 2 - Freire, P. (2000). <i>Pedagogy of the oppressed</i> . New York: Continuum.
Week 7 Oct 3- Oct 7	Critical Communication Pedagogy (continued) Read Chapters 3 & 4 - Freire, P. (2000). <i>Pedagogy of the oppressed</i> . New York: Continuum.
Week 8 Oct 10- Oct 14	Social Class and Education “Crossing Class Boundaries” (2000) – bell Hooks (Readings package) “Selections from Pygmalion in the Classroom” (1968) – Robert Rosenthal and Lenore Jacobson (Readings package) “Multicultural Education and School reform” (2001) Sonia Nieto (Readings package)
Week 9 Oct 17-Oct 21	Critical Performative pedagogy Alexander, B. K. (2010). Critical /Performative/Pedagogy: Performing possibility of as a rehearsal for social justice. In D. L. Fassett & J. T. Warren (Eds.) <i>Handbook of Communication and Instruction</i> (pp. 315-342). Thousands Oak, CA: Sage.
Week 10 Oct 24-Oct 28	Gender in Classroom Communication Johnson, J. R., & Bhatt, A. J. (2003). Gendered and racialized identities and alliances in the classroom: Formations in/of resistive space. <i>Communication Education, 52</i> , 230-244. Bell, E., & Golombisky, K. (2004). Voices and silences in our classrooms: Strategies for mapping trails among sex/gender, race, and class. <i>Women’s Studies in Communication, 27</i> , 294-329.
Week 11 Oct 31-Nov 4	Sprague, J. (1994). Ontology, politics, and instructional communication research: Why we can’t just “agree to disagree” about power. <i>Communication Education, 43</i> , 273-290. Fassett, D. L., & Warren, J. T. (2004). “You get pushed back”: The strategic rhetoric of educational success and failure in higher education. <i>Communication Education, 53</i> , 21-39.
Week 12 Nov 7-Nov 11	Technology and Transmission of Education Wood, A. F., & Fassett, D. L. (2003). Remote control: Identity, power and technology in the communication classroom. <i>Communication Education, 52</i> , 286-296. Gajjala, R., Rybas, N., & Zhang, Y. (2010). Producing digitally mediated environments as sites for critical feminist pedagogy. In D. L. Fassett & J. T. Warren (Eds.) <i>Handbook of Communication and Instruction</i> (pp. 411-436). Thousands Oak, CA: Sage.
Week 13 Nov 14- Nov 18	Critical Communication Pedagogy as Reflexivity: Writing, researching, and living Chapter - 4 <i>Critical Communication Pedagogy</i>
Week 14 Nov 21-Nov 25	Thanksgiving break (Nov 23-Nov 26)

Week 15 Nov 28-Dec 2	Critical Communication Pedagogy as Praxis Chapter - 5 <i>Critical Communication Pedagogy</i>
Week 16 Dec 5- Dec 9	Future and Hope for Critical Communication Pedagogy Chapter - 6 <i>Critical Communication Pedagogy</i>
Week 17 Dec 12-Dec 16	Final exams week