COMM 690- Communication Pedagogy
SYLLABUS

Project Description

This is a Communication Pedagogy course alongside (name professor and course here) that focuses (insert course focus here). Through this pedagogy course, I will research (insert ultimate 690 course goal here).

Faculty Member and Course

Professor and course number

Course Meetings

List course meetings and timeframe

Learning Outcomes and Course Goals

1. Cultivate a greater understanding of teaching communication courses
2. Increased understanding of the fundamentals of effective communication.
3. Enhance evidence evaluation skills.
4. Learn through observation and research practice

Assignment Descriptions

Literature Review: The literature review will be an APA style, 10-12 page paper. This assignment will be utilized to better understand an area of study regarding the fundamentals of effective, non-fiction, argumentative writing and speaking. The process will include searching for, reading, and synthesizing relevant literature.

Position Paper: The position paper will be an APA style, 10-12 page paper. This assignment either be A.) A argumentative paper utilizing persuasive techniques or concepts from the literature review. B.) A position paper on a varying topic of speaking or writing. The process will include searching for, reading, and synthesizing relevant literature, as well as devising and crafting nuanced arguments.

Assignment Rubric with Assignment Percentages
(Adjust these assignments and due dates as fits your project. All told, there should be roughly 20 pages of writing in these 690 assignments.)
## Example Tasks

<table>
<thead>
<tr>
<th>Example Tasks</th>
<th>Dates</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>7/10</td>
<td>20%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>7/17</td>
<td>40%</td>
</tr>
<tr>
<td>Position Paper Prospectus</td>
<td>7/19</td>
<td>5%</td>
</tr>
<tr>
<td>Position Paper</td>
<td>8/2</td>
<td>35%</td>
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</tbody>
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## Graduate Grading Scale

Course grades will be assessed as follows:

- **A**: Superior ................................. 90-100%
- **B+**: Very Good ............................ 87-89%
- **B**: Good .................................. 80-86%
- **B+**: Fair .................................. 77-79%
- **C**: Acceptable ............................ 70-77%
- **F**: Failure ................................ 0-69%

**MCOM Student Learning Outcomes:**

SLO1: Students will conduct original research effectively.
SLO2: Students will explain and apply communication theory.
SLO3: Students will identify the core tenets of various research methods.
SLO4: Students will develop writing skills to enhance professional performance. SLO5: Students will assess published communication scholarship.

**Academic Integrity Statement (3.12):** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear
on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.”

Accommodations for Students with Disabilities: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.