

Course Syllabus

*Our students are the greatest gift we will ever get.
Publications may burn.
Research will become dated.
The lives we touch with compassion, with strength, with belief in potential and assistance in reaching that potential will make more of a difference than anything we do to bolster our own professional egos and status.*

-Margo Husby Scheeler

Professor: DeNel Rehberg Sedo, PhD
McCain Centre 306C
902-457-6478
drehbergsedo on Skype
denel.rehbergsedo@msvu.ca

Office hours: Tues 1-2pm & by appointment;
meetings can be online or in-person

Course Description

This course introduces you to basic instructional and learning facilitation techniques in communication and public relations education through a cultural and political implications framework. You will be introduced to theories of contemporary pedagogy, and will explore practical and scholarly material that will prepare you for designing face-to-face and/or distance courses, identifying and addressing learning and teaching styles, leading discussion, and evaluating students. You will have the opportunity to begin developing a personal teaching and learning philosophy statement and teaching dossier.

Course Goal

My goal for this course is to prepare you with the basic skills, knowledge and confidence to teach an undergraduate communication or public relations course. If you already teach, my goal is to help you improve.

Course Objectives (Negotiable)

Upon successful completion of GPRL 6107, you will be able to:

- Debate some of the scholarship of teaching and learning;
- Critique past and present curricular innovation, particularly the role of authentic, experiential and service learning;
- Identify different student learning styles and develop learning activities that relate to the different styles;
- Critique your own teaching and learning style;
- Discuss assessment and evaluation strategies that are related to course objectives and reflect academic rigour;
- Create a solid lesson plan;
- Write a personal teaching and learning philosophy statement;
- Write an undergraduate course syllabus or create a teaching portfolio;

Require Texts

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching* (1st ed.). San Francisco: Jossey-Bass.

Svinicki, M. D., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Other readings will be assigned, and will be noted below. You will find them on our Moodle Page, or be asked to seek them out through the MSVU Library collections

Recommended Text:

Barkley, E. (2010). Student engagement techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

TEACHING & LEARNING PLATFORMS

Moodle and Collaborate

Every Tuesday, excepting November 1 and 8, we will gather via Collaborate from 11:30 a.m. – 12:30 AST. You are required to participate in these discussions. There are helpful 'how to' instructions on our university website if you are new to Collaborate. You will also require a microphone and speakers or a headset to participate in the Collaborate discussions. If you have any technical problems with Collaborate or Moodle, please contact DLCE at online@msvu.ca.

Familiarity with the course management software Moodle is essential because most of our online discussions will happen there.. If you've never worked in this platform before, please be certain to explore the [online resources](#) provided by the [MSVU distance education department](#).

"IT IS THE SUPREME ART OF THE
TEACHER TO AWAKEN JOY IN
CREATIVE EXPRESSION AND
KNOWLEDGE."
-ALBERT EINSTEIN

PRE-COURSE PREPARATION

WEEK 1

Leading up to and including Sept 7-12

Introductions: You, me, our course (in Moodle and during our first meeting)

Activities:

- Participate in the Introductions forum on our Moodle page.
- Sign up for the *Faculty Focus* newsletter at: <http://www.facultyfocus.com/>. (We will use the content of the newsletter in our discussions.)
- Familiarize yourself with *The Teaching Professor*, a newsletter found through the MSVU library. We will also use this publication in our discussions.
- Join, if you want, our FaceBook page (search for Graduate Seminar in PR Education.) (Participation is optional.)
- Follow our class Twitter feed (#GPRL6107) (if you tweet). (Participation is optional.)

Read:

- Begin reading *How Learning Works*: Introduction AND Conclusion.
- [Nine Characteristics of a Great Teacher](#). (n.d.). Faculty Focus. Retrieved August 18, 2016, from /articles/philosophy-of-teaching/nine-characteristics-of-a-great-teacher/
- Wench, M. (10 June, 2014). [Learning Worth Crying About](#). Digital Ethnography. Retrieved from <http://mediatedcultures.net/thoughts/learning-worth-crying-about/>
(Feel free to watch the linked video; it's worth it!)

Watch:

- Professor Eric Mazur - Confessions of a Converted Lecturer. (2011). Retrieved from http://www.youtube.com/watch?v=3CTHZ-7EKbE&feature=youtube_gdata_player

(approx. 1 hr, 40 min.)

Schedule

(Subject to change by instructor, after consultation with students.)

UNIT 1 – PREPARATION: THE INSTRUCTIONAL CONTEXT

WEEK 2 ANALYSING THE SITUATION

Sept. 13-19

Readings:

- Bertelsen, D. A., & Goodboy, A. K. (2009). Curriculum planning: Trends in communication studies, workplace competencies, and current programs at 4-Year colleges and universities. *Communication Education*, 58(2), 262-275.
doi:10.1080/03634520902755458
- Engleberg, I. N., Ward, S. M., Disbrow, L. M., Katt, J. A., Myers, S. A., & O'Keefe, P. (2016). The development of a set of core communication competencies for introductory communication courses. *Communication Education*, 0(0), 1–18.
<http://doi.org/10.1080/03634523.2016.1159316>
- Pathways to the Profession: An outcomes based approach towards Excellence in Canadian public relations and communications management education. (2011). CPRS. Available at: <http://www.cprs.ca/education/pathways.aspx>
- Wright, D. K. (2011). History and development of public relations education in North America: A critical analysis. *Journal of Communication Management*, 15(3), 236–255.
doi:10.1108/13632541111151005

• *Graduate Seminar in PR Education Course Syllabus*

- Continue reading *How Learning Works*. Note your chapter below. See assignment overview in the Evaluation and Assessment section below.
 - Collaborative Pecha Kucha Chapter Overviews
 - Chapter 2: Jillian and Jackie
 - Chapter 3: Kate D and Marc
 - Chapter 4: Denise and Barry
 - Chapter 5: Victoria, Kate V and Fayisope
 - Chapter 6: Marcia and Donna
 - Chapter 7: tbd

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on September 13.
- Participate in the Readings forum on our Moodle page (Week 2).
- Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.
- Meet with your classmate to discuss your chapter, and create an outline for your *How Learning Works* Pecha Kucha.
- Identify whether you would like to lead a section of our course or guest teach a class in Media, Culture & Society, which is a fourth-year undergrad course in our department. If you are teaching now, you have the option for peer and professor review. All of these can be done via distance. If you chose to lead one of our sections, note your preferences in the appropriate "Choice" section on our Moodle page (top of page). This is a first-come, first-served manner of selection. Our topics and dates are listed below and correspond with the McKeachie text. If you chose to guest teach in Media, Culture & Society, note your preference for topic and date in the appropriate "Choice" section on our Moodle page (top of page). (Topics and dates tbd.) You will find more detail in the Evaluation section below.

WEEK 3 THOSE WHO CAN DO BETTER, TEACH

Sept. 20-26

Readings:

- Finish reading *How Learning Works*.
- Bartunek, J. M., & Rynes, S. L. (2014). Academics and practitioners are alike and unlike: The paradoxes of academic–practitioner relationships. *Journal of Management*, 40(5), 1181–1201. doi:10.1177/0149206314529160
- Chapters 4 and 5 of this thesis: Becker, L. E. (2007, April 29). *“There is nothing so practical as a good theory,” or is there?: Public relations practitioners’ perspectives on public relations scholarship and its usefulness* (Thesis). Retrieved from <http://drum.lib.umd.edu/handle/1903/6909>

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on September 20.

Guest Speaker Panel: “MOVING FROM PROFESSIONAL COMMUNICATOR TO TEACHING PROFESSIONAL”

- Participate in the Readings forum on our Moodle page (Week 3).
- Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.
- Create PechaKucha for *How Learning Works* chapter. Post to Moodle by Sunday, Oct. 1 at midnight.

WEEK 4 PEDAGOGIC FOUNDATIONS

Sept. 27-Oct. 3

Readings:

- None

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on September 27.
- Watch classmates' PechaKuchas. Take notes and be prepared to discuss on our Moodle forum (How Learning Works).
- Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.
- Begin working on your section for our class or your guest teaching gig, depending on your already-noted choice.

UNIT 2 – SELECTING AND EVALUATING TECHNIQUES AND TOOLS

WEEK 5 COURSE PREPARATION

Oct. 4-10

Readings:

- McKeachie's Teaching Tips
Preface, Introduction, Countdown for course preparation (pp. xvii-18); Meeting a class for the first time (pp. 19-26); Understanding students; Motivation in the college classroom; Teaching culturally diverse students; Different students, different challenges...(pp. 137-188).
- Begin peer-requested reading and/or viewing, take notes and be prepared to discuss during next week's Collaborate Session on Reading and Writing.

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on October 4.
- Participate in the Readings forum on our Moodle page (Week 5)
- Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.

- Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice.

WEEK 6 READING AND WRITING

Student Leaders:

Oct. 11-17

Readings:

- McKeachie's Teaching Tips
Reading as active learning (pp. 29-37); How to enhance learning by using high-stakes and low-stakes writing (pp. 213-231).
- Begin peer-requested reading and/or viewing, take notes and be prepared to discuss during next week's Collaborate Session on Lecturing and Discussion.

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on October 11.
- Complete Reading and Writing peer-requested reading and/or viewing. Continue discussion on our Moodle forum (Reading and Writing Discussion).
- Participate in the Faculty Focus/Teaching Professor/Teaching Professor forum on our Moodle page.
- Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice.

WEEK 7 LECTURING AND DISCUSSION

Student Leaders:

Oct. 18-24

Readings:

McKeachie's Teaching Tips

Facilitating discussion (pp. 38-57); How to make lectures more effective (pp. 58-72); Teaching large classes (pp. 267-276).

Begin peer-requested reading and/or viewing, take notes and be prepared to discuss during next week's Collaborate Session on Experiential, Problem-Based and Service Learning.

Activities:

Participate in our synchronous meeting, via Collaborate or f2f on October 18.

Complete peer-requested reading and/or viewing. Continue discussion on our Moodle forum (Lecturing and Discussion Discussion).

Begin Experiential, Problem-Based and Service Learning peer-requested reading and/or viewing, take notes and be prepared to discuss during next week's Collaborate Session.

Participate in the Faculty Focus/Teaching Professor/Teaching Professor forum on our Moodle page.

Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice.

WEEK 8 EXPERIENTIAL, PROBLEM-BASED AND SERVICE LEARNING

Student Leaders:

Oct. 25-31

Readings:

McKeachie's Teaching Tips

Active learning: group-based learning (pp. 189-202); Experiential learning: cased-based, and reality-based (pp. 203-212).

Begin peer-requested reading and/or viewing, take notes and be prepared to discuss during Collaborate Session on Technology and Teaching. (NOTE: there will be no f2f meeting for this class.)

Activities:

Participate in our synchronous meeting, via Collaborate or f2f on October 31.

Complete peer-requested reading and/or viewing. Continue discussion on our Moodle forum (Experiential, Problem-Based and Service Learning Discussion).

Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.

Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice, or report to your peers in the appropriate Moodle forum (Teaching, for Real).

Begin working on your final project.

Week 9 Technology and Teaching

Student Leaders:

Nov. 1-6

Readings:

McKeachie's Teaching Tips
Technology and teaching (pp. 232-264).

- Begin peer-requested reading and/or viewing, take notes and be prepared to discuss during Collaborate Session on Assessing and Evaluating Student Learning. (NOTE: next week is Reading Week; there will be no class on Collaborate or on the discussion boards.)

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on Nov. 1.
- Complete peer-requested reading and/or viewing. Continue discussion on our Moodle forum (Technology and Teaching Discussion).
- Participate in the Faculty Focus/Teaching Professor/Teaching Professor forum on our Moodle page.
- Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice, or report to your peers in the appropriate Moodle forum (Teaching, for Real).
- Continue working on your final project.

WEEK 10 READING WEEK Nov. 7-13

REST

WEEK 11 ASSESSING AND EVALUATING STUDENT LEARNING

Student Leaders:

Nov. 15-21

Readings:

McKeachie's Teaching Tips

Assessing, testing, and evaluating: Grading is not the most important function (pp. 73-84); Testing: The details (pp. 85-108); Good designs for written feedback for students (pp. 109-124); Assigning grades: what do they mean (pp. 125-138).

Activities:

Participate in our synchronous meeting, via Collaborate or f2f on Nov. 15.

Complete peer-requested reading and/or viewing. Continue discussion on our Moodle forum (Assessing and Evaluating Student Learning Discussion).

Participate in the Faculty Focus/Teaching Professor forum on our Moodle page.

Continue working on your section for our class or your guest teaching gig, depending on your already-noted choice, or report to your peers in the appropriate Moodle forum (Teaching, for Real).

Continue working on your final project.

UNIT 3 – CONCLUSIONS

WEEK 12 FACILITATING NEW KNOWLEDGE

Nov. 22-28

Readings:

- McKeachie's Teaching Tips

Teaching students how to become more strategic and self-regulated learners (pp. 289-304);
Teaching thinking (pp. 305-318).

- Re-read *How Learning Works*, Chapter 8, "Applying the Seven Principles to Ourselves", take notes and be prepared to discuss during our Collaborate Session (Nov. 22). Continue discussion on our Moodle forum (How Learning Works).

Activities:

- Participate in our synchronous meeting, via Collaborate or f2f on Nov. 22.

- Participate in the Faculty Focus/Teaching Professor/Teaching Professor forum on our Moodle page.

- Continue working on your final project.

Week 13 Bringing it All Together

Nov. 29-Dec. 6

Readings:

None

Activities:

- Participate in our final synchronous meeting, via Collaborate or f2f on Dec. 6. We will be discussing our final projects and creating a concept map. Please be prepared to comment on each others' work as part of this process.

- Finalize and submit your final project on the appropriate Moodle forum by midnight by Nov. 29. Ask one or two of your peers to comment on your work. Consider the comments, adapt your project as you see appropriate and submit the final version of your project for my evaluation by midnight, Dec. 1. Use the appropriate Moodle assignment space.

Assignments & Evaluation (Negotiable)

Participation (20%)
Throughout the term

Collaborate Session Participation (10%)
Moodle Fora Participation (10%)

You will be expected to read and think about the course material. Because this is a seminar class, most of the learning will take place through group discussions of the readings, and through dialogue between all members of the class. All students are expected to think

analytically, creatively, and critically about the week's topic. You will be asked to share quotes/questions/issues from the readings. Please be prepared to share them with each other.

Post at least once on each forum every week, and make at least one comment on a peer's post.

Your peers who chose to lead our class will expect you to engage with their presentations. I will also expect you to do so. I expect that you provide to your peers helpful feedback and evaluation. You can find a copy of this evaluation outline on our Moodle page, titled Peer (and Instructor) Evaluation. Failure to provide this feedback for each of your peers will result in the loss of five percent of your total participation mark. (Feedback is necessary only for those who lead our sessions.)

Please note, it is not possible to make up a missed class when we meet in Collaborate. If you do miss a Collaborate session, you will be expected to make up for the effort in our online discussions.

Leading Lessons (30%)
Weeks six through 11
(our class or an undergraduate class)

Beginning in week six (READING AND WRITING), students will rotate leading the class discussions. Leaders are welcome to present illustrations, examples or explanations through various media; work with "experts"; present case studies; arrange field visits; etc. The week's

- *Graduate Seminar in PR Education Course Syllabus*

discussion leaders should implement the featured technique or tool in their presentation of the material, use scholarly and practical readings outside of the required readings, and should provide a recommended reading/viewing/listening list to their colleagues. Each leader can ask that her/his peers read/view/listen to not more than two pieces, in addition to the required reading.

You must consider carefully the different distance and face-to-face classroom environments in your discussions.

You are also responsible for leading the discussion on our Moodle forum for your week. In your postings, discuss the assigned readings, comment on the material covered in your week, and post two or three critical questions.

Please note that student leaders do not need to present in teams. You can if you'd like. I will leave it to each student team to decide amongst yourselves how to cover the expected material. Your evaluations will be individual.

I will present collateral information and ensure our learning expectations are on track during each class.

REQUIREMENT:

The student leader will email me a draft of your lesson plan on or before the Friday (a.m.) prior to the next week's class for basic feedback by the following Monday afternoon. Submit to me after the week's class (Monday evening) your final lesson plan for evaluation. You will see that there is a section on the lesson plan that requires you to reflect on your experience. A copy of a lesson plan outline is available on our Moodle page, and is titled Developing a Lesson Plan.

Your final mark for this task will be divided as follows: 10% peer evaluation; 10% lesson plan; 10% leading the class. You will be evaluated on your ability to critically and creatively engage your fellow students with the week's topic. A list of evaluation factors are on our Moodle page in a document titled Peer (and Instructor) Evaluation.

OR

I am inviting you into my fourth-year Media, Culture and Society classroom to cover one class period. (See the list of available dates and topics on our Moodle Page.) If you are teaching now, you can choose to invite me and your peers into your classroom via Collaborate. You will

• *Graduate Seminar in PR Education Course Syllabus*

implement one or several of the techniques or tools covered in our class to engage with the material of the undergrad class.

REQUIREMENT:

The student teacher will email me a draft of his/her lesson plan at least 48 hours prior to the scheduled class for basic feedback by the same afternoon. Submit to me after the class (the next morning) your final lesson plan for evaluation. A copy of a lesson plan outline is available on our Moodle page, and is titled Developing a Lesson Plan.

Your final mark for this task will be divided as follows: 15% lesson plan; 15% leading the class. You will be evaluated on your ability to critically and creatively engage the students with the day's topic. A list of evaluation factors are on our Moodle page in a document titled Peer (and Instructor) Evaluation.

How Learning Works Pecha Kucha (20%)

Sept. 13- Oct. 3

- A PechaKucha (see <https://en.wikipedia.org/wiki/PechaKucha>) presentation.

This assignment is a collaborative project. It is meant to teach you to share your knowledge with one another in order to create new knowledge. You will work with others in your group who have been selected to read the same chapter. Your audience for the final product—a PechaKucha presentation—are new faculty members across North America. Assume that your presentations will be uploaded to the social media website SlideShare.net (see <http://www.slideshare.net>). Your PechaKucha is due on October 1.

- Read your chapter individually.
- Make notes according to the following annotated bibliography framework:
 1. What is the author's principal argument and methodology?
 2. What kinds of sources support those arguments?
 3. What is the author's objective (what is he/she/they arguing against, what historical oversights are being illuminated, etc.)?
 4. How does the work fit in relation to the other readings (and to the material you've been considering during this class and program)?
 5. Finally, what is your intellectual reaction to the author's work? (Do you agree with its basic premises, assumptions, and methodologies? Why or why not? What is the author's relevance to your own work and interests?)
- Discuss the chapter and your notes in GoogleGroups, or in a social network platform of the group's choosing. Keep notes on this experience. What works, what

- *Graduate Seminar in PR Education Course Syllabus*

doesn't, why and why not? How might this platform influence work in your own classrooms?

- Create an interesting and informative presentation that will leave your peers amazed and having new knowledge.
- Ensure that your presentation reflects the PechaKucha norm of "20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total)".
- Consider uploading your presentation to SlideShare.net.

Course Syllabus or Teaching Dossier (30%)

Nov. 29 and Dec. 1

You will choose to create a course syllabus for an existing or future MSVU Department of Communication Studies undergraduate class, or to create a professional teaching portfolio. (This latter option must be discussed with me.) The course syllabus project is recommended for students who have little or no classroom teaching experience. The portfolio project is intended for students who have taught in the past and/or are currently teaching.

The syllabus must include, reflect, foster or facilitate:

- the factors identified as necessary for our students by public relations professionals and educators
 - Ethical considerations
 - Global implications
 - Technology
 - Diversity
- opportunities for students to engage in critical thinking in class, and in assignments
- opportunities for students to gain specific communication skill acquisition
- occasions for active learning
- objectives that are measurable and discussion about how they can be measured
- indication of an acknowledgement of students with various learning styles

The syllabus should include a complete description of the assignments, assignment objectives and criteria, including a discussion of your evaluation procedures. Please be certain that the assignments are tied to the goals and objectives of the course and degree. It should also include the MSVU Senate-approved requirements and, if you are designing a course for our department, it should reflect the department's curriculum guidelines. (Both can be found on our Moodle page.)

• *Graduate Seminar in PR Education Course Syllabus*

You are also expected to include ONE lesson plan for any class. You will be evaluated on this plan using the evaluation form that has been used for through-out the term. Please use the lesson plan guide provided during the term.

Course Policies

Academic Integrity. (NON-Negotiable). I expect you to be honest and responsible in fulfilling the course requirements and objectives. DISCIPLINARY ACTION WILL BE TAKEN IF YOU cheat. You will fail the assignment, and you may fail the course. You cannot fail a course in the graduate program. Note that plagiarism is presenting someone else's words or ideas obtained from any source, including the Internet, as though they were one's own. Other, specific offences include, but are not limited to, the following:

- Using copied material without enclosing that material in quotation marks and/or without appropriately acknowledging its source;
- Paraphrasing or summarizing the original wording too closely;
- Omitting acknowledgment of the source of paraphrases and summaries;
- Submitting work that has been written in full or in part by someone else;
- Submitting work you have submitted for credit in another course without acknowledging its source to me prior to submitting the assignment.

As required by the University, I am including the following for your information: University regulations on Plagiarism and Cheating will be strictly enforced. These regulations are posted on boards and are found in the University Calendar and on the website at www.msvu.ca on the "Current Student" page under "Academic Offences".

Communication technologies. While I encourage you to share your passion and interests in new gadgets and software, I ask that while we are participating in our Collaborate sessions you give full, deserved attention to me and to your peers. Turn off all devices and please stay focused on the learning software. You deserve it, your peers deserve it, and I deserve it.

Course Syllabus. The syllabus is a guide for our class structure. While it is a collaborative document drafted by me and negotiated by you, it is our course "memorandum of understanding" after September 20.

Grading/marking. Graded assignments should be discussed one on one between you and me. Please make an appointment. Grading concerns should be addressed within one week after the assignment is returned.

Personal Issues. If you are experiencing any kind of personal issue that prohibits you from completing tasks by the due date, please let me know as soon as possible so that we can work

• *Graduate Seminar in PR Education Course Syllabus*

together to create a mutually-desirable compromise. I will be able to do little to help you if you wait until the due date or the final weeks of the term.

Special Accommodations. If you are a student who needs special accommodation, please notify me as soon as possible. I cannot provide special accommodation retrospectively. Students who have a disability and who require academic accommodations must register with Accessibility Services as early as possible in order to receive accommodations.”

(<http://www.msvu.ca/en/home/student-services/office-of-student-experience/default.aspx>)

Session Cancellations. If power is cut, or something else strange happens, I will notify you of my absence via our Twitter feed and our Moodle page.

Religious Observances. Requests for accommodation of specific religious or spiritual observance must be presented in writing to me within the first week of class.

Policy Against Sexual Assault. Mount Saint Vincent University has no tolerance for sexual assault. The Mount is committed to providing and maintaining a safe environment that promotes the dignity and well-being of the University community. The University has a strong tradition of social responsibility.

Although not expected, I am including the following:

Research Obligations. Students who conduct research involving human participants must have their research reviewed in accordance with the MSVU Policies and Procedures for Ethics Review of Research before starting the research. Check with me about proper procedure.