### **Instructor**

Christopher Moss (Calling me just “Moss” is perfectly fine.)

cjmoss@csufresno.edu

### **Course Information**

The course will be conducted asynchronously. The beginning date if July 6th and the end date for the course is August 13th, though I will take late work through August 15th.

### **Office Hours**

|  |
| --- |
| Monday 9:30 AM to 12:30 PM or by appointment (send me an email) |
| [Direct Link](https://zoom.us/j/2660031349?pwd=ckpuVllXVytxQ0ZVTitrMTQ0cWVhdz09) | **Zoom Meeting ID** | **Zoom Passcode** |
| 266 003 1349 | mosscomm |

### **Required COVID-19 Information**

**Health Screening:** Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus.  Please complete the campus [online reporting form](https://fresnostate.co1.qualtrics.com/jfe/form/SV_3faIAsuC8CzuFjD?Q_FormSessionID=FS_UFJ902LXgDJbKeZ).  A campus official will reply to provide guidance and information.

**Safety Measures:** Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: [www.fresnostate.edu/coronavirus](http://www.fresnostate.edu/coronavirus)

### **Catalog Description**

The nature of communication and its relationship to learning and instruction; management of oral and written communication strategies in the educational setting.

### **Course Description**

COMM 114 is designed to introduce prospective teachers to the role of communication in the teaching learning process. The goal of this course is help prospective teachers become more proactive classroom communicators.

A knowledge and use paradigm is used to guide the curriculum in this course. Each student will develop new knowledge about the role of communication in the classroom and be given the opportunity to put this knowledge to use. This course is approved by the Liberal Studies Committee as meeting the content specifications in Reading, Language, and Literature as part of the blended program in undergraduate teacher preparation which prepares Multiple Subject candidates by connecting subject matter and pedagogical studies in a manner that emphasizes quality, depth, rigor, and scope. This course adds to the candidates’ knowledge of major themes, concepts, principles, and way of knowing of discipline-based studies and of interdisciplinary studies. Students also learn the delivery of content-specific instruction consistent with stage-adopted content standards for students.

### **COMM 114 Learning Outcomes**

The learning outcomes of COMM 114 align with the following standards of Quality and Effectiveness for Subject Matter Requirement for the Multiple Subject Teacher Credential by the California Commission on Teacher Credentialing (CCTC) and meet the following Elementary Subject Matter (ESM) requirements of the California State University, Fresno Liberal Studies program.

* Demonstrate skill in the presentation of instructional plans (CCTC 2.4.2, 2.4.4, 5.1).
* Analyze strategies for teaching reading, language, and literature (CCTC 3.1.2, 3.2.2, 5.1).
* Explain the role of diversity in classroom communication and learning (CCTC 3.1.3, 3.3.2, 8.1).
* Analyze the way culture is reflected in oral, media and literary texts (CCTC 3.2.3, 3.3.4, 3.3.5; ESM 3.1.a, 3.1.c).
* Relate the communication process to instruction and learning (CCTC 5.1, 5.8; ESM 2.4c).
* Assess the way technology may constrain and promote classroom communication and learning (CCTC 9.3, 9.4).
* Know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities in listening, speaking, reading (decoding and comprehension), writing, vocabulary, and spelling conventions (ESM 1.4b).
* Cite thorough textual evidence to support analysis of the explicit and implicit meaning of literary texts (ESM 3.1b).

### **Course Materials**

This class is an OER course, meaning all information is provided through Open Education Resources. You DO NOT have to purchase a textbook for this course. All material for the course will be provided through Canvas.

### **Assignments**

There are a total of 16 graded tasks. The information for the Course Introduction, Participation, and Exams is below. The remaining assignment information can be found on Canvas. All necessary passwords, codes, etc. for completing assignments will be posted on Canvas.

### **Course Introduction**

The first week of the course will be spent familiarizing yourself with the syllabus, EdPuzzle, and Flipgrid, which will be the primary forms of information delivery for the course. You will be prompted to watch the EdPuzzle introduction video completely (20 points), post a Flipgrid response to the roll prompt (5 points), and a response to a classmate (5 points). Watching the video at 100% completion (yes, I can tell) and your response to the Flipgrid roll question will be due by Sunday, July 11th by 11:59 PM. Your response to a classmate will be due by Sunday, July 18th at 11:59 PM.

### **Participation**

Starting the second week of the course, there will be 20 participation points per topic in each module, for a total of 60 points per week. The points will be based on EdPuzzle completion (10 points), your response to the roll question (5 points), and your response to a peer (5 points). Like the Course Introduction, your response to your peers will be due the following week.

### **Exams**

All exams are posted on Canvas. They will be posted by 8:00 am Monday morning the week after we are done with a module (see below) and will be due the following Sunday. They are open resource, you do NOT have to use the Lockdown browser, there is no timer, and you may leave and come back to the exam.

### **Class Assignments and Scoring**

| **Assignment** | **Points** |
| --- | --- |
| Participation (20 points total x 9 lessons/activities) | 180 |
| Course Introduction | 30 |
| Module Exams (50 x 3) | 150 |
| Observation Analysis | 50 |
| Comprehensive Lesson Plan | 50 |
| Course Reflection | 40 |
| **Course Total** | **500** |

### **Grading Scale**

| **Points Earned** | **Percent Range** | **Letter Grade** |
| --- | --- | --- |
| 450 – 500 | 90-100% | A |
| 400 – 449 | 80-89.8% | B |
| 350 – 399 | 70-79.8% | C |
| 300 – 349 | 60-69.8% | D |
| 0 – 299 | 0-59.8% | F |

I will not round up grades. I am open to discussion about your grades during office hours or via email.

**Late Work**

Anything turned in later than the due date/time will be docked 2% off per day that it is late. I cannot accept late work beyond 11:59 PM on August 15th as I must submit grades by August 17th at 8:00 AM.

### **Extra Credit**

When extra credit becomes available, it will be offered to the entire class. Extra credit will be announced at various times through the semester.

### **Topic and Activity Calendar**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topics** | **Due by End of Week** |
| 1. 07/06 – 07/11
 | * Course Overview
* Flipgrid and EdPuzzle Overview
 | * EdPuzzle Video Introduction
* Flipgrid Roll Prompt Response
 |
| 1. 07/12 – 07/18
 | **Module 1*** Classroom Communication
* Factors Influencing Classroom Communication
* Technology and Learning
 | * EdPuzzle Lectures (x3)
* Flipgrid Roll Prompt Responses (x3)
* Flipgrid Response to Peers from Previous Week
 |
| 1. 07/19 – 07/25
 | **Module 2*** Students With Special Needs
* Sex, Gender, and Classroom Communication
* Culture and Classroom Communication
 | * EdPuzzle Lectures (x3)
* Flipgrid Roll Prompt Responses (x3)
* Flipgrid Response to Peers from Previous Week (x3)
* Module 1 Exam
 |
| 1. 07/26 – 08/01
 | **Module 3*** Positive Behavior Supports and Classroom Communities
* Instructional Practices
* Building Relationships
 | * EdPuzzle Lectures (x3)
* Flipgrid Roll Prompt Responses (x3)
* Flipgrid Response to Peers from Previous Week (x3)
* Module 2 Exam
 |
| 1. 08/02 – 08/08
 | * Observation Analysis
* Comprehensive Lesson Plan
* Course Reflection
 | * Flipgrid Response to Peers from Previous Week (x3)
* Module 3 Exam
 |
| 1. 08/09 – 08/13

(Friday)  | * Observation Analysis
* Comprehensive Lesson Plan
* Course Reflection
 |

All assignments and exams are due at 11:59 pm Sunday night on the week indicated, excluding the final week of the course.

### **Department Chair Information**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Dr. Kevin J. Ayotte

Department of Communication

kjayotte@csufresno.edu

559.278.2826

### **Diversity, Equity, and Inclusion (DEI) Statement**

Sometimes it feels like understanding diversity, equity, and inclusion (DEI) is complicated. There are lots of similarities, overlap, and of course differences and nuances within those differences. Then, there is the ever-changing terminology. Consequently, it can be easier to avoid the subject of DEI unless absolutely necessary.

However, for many of us that “absolutely necessary” point is here. At the very least, a rudimentary understanding of DEI is needed. The need to understand DEI beyond my own personal interest has become a necessity in my field. Since higher education is a field where differences are expected and typically embraced, I decided to learn more about DEI. I began by exploring the definitions of diversity, equity, and inclusion in relation to higher education professionals and employers. The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston’s Center for Diversity and Inclusion.

**Diversity**

Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

When thinking about diversity it is important to remember the terminology has broadened. Ten years ago, diversity was equated to racial and ethnic minorities. Years ago, I was required to serve on search committees to represent “diverse stakeholders” because I’m African American. This provided a narrow perspective that didn’t truly embrace my identity or the varied identities of the applicants. Other factors in one’s identity were not considered. Now, factors such as socioeconomic status or gender identity may be considered when referring to diverse populations. With this broadened definition, inclusivity of someone’s varied identities are considered.

**Equity**

The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

One example I like to use when explaining equity is The Equal Pay for Women campaign which is based in part on equity, as women have historically been underpaid and underrepresented in executive roles. Many employers are beginning reevaluating their compensation packages to increase the likelihood of comparable benefits and incentives for men and women. For example, Apple evaluates salaries, bonuses, and stock grants to mitigate financial disparities between men and women in their company. These efforts landed them on Glassdoor’s 2018 list, “16 Companies Committed to Equal Pay & Hiring Now.”

**Inclusion**

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.

Diversity advocate Verna Myers coined the phrase “Diversity is being invited to the party. Inclusion is being asked to dance.” As an example of inclusion, consider the student encouraged to attend a career fair, only to arrive and learn that she cannot meet with certain recruiters because the facility is not fully wheelchair accessible.

These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when you understand it.

### **Accessibility**

As your instructor, it is my goal that this class be an inclusive and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me—with or without a Services for Students with Disabilities (SSD) accommodation letter—to discuss reasonable options or adjustments.

During our discussion, I may suggest the possibility/necessity of your contacting SSD (contact information is below) for reasonable accommodations for learning and evaluation. This includes receiving help with Canvas. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications during a scheduled appointment.

###

### **University Policies and Other Information**

**Intellectual Property:** As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms.   Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose.  In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law.  Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided.  Students may not re-record any online recordings or post any online recordings on any other format (e.g. , electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction.  Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

**Technology Services for Students:** Though this is an asynchronous course, you still have access to University resources to assist you with technology. The following are some of the resources available to you:

* University Help Desk: 559-278-5000 (Monday – Friday, 8:00 AM – 5:00 PM)
* [Submit a Ticket to the Help Desk Online](http://fresnostate.edu/help/)
* [Student Self Help Database](https://fresnostate.teamdynamix.com/TDClient/1922/Portal/KB/)

Some supported items include help with common PC and Mac issues, Canvas, Zoom, and a variety of commonly used applications and programs used within the University.

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University polices can be found by clicking the links below:

* [Adding and Dropping Classes](http://fresnostate.edu/studentaffairs/registrar/registration/add-drop-deadlines.html)
* [Cheating and Plagiarism](http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/235.pdf)
* [Computers](https://www.fresnostate.edu/catalog/academic-regulations/index.html#computerreq)
* [Copyright Policy](http://www.fresnostate.edu/home/about/copyright.html)
* [Disruptive Classroom Behavior](http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/419.pdf)
* [Honor Code](http://fresnostate.edu/academics/facultyaffairs/documents/apm/236_000.pdf)
* [Students with Disabilities](http://fresnostate.edu/studentaffairs/ssd/)
* [Title IX](http://www.fresnostate.edu/adminserv/hr/title-ix/index.html)

The following University services can be found at:

* [Associated Students, Inc.](http://fresnostateasi.org/)
* [Dream Success Center](http://fresnostate.edu/studentaffairs/dsc/index.html)
* [Learning Center Information](http://fresnostate.edu/studentaffairs/lrc)
* [Student Health and Counseling Center](https://www.fresnostate.edu/studentaffairs/health/)
* [Writing Center](http://www.fresnostate.edu/artshum/writingcenter/)

**Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances.