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Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...

ID	Attachment
Delete 612	CJT 616 Syllabus.doc

First 1 Last

Select saved project to retrieve...

(\*denotes required fields)

1. General Information

a. \* Submitted by the College of: COMMUNICATION AND INFORMATION Today's Date: 11/19/2012

b. \* Department/Division: CIS Graduate Studies

c. \* Contact Person Name: Tim Sellnow Email: tim.sellnow@uky.edu Phone: 859-257-7805  
 \* Responsible Faculty ID (if different from Contact): Email: Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year 1:

e. Should this course be a UK Core Course?  Yes  No

IF YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Inquiry - Social Sciences
- Composition & Communications - I
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning
- U.S. Citizenship, Community, Diversity
- Global Dynamics

2. Designation and Description of Proposed Course.

a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No

b. \* Prefix and Number: CJT 616

c. \* Full Title: Foundations in Instructional Communication

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.

Lecture	Laboratory <sup>1</sup>	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	2.5 Seminar	Studio
Other	If Other, Please explain:		

g. \* Identify a grading system.  Letter (A, B, C, etc.)  Pass/Fail

h. \* Number of credits: 3

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

Instructional communication is a blending of three disciplines including pedagogy (i.e., teaching), educational psychology (i.e., cognitive learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts, with a special emphasis on those in academic, information, and organizational settings.

k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

6. \* What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. \* Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

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  No

If YES, name the proposed new program:

Graduate Certificate in Instructional Communication

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the differentiation for undergraduate and graduate students must be included 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.  \* 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.

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

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

<sup>3</sup> 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)

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

<sup>5</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal

Save Current Changes

Delete Form Data and Attachments

## **CJT 616: Foundations of Instructional Communication**

### **Course Information:**

Meeting Time: TBA  
Meeting Location: TBA  
Course Web Site: TBA

### **Instructor Information:**

Name: TBA  
Office location: TBA  
Phone number: TBA  
Email address: TBA (Will respond to emails within 24 hours)  
Office Hours: TBA (Scheduled and Virtual)

### **Course Goals**

Instructional communication is a vibrant field of interest and is a blending of three disciplines including pedagogy (teaching), educational and cognitive psychology (learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts, with a special emphasis on those in academic and information organization settings.

### **Learning Outcomes**

This course is designed to achieve the following goals. Student will be able to:

- 1) Explain the foundations of instructional communication (i.e., pedagogy, educational and cognitive psychology, and communication)
- 2) Apply instructional communication theory, constructs, and processes
- 3) Discuss instructional communication theory, constructs, and processes
- 4) Deliver instruction in a variety of contexts (e.g., face-to-face, computer mediated)
- 5) Analyze the intersection of instructional communication with political and organizational literature and research

### **Textbooks**

Fassett, D. L., & Warren, J. T. (2010). *The SAGE handbook of communication and instruction*. Thousand Oaks, CA: Sage.

Gayle, M. B., Preiss, R. W., Burrell, N., Allen, M. (2006). *Classroom Communication and*

*Instructional Processes: Advances Through Meta-Analyses*. Mahwah, NJ: Lawrence Erlbaum and Associates.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.

### **Exams and Assignments**

*Evidence-based Practice Paper (25%)*: Using empirical evidence, students will conduct a literature review to support or criticize a common pedagogical practice.

*Computer-aided Instruction Project (30%)*: Using a systematic instructional design process, students will plan for and create a computer-aided instructional unit.

*Teaching Project (30%)*: Students will prepare a 25-30 minute lesson in their discipline. Each lesson will be and presented to and critiqued by the group in terms of clarity, creativity, and the learning cycle. Students will turn in a 1-3 page, typed, double-spaced lesson plan. The lesson plan must include a goal statement, rationale statement, content statements (i.e. material covered), and process statements (pedagogy). Each lesson will also be captured. Students will view their own lesson, review class critiques, and submit a brief reflection on their performance.

*Teaching Portfolio (15%)*: Students will complete a teaching portfolio including a philosophy, syllabus, sample lesson plans, sample exams, and sample activities. Each of these should demonstrate understanding and application of course materials, discussions, and readings.

*Class Participation*: Since this is a discussion-based course, students must be in class to benefit from it. Students who miss more than 1 class session during the semester without a University-approved excuse (see the policy below) will receive a 1-letter grade deduction. Students who miss more than 2 class sessions will receive a 2-letter grade deduction.

### **Course Grade**

Course grades are assigned according to the following criteria.

Course Grade	Percentage
A	90% or better
B	80 – 89%
C	70 – 79%
E	Below 70%

## Policies

### Attendance

You are expected to attend each class meeting and participate in discussions and activities. Should you miss a class, you are expected to obtain class notes and assignments. More than two unexcused absences will adversely affect your course participation grade.

### Excused Absences and Verification

Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

### Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

### Academic Integrity, Cheating and Plagiarism

You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy.

Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity

### Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

Technology Information and Resources: Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)
- Course Reserves  
[http://www.uky.edu/Libraries/page.php?lweb\\_id=23&ltab\\_rank=3](http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3)

### Course Schedule

	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1	Instructional Communication Philosophy	Fassett and Warren Ch. 2, 8, 9 Mottet et al. Ch. 1 and 2	
Week 2	Educational Psychology	Bloom (1956), Bloom et al. (1956), Gayle et al. Ch. 3	
Week 3	Brain-based Learning & Instructional Message Variables	Mottett et al. Ch. 5 Gayle et al. Ch. 22	
Week 4	Instructional Planning & Design Process	Gayle et al. Ch. 3 On Blackboard: Thompson (2009), Suskie Ch. 4, 9, 10, and 11	
Week 5	Computer-aided Instruction / Using Technology in Instructional Communication	Gayle et al. 5, 6, and 14	<b>Practice Paper</b>
Week 6	Teacher Communication/ Delivering Effective Lectures	Gayle et al. Ch. 16, Fassett and Warren Ch. 14, Mottett et al. Ch. 4	
Week 7	Learner Communication: Leading Quality Discussions and Designing Active Learning	Gayle et al. Ch. 9 and 17, On Blackboard: Kolb (1984)	
Week 8	Instructional Communication for Everyone: Diversity	Fassett and Warren Ch. 18, 19, 20	
Week 9	Managing the Teacher/Student Relationship: Instructor Misbehaviors and Student Expectancy Violations	Mottet et al. Ch. 10, On Blackboard: Mottett et al. 2006, Kearney et al. (1991)	<b>Computer Aided Instruction Project</b>

Week 10	Assessing Instructional Communication and Learning: Part I	Mottet et al. Ch. 13, On Blackboard: Backlund and Wakefield	
Week 11	Assessing Instructional Communication and Learning: Part II	On Blackboard: McCroskey (1994)	
Week 12	Teaching Presentations		<b>Teaching Presentation</b>
Week 13	Teaching Presentations		<b>Teaching Presentation</b>
Week 14	Instructional Practice in Other Professional Contexts	Gayle et al. Ch. 20, 21, and 24	
Week 15	The Future of Instructional Communications	Mottet et al. Ch. 13	<b>Teaching Portfolio</b>



**Detailed Navigation**

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

**Related Links**

Browser Compatibility

**Courses Request Tracking**

**eCATS Request Tracking**

No Filter   
  Filter By College Name   
  Filter By CourseID   
  Filter By Date Range

FromDate: [CJT]    ToDate: [9/14/2012]   

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
<input checked="" type="radio"/> CJT 616	<a href="#">Display Form</a>	Course	New	COMMUNICATION AND INFORMATION	9/14/2012

Details of Course/Program ID(CJT 616)

WORKITEM ID	Workflow Status	Date	Time
000010846299	DEPARTMENT RECEIVED	2012-09-14	11:06 AM
000010840303	Department Approved	2012-09-18	16:16 PM
000010859541	Received by College	2012-09-18	16:16 PM
000010859543	Approved by College	2012-09-25	14:25 PM
000010920425	Received by GC	2012-09-25	14:25 PM
000010927427	Approved by GC	2012-11-15	15:20 PM

<input checked="" type="radio"/> CJT 636	<a href="#">Display Form</a>	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 646	<a href="#">Display Form</a>	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 656	<a href="#">Display Form</a>	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 726	<a href="#">Display Form</a>	Course	New	COMMUNICATION AND INFORMATION	9/14/2012