Please fill in all information. After all required signatures are obtained on page two, send to Research and Graduate Studies, Knoles Hall, 2nd Floor. Research and Graduate Studies will then forward to the Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

Date: March 5, 2006
Contact Person: Jon Schamber
Department: Communication
Phone: 946-3041

Select below
Addition  □
Revision  □
Deletion □

School or College: COP
Department: COMM
Course Number: 295g
Title: Communication in Learning Settings
Units: 4
Minimum Number of Students: 8
Prerequisites: None

If replacing a course, old course title and number:

Catalog Description (attach additional paperwork if necessary):
This graduate seminar is designed to develop knowledge of current communication education research and effective communication skills for teaching undergraduate courses in communication. Please attach a syllabus.

What are the reasons for the new course (e.g., student needs, major, etc.), program changes or deletion of the program?
The Department is revising its graduate program and the new emphasis area in Communication Education requires offering this seminar.

If approved, when will this be implemented? Fall □ Spring □ Year 2007
What is the anticipated impact on resources (faculty, funds, library, materials, etc.)
None. The library subscribes to the journal, Communication Education, which is the major resource for the course.

Describe any specific facilities or technology needs.
A smart classroom would be helpful for teaching the course.

APPROVAL PROCESS

1. Action by department requesting addition/change:
   Approved by: [Signature] Date: 3/6/06

2. Action by the Curriculum and/or Graduate Studies Committee of the School/College:
   Approved by: [Signature] Date: 3/9/06

3. Action by the Dean of the School/College:
   Approved by: Marisa Kelly Date: 3/20/06

4. Action by the Dean of the Library:
   Approved by: [Signature] Date: 5/1/06

5. Action by the Director of Educational Technology Services (if computer lab, software needed):
   Approved by: N/A Date: [Blank]

6. Action by the Registrar:
   Approved by: [Signature] Date: 5/19/06

7. Action by the Graduate Studies Committee (as appropriate):
   Approved by: [Signature] Date: 7/1/06

8. Action by the Academic Affairs Committee:
   Approved by: [Signature] Date: [Blank]

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
COMM 295g: Graduate Seminar
Communication in Learning Settings
Course Syllabus

Instructor Information
Jon Schamber, Ph.D.
Professor of Communication
209 946-3041
jschamber@pacific.edu

Course Description and Learning Outcomes
This graduate seminar is designed to develop knowledge of current communication education research and effective communication skills for teaching undergraduate courses in communication. The course focuses on such topics as student-teacher expectations, gender and diversity, curriculum design, management and motivation in the educational environment, learning theories, and assessment of student learning. The learning outcomes of the course are as follows:

- To formulate generalizations about current research on communication variables related to classroom instruction and student learning
- To exhibit professional presentation skills before a critical audience
- To apply appropriate teaching strategies in various learning settings
- To diagnose current communication problems related to college teaching
- To design an undergraduate basic course in Communication

Assignments & Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>Journal Article Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Simulated Teaching Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Interview-Based Paper on Current Issues in College Teaching</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Observations Paper on Communication Variables</td>
<td>10%</td>
</tr>
<tr>
<td>Curriculum Design Portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Readings by Topics

Curriculum Design


Gender & Diversity


Classroom Management, Instructional Methods & Motivation


**Student-Teacher Expectations**


Learning Theories


Assessment of Student Learning


**Course Schedule**

| Week 1 | Course Overview  
|        | Journal Article Presentation Assignments  
|        | Explanation of Course Assignments  
| Week 2 | Journal Article Presentations: Curriculum Design  
| Week 3 | Journal Article Presentations: Curriculum Design  
| Week 4 | Journal Article Presentations: Gender & Diversity  
| Week 5 | Journal Article Presentations: Gender & Diversity  
| Week 6 | Journal Article Presentations: Student-Teacher Expectations  
| Week 7 | Journal Article Presentations: Student-Teacher Expectations  

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Journal Article Presentations: Classroom Management, Instructional Methods &amp; Motivation</th>
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</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Journal Article Presentations: Classroom Management, Instructional Methods &amp; Motivation</td>
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<tr>
<td>Week 10</td>
<td>Journal Article Presentations: Learning Theories &amp; Assessment of Student Learning</td>
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<tr>
<td>Week 11</td>
<td>Journal Article Presentations: Learning Theories &amp; Assessment of Student Learning</td>
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<td>Week 12</td>
<td>Simulated Teaching Presentations</td>
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<td>Week 13</td>
<td>Simulated Teaching Presentations</td>
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<tr>
<td>Week 14</td>
<td>Curriculum Design Portfolio Presentations</td>
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<tr>
<td>Week 15</td>
<td>Curriculum Design Portfolio Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Curriculum Design Portfolio Presentations</td>
</tr>
<tr>
<td>Week 17</td>
<td>Final Examination</td>
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