

NORTH CAROLINA STATE UNIVERSITY

GRADUATE COURSE ACTION FORM

NOTE: Click once on shaded fields to type data. To check boxes, right click at box, click "Properties", and click "Checked" under Default Values.

DEPARTMENT/PROGRAM Communication, Rhetoric, and Digital Media

COURSE PREFIX/NUMBER CRD 704

PREVIOUS PREFIX/NUMBER _____

DATE OF LAST ACTION _____

COURSE TITLE Technologies and Pedagogies in the Communication Arts

ABBREVIATED TITLE TECH & PED IN COMM

SCHEDULING Fall Spring Summer Every Year
 Alt. Year Odd Alt. Year Even Other

CREDIT HOURS 3 OFFERED BY DISTANCE EDUCATION ONLY

CONTACT HOURS Lecture/Recitation _____ Seminar 3 Laboratory _____ Problem _____
 Studio _____ Independent Study/Research _____ Internship/Practicum/Field Work _____

GRADING ABCDF S/U

INSTRUCTOR (NAME/RANK) Chris Anson, Professor
 Graduate Faculty Status Associate Full

TYPE OF PROPOSAL	
New Course	<input checked="" type="checkbox"/>
Drop Course	<input type="checkbox"/>
Course Revision	<input type="checkbox"/>
Dual-Level Course	<input type="checkbox"/>
REVISION	
Content	<input type="checkbox"/>
Prefix/Number	<input type="checkbox"/>
Title	<input type="checkbox"/>
Abbreviated Title	<input type="checkbox"/>
Credit Hours	<input type="checkbox"/>
Contact Hours	<input type="checkbox"/>
Grading Method	<input type="checkbox"/>
Pre/Corequisites	<input type="checkbox"/>
Restrictive Statement	<input type="checkbox"/>
Description	<input type="checkbox"/>
Scheduling	<input type="checkbox"/>

ANTICIPATED ENROLLMENT Per semester 10 Max. per Section 15 Multiple sections Yes No

PREREQUISITE(S) _____

COREQUISITE(S) _____

PRE/COREQUISITE FOR _____

RESTRICTIVE STATEMENT Doctoral students only.

CURRICULA/MINORS
 Required Ph.D. in Communication, Rhetoric, and Digital Media
 Qualified Elective _____

PROPOSED EFFECTIVE DATE Fall 2005 APPROVED EFFECTIVE DATE _____

CATALOG DESCRIPTION: Theories, research, and practices using technologies in the teaching and learning of the communication arts in higher education. Design and implementation of instructional strategies, design and management of technology facilities, ethical and professional issues.

DOCUMENTATION AS REQUIRED	
Please number all document pages	
Course Justification	<input checked="" type="checkbox"/>
Proposed Revision(s) with Justification	<input type="checkbox"/>
Student Learning Objectives	<input checked="" type="checkbox"/>
Enrollment for Last 5 Years	<input type="checkbox"/>
New Resources Statement	<input checked="" type="checkbox"/>
Consultation with other Departments	<input type="checkbox"/>
Syllabus (Old and New)	<input checked="" type="checkbox"/>
Explanation of differences in requirements of dual-level courses	<input type="checkbox"/>

RECOMMENDED BY:

 Department Head/Director of Graduate Programs Date

ENDORSED BY:

 Chair, College Graduate Studies Committee Date

 College Dean(s) Date

APPROVED:

 Dean of the Graduate School Date

Course Justification

Institutions of higher education are transforming processes of teaching and learning by incorporating new technologies into traditional classroom settings and creating alternatives to those settings through online instruction. Training programs in the workplace are being similarly transformed. Regardless of students' career goals, a familiarity with the relationship between learning and technology will be valuable because of this centrality of technology-mediated practices in education, work, and everyday life. The new information and communication technologies have particular effects on the roles of reading, writing, speaking, and listening, and visual communication, they highlight these literacies in instruction within any subject, as well as having particular application to the pedagogies of the communication arts. This course provides a focus on theories, research, and practices connecting new technologies to the processes of teaching and learning in the communication arts.

Catalog Description

Theories, research, and practices using technologies in the teaching and learning of the communication arts in higher education. Design and implementation of instructional strategies, design and management of technology facilities, ethical and professional issues.

Student Learning Objectives

By the end of this course, students will be able to . . .

1. identify areas of scholarship across several disciplines engaged in the study of technology and pedagogy with emphasis on the acquisition of higher literacy and communication abilities in college settings;
2. historicize the use of technology in teaching;
3. articulate new questions for exploration and research concerning the relationship between technology, teaching, learning;
4. be able to apply to your own teaching, and engage in research on, the principled application of technology to teaching and learning.

New Resources Required

No new faculty are required to teach this course, as the Departments of Communication and English have three faculty qualified to teach it (Anson, Dannels, Rieder). As part of a new program, however, this course will be an addition to the total teaching load of the departments. Resources to replace the teaching of faculty involved in the new program have been requested in the Proposal to Establish the program.

Course Syllabus

CRD 704: Technologies and Pedagogies in the Communication Arts
Dr. Chris Anson
Tompkins 131-G
chris_anson@ncsu.edu

Course Description

Universities and other educational institutions are transforming processes of teaching and learning by incorporating new technologies into traditional classroom settings and creating alternatives to those settings through online instruction. Regardless of your intended career goals, it will benefit you to acquire a background in the relationship between learning and technology by virtue of the centrality of technologically-mediated practices in education, work, and everyday life. This course provides a focus on theories, research, and practices connecting new technologies to the processes of teaching and learning in the communication arts.

Student Learning Objectives

By the end of this course, you will be able to . . .

1. identify areas of scholarship across several disciplines engaged in the study of technology and pedagogy with emphasis on the acquisition of higher literacy and communication abilities in college settings;
2. historicize the use of technology in teaching;
3. articulate new questions for exploration and research concerning the relationship between technology, teaching, learning, and the communication arts;
4. be able to apply to your own teaching, and engage in research on, the principled application of technology to teaching and learning.

Assignments

Electronic Responses and Discussions: Over the course of the semester, you will be responding to the assigned readings using a variety of technologies, including a blog, e-journal, and bulletin boards. These responses should provide thoughtful reflections on, and interactive class discussions of, the readings. At each transition to a new forum, you should write a 2-3 page reflection on the nature and effectiveness of the previous electronic contexts for the analysis, discussion, and learning of the material.

E-folio: As a semester-long course project, you will be creating a Web-based “efolio,” a kind of teaching portfolio that displays investigations, reflections, and course materials relating to college-level teaching in rhetoric, communication, and digital literacy. Your portfolio should contain a minimum of seven entries, two of which will be required (teaching with technology philosophy and an example of an assignment that incorporates technology in theoretically principled ways based on our studies). Five additional entries will be of your own choosing. Because the entire portfolio will be Web-based, some entries can also demonstrate ways in which you have integrated digital technologies into instructional design. Your entries should reflect not only the “products” of your teaching, but your own reflective processes about those products. More detail about each entry is provided elsewhere in the course materials, including grading rubrics.

Class Leadership: You are required to lead a 30-45 minute session on one topic you find interesting in the areas addressed by the course. In doing this, you must provide the class with readings for that day (in addition to the regularly-scheduled course material) and prepare to teach those readings in a way that will facilitate learning. In preparing this class session, you should employ teaching technology strategies we've discussed in the course. You will be teaching the class *about* a particular topic *using* technology strategies that are appropriate for your teaching goals.

Course Project: Over the course of the semester, you will choose a particular instructional context that is already making use of technology in some way. This context will provide the site and space for you to investigate the use and impact of the technology or technologies from both a theoretical and instructional perspective. More details about this project can be found elsewhere in these course materials, but it should make use of close observational, text-analytical, and case-study or mini-ethnographic methodologies.

Final Presentation: Following the completion of your project, you will give a final presentation (30 minutes in length) in which you share your analysis and findings. You should prepare handouts (maximum three pages) to accompany your presentation so that students have an opportunity to use your information in their graduate studies. Your presentation can also demonstrate the use of technology (such as PowerPoint or live Internet connections), but you should make use of them in effective ways as discussed and learned throughout the course.

Grading

Reading Responses	15%
Teaching E-folio:	25%
Class Leadership:	15%
Course Project:	30%
<u>Final Presentation:</u>	<u>15%</u>
Total	100%

Attendance

I expect you to attend this graduate class regularly. If you must miss for reasons that are beyond your control, please contact me. Repeated absences will negatively affect your grade. To determine if your absence is an excused absence, please consult the [Academic Policies and Regulations](#) web page.

Academic Integrity

Strict standards of academic honesty will be enforced according to the University policy on academic integrity. Consult the following website for further details: <http://www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm>

Students with Disabilities

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Consult the following website: http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html

Equity Statement

All persons, regardless of age, race, religion, gender, physical disability or sexual orientation shall have equal opportunity without harassment in the Ph.D. program. Any harassment should be reported immediately to either the classroom instructor or the Graduate Director.

Schedule

Week 1	History of Pedagogy and Technology
Week 2	Orality, Literacy, and Technology
Week 3	Multimedia, Multimodality, Hypertext, and Literacy
Week 4	Genre and Technology
Week 5	Computer Mediated Communication in and Beyond the Classroom
Week 6	Technologies for Collaboration
Week 7	Rhetorical Space and Distance Learning
Week 8	Designing and Managing Technology Learning Facilities—Classrooms
Week 9	Designing and Managing Technology Learning Facilities—Labs
Week 10	Designing and Managing Technology Learning Facilities—Distance facilities
Week 11	Current Controversies in Learning and Technology
Week 12	The Ethics of Pedagogy and Technology
Week 13	The Future of Education and Technology
Week 14	Final Presentations
Week 15	Final Presentations
Final Exam	Research Paper Due

Readings

- Barrett, Edward, ed. *Sociomedia: Multimedia, Hypermedia, and the Social Construction of Knowledge*. Cambridge: MIT Press, 1992.
- Blythe, Stuart. "Designing Online Courses: User-Centered Practices." *Computers and Composition* 18 (2001): 329–46.
- Bolter, Jay David. *Writing Space: The Computer, Hypertext, and the History of Writing*. Hillsdale, NJ: Erlbaum, 1991.
- Braden, Su. "Using Video for Research and Representation: Basic Human Needs and Critical Pedagogy." *Journal of Educational Media* 24.2 (1999): 117.
- Brandon, David P., and Andrea B. Hollingshead. "Collaborative Learning and Computer-Supported Groups." *Communication Education* 48.2 (1999): 109-26.
- Breuch, Lee-Ann Kastman. "Thinking Critically About Technological Literacy: Developing a Framework to Guide Computer Pedagogy in Technical Communication." *Technical Communication Quarterly* 11.3 (2002): 267.
- Dumort, Alain. "New Media and Distance Education: An Eu-US Perspective." *Information Communication & Society* 3.4 (2000): 546-56.
- Eaton, Angela. "Technology-Supported Pedagogy in Business, Technical, and Professional Communication." *Business Communication Quarterly* 66.3 (2003): 113.
- Frobish, Todd S. "Jamieson Meets Lucas: Eloquence and Pedagogical Model(s) in the Art of Public Speaking." *Communication Education* 49.3 (2000): 239-52.

- Hawisher, Gail E., Paul J. LeBlanc, Charles Moran, & Cynthia Selfe. *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History*. Norwood: Ablex, 1996.
- Hoag, Anne M., Krishna P. Jayakar, and Kimberly Erickson. "The Role of Trust in Virtual and Interpersonal Environments: Implications for Team Learning & Case Method Pedagogies." *Journalism & Mass Communication Educator* 57.4 (2003): 370.
- Holdstein, Deborah H. and Cynthia L. Selfe. *Computers and Writing: Theory, Research, Practice*. New York: MLA, 1990.
- Holmevic, Jan Rune and Cynthia Haynes. *MOOniversity: A Student's Guide to Online Learning Environments*. New York: Longman, 1999.
- Jefferies, Pat. "Ict in Supporting Collaborative Learning: Pedagogy and Practice." *Journal of Educational Media* 28.1 (2003): 35-48.
- Kalmbach, James Robert. *The Computer and the Page: Publishing, Technology, and the Classroom*. Norwood, N.J.: Ablex, 1997.
- Kitto, Simon. "Translating an Electronic Panopticon: Educational Technology and the Re-Articulation of Lecturer-Student Relations in Online Learning." *Information Communication & Society* 6.1 (2003): 1.
- Koumi, Jack. "Synergy between Audio Commentary and Visuals in Multimedia Packages." *Journal of Educational Media* 28.1 (2003): 19-34.
- Kerr, Stephen T., ed. *Technology and the Future of Schooling*. Chicago: U of Chicago Press, 1996.
- Lane, Derek R., and Michael W. Shelton. "The Centrality of Communication Education in Classroom Computer-Mediated-Communication: Toward a Practical and Evaluative Pedagogy." *Communication Education* 50.3 (2001): 241-55.
- McCormick, Robert, and Peter Scrimshaw. "Information and Communications Technology, Knowledge and Pedagogy." *Education, Communication & Information* 1.1 (2001): 37-57.
- Miller, Susan. "How Near and Yet How Far? Theorizing Distance Teaching." *Computers and Composition* 18 (2001): 321-28.
- Mulligan, Roark, and Susan Geary. "Requiring Writing, Ensuring Distance-Learning Outcomes." *International Journal of Instructional Media* 26.4 (1999): 387.
- Murphy, James J., ed. *A Short History of Writing Instruction From Ancient Greece to Modern America*. 1990. Mahwah, NJ: Erlbaum, 2001.
- Papert, Seymour. *The Children's Machine: Rethinking School in the Age of the Computer*. New York: Basic Books, 1993.
- Petraglia, Joseph. *Reality by Design: The Rhetoric and Technology of Authenticity in Education*. Mahwah, NJ: Erlbaum, 1998.
- Reis, Raul, and Alan G. Stavitsky. "Journalism at a Distance: The Oregon Experiment." *Journalism & Mass Communication Educator* 54.4 (2000): 14-28.
- Reiss, Donna, Dickie Selfe, Art Young, eds. *Electronic Communication across the Curriculum*. Urbana, IL: NCTE, 1998.
- Rice, Jeff. *Writing about Cool: Hypertext and Cultural Studies in the Computer Classroom*. New York: Longman, 2004.

- Richardson, Jennifer C., and Karen Swan. "Examining Social Presence in Online Courses in Relation to Students' Perceived Learning and Satisfaction." *Journal of Asynchronous Learning* 7.1 (2003): 68–88.
- Selber, Stuart A. "Reimagining the Functional Side of Computer Literacy." *College Composition and Communication* 55.3 (2004): 470–503.
- Selfe, Cynthia, and Susan Hilligloss, eds. *Literacy and Computers: The Complications of Teaching and Learning with Technology*. New York: MLA, 1994.
- Shea, Peter J., et al. "A Preliminary Investigation of 'Teaching Presence' in the SUNY Learning Network." *Elements of Quality Online Education: Practice and Direction*. Eds. Frank Mayadas, John Bourne and Janet C. Moore. Vol. 4: Sloan Consortium, 2002. 279–311.
- Simpson, Mary, et al. "Using Information and Communications Technology as a Pedagogical Tool: Who Educates the Educators?" *Journal of Education for Teaching* 25.3 (1999): 247-62.
- Tebeaux, Elizabeth. "Technical Writing by Distance: Refocusing the Pedagogy Of..." *Technical Communication Quarterly* 4.4 (1995): 365.
- Ulmer, Gregory L. *Internet Invention : From Literacy to Electracy*. New York: Longman, 2003.
- Welch, Kathleen E., *Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy*. Cambridge, Mass.: MIT Press, 1999.
- Wickliff, Gregory, and Janice Tovey. "Hypertext in a Professional Writing Course." *Technical Communication Quarterly* 4.1 (1995): 47.
- Williams, Julia M. "Transformations in Technical Communication Pedagogy: Engineering, Writing, and the Abet Engineering Criteria 2000." *Technical Communication Quarterly* 10.2 (2001): 149.
- Witmer, Diane F. "Introduction to Computer-Mediated Communication: A Master Syllabus for Teaching Communication Technology." *Communication Education* 47.2 (1998): 162-73.
- Worley, David W., and James W. Chesebro. "Goading the Discipline Towards Unity: Teaching Communication in an Internet Environment: A Policy Research Analysis." *Communication Quarterly* 50.2 (2002): 171.