

## CMST 5370 Methods of Teaching Speech Communication

Professor Brad Hall  
Office Hours: Wed from 2:30-3:30  
(Or just drop by)

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This course is a combination of a guided review of material relevant to teaching communication and an independent study where you will need to take an active role in your own education as it relates to teaching communication.

### Schedule and Assignments

| <b>Date</b> | <b>Reading &amp; Activities</b>   |
|-------------|---|
| Aug. 29     | <b>Meet</b> and review schedule and expectations.   |
| Sept. 5     | Holiday to recover from that grueling first class ☺ (and read ch. 1 of the Bain Book)   |
| Sept. 12    | Read Bain ch. 2 & 3 (turn in (e-mail is fine) response paper on ch. 1, 2 & 3 by Friday Sept. 16).   |
| Sept. 19    | <b>Meet</b> to discuss Bain; Read Bain ch. 4 & 5 (turn in response paper on ch. 4 & 5 by Friday Sept. 23).  |
| Sept. 26    | Read Bain ch. 6 & 7 (turn in response paper on ch. 6 & 7 by Fri. Sept. 30).   |
| Oct. 3      | <b>Meet</b> to finish discussion of Bain; read the chapters by Sprague and by Andersen, et al. (turn in response paper on Sprague and Andersen, et al. by Friday, Oct 7).   |
| Oct. 10     | Read the chapters by Lucas and Nicholson & Duck (turn in response paper on Lucas and Plax & Kearney by Friday Oct. 14).   |
| Oct. 17     | <b>Meet</b> to discuss the four individual chapters just read; read Intro and ch. 1 of <i>Made to Stick</i> or ch. 1 & 2 of <i>Mindsets</i> or ch. 1, 4 & 7 of <i>Possibilities</i> or ch. 1 & 2 of <i>Switch</i> (turn in response paper on your reading by Friday Oct. 21). |
| Oct. 24     | Read ch. 2, 3 & 6 of <i>Made to Stick</i> or ch. 3, 7 & 8 of <i>Mindsets</i> or ch. 9, 10 and 12 of <i>Possibilities</i> or ch. 5, 8 & 9 of <i>Switch</i> (turn in response paper on your reading by Friday Oct. 28).   |
| Oct. 31     | Work on your presentations  |
| Nov. 7      | <b>Meet</b> to share what you have learned about teaching from the <i>Mindsets</i> and <i>Made to Stick</i> books, you will each give a stand up 12-15 minute explanation/ presentation and then answer questions.  |

Nov. 14 **Meet** to share what you have learned about teaching from the *Possibilities* and *Switch* books, you will each give a stand up 12-15 minute explanation/ presentation and then answer questions.

Nov. 21 and forward: Work on preparing A) at least two lesson plans, assignment descriptions, instructional activities, content material, etc.; B) one emergency exercise that can be used for short periods caused by assembly schedules or during classes in which there are excessive absences; and C) two "bell ringers"—short quiet activities that students can do during opening minutes of class while you take roll and complete other administrative duties. **These will be due Dec. 5<sup>th</sup>.**

Books to be used:

*What the Best College Teachers Do*, by Ken Bain (2004) Harvard University Press.

Then **either**

*Mindset: The New Psychology of Success*, by Carol Dweck (2006) Ballentine Books.

Or

*Made to Stick*, by Chip and Dan Heath (2007) Random House.

Or

*The Art of Possibility*, by Rosamund and Benjamin Zander (2002) Penguin Books.

Or

*Switch*, by Chip and Dan Heath (2010) Random House.

Other readings

Xeroxed chapters from *Teaching Communication: Theory, Research, and Methods* (2<sup>nd</sup> ed.), edited by A. Vangelisti, J. Daly, and G. Friedrich. (1999) Routledge press will be provided.

Recommended resource book for Middle Schools and High Schools:

[\*The Complete Book of Speech Communication: A Workbook of Ideas and Activities for Students of Speech and Theatre\* by Carol Marrs and Lafe Locke](#)

**Response papers:** These papers should be 2-3 typed pages (and generally submitted via an e-mail attachment). These are reflection papers that show a connection between your experiences and observations and the concepts discussed in the readings. These papers are not “review” papers, so don’t spend a lot of time over-viewing what the authors have said. Instead spend time illustrating the points through your own experiences or discussing the reasons you agree, disagree or wonder about the concepts. Do not simply tell me you like (or dislike) the reading. Instead explain why you feel that way through the use of an example or detailed discussion. **At the end of each response paper, include 2 questions you would like to discuss or have answered that relate to the material you read.** Late papers lose one point for each day late. *30 hours of classroom observation is required for this course. The observations must be in an approved class at the high school or middle school level.*

Grading

|   |   |
|---|---|
| <b>7 Response papers</b>                          | = 42 points (6 points each)             |
| <b>Presentation</b>                               | = 20 points                             |
| <b>Three part final assignment</b>                | = 18 points                             |
| <b>Participation during in-person discussions</b> | = 20 points (roughly 3 points each day) |
| <b>Total</b>                                      | = 100 points                            |

End of semester grades will be assigned based upon the following percentages of the total number of points:

A = 93 - 100%

B = 83 - 86%

C = 73 - 76%

D = 60 - 64%

A- = 90 - 92%

B- = 80 - 82%

C- = 70 - 72%

F = 59% or less

B+ = 87 - 89%

C+ = 77 - 79%

D+ = 65 - 69%