

**Bryan Abendschein, Ph.D.**  
**Evidence of Teaching Effectiveness**

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## Teaching Philosophy

I consider being a teacher to be an action-oriented, empathetic process. Specifically, I include thoughtful interaction, deliberate preparation, and relevant adaptation as three of the central pillars in my philosophy of teaching. I design each course with specific academic objectives in mind while planning for various learning preferences and classroom dynamics. To achieve those goals, I utilize (a) specific communication strategies to engage and respond to students, (b) big questions to reinforce the material and challenge stereotypes, and (c) relevant examples from the world outside the classroom. In the paragraphs that follow, I explain these elements and discuss how they contribute to my teaching philosophy.

I create a space for dialogue in my instruction by how I interact with my audience. For example, as we transition to new content, I often ask students at the beginning of class or my teaching assistants as we begin our meetings, “What questions do you have for me?” Using this language (versus “Do you have any questions?”) signals my openness and willingness to engage in conversation. After asking, I silently count to ten to demonstrate that their questions are important and to give students a moment to think. If I asked for questions and then rushed on to the next point or activity, I may send the message that their questions are not valued, or I do not have time to respond. In addition, how I reply to each person is important. As I address the issue, idea, or inquiry, I often reference the individual by name in my response, but I apply my comments to the group. In doing so, I acknowledge the thoughtfulness of the individual while creating a sense of shared ownership by addressing the whole class. How I engage others is an important element in creating a space for dialogue, learning, and empathetic instruction.

I prepare big questions that structure my courses and encourage thoughtfulness about the material in new ways. *Big questions* are “conversation starters that matter to everyone and are exploratory in nature” (Abendschein et al., 2018). In my family communication course, for example, I began the first day of class by asking students to define *family* in one word. Their terms reveal a definition that is broad, diverse, and complicated. I also introduce more focused questions that guide each class. As I discuss a new concept, introduce a new article, or unpack a communication theory, I tie the content to the question guiding the day’s discussion and the overarching themes within the course. I use this technique to frame the material while challenging students’ preconceived notions of everyday constructs. This translates to the graduate students and instructors I mentor as well. We often discuss big questions about learning outcomes, course management, and student engagement that shape our approach to instruction.

I connect and reinforce content with examples from outside the classroom. This is important when teaching as well as mentoring new instructors. To be effective, however, those linkages must be relevant to the audience. To increase the relevance of my illustrations and the likelihood that individuals will make connections between the material and other areas of interest, I work to connect with students and instructors. I find that exemplifying effortful connection contributes to meaningful engagement. In fact, when people successfully locate a concept or phenomena at work in other situations that they find familiar, they are often able to translate those experiences across contexts.

Overall, I strive to be an active learner. I engage and explore pedagogy by mentoring other instructors, attending teaching seminars, and working collaboratively with colleagues. My philosophy of teaching is centered on development, so I seek out opportunities to grow as a leader while learning how to best foster growth in my students. To achieve those goals, I strive to facilitate dialogue, to challenge stereotypes, and to communicate relevance in each of my courses.

## Teaching Experience

*I was the instructor of record for each course, unless otherwise stated.*

### **Large Course Lecturer**

#### **Western Michigan University**

COM 1000: Communication and Community Engagement (Fall 2018- present)

- *Basic Course Director*
- *In-person and online*

#### **University of Illinois at Urbana-Champaign**

CMN 230: Introduction to Interpersonal Communication (Fall 2015 – Spring 2016)

#### *Responsibilities and details:*

- *Conducted lectures with 150 students.*
- *Supervised graduate teaching assistants.*
- *Created lesson plans, assignments, and exams.*
- *Graded papers, assigned final grades, and managed student matters.*

### **Course Instructor**

#### **Western Michigan University**

COM 5600: Teaching Communication (Fall 2020) – Online

COM 7100: Independent study

#### **University of Illinois at Urbana-Champaign**

CMN 336: Family Communication (Fall 2016 – Fall 2017)

CMN 336: Family Communication (Summer 2015) - Online

CMN 212: Introduction to Organizational Communication (Summer 2016) - Online

CMN 112: Oral and Written Communication II (Spring 2014 and Spring 2015)

CMN 111: Oral and Written Communication I (Fall 2013 and Fall 2014)

CMM 120: Public Speaking (Fall 2012 – Spring 2013)

#### **Hannibal-Lagrange University**

PSY 113: General Psychology (Spring 2010 – Spring 2011)

PSY 243: Adolescent Psychology (Spring 2010)

PSY 354: Physiological Psychology (Fall 2009)

#### *Responsibilities and details:*

- *Managed classes of 20-30 students each.*
- *Created lesson plans, assignments, and exams.*
- *Graded papers, assigned final grades, and managed student matters.*

## Service

Basic Course Director (2018 – present)

*Responsibilities and details:*

- School of Communication, Western Michigan University
- Mentor for new teaching assistants
- Manage the large lecture and lab sections of COM 1000

Courses and Curricula Committee (2015 – 2017)

*Responsibilities and details:*

- College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign
- Met every two weeks to review new courses, new programs, and revised programs.

## Committees/Advising

- Cemone Paul (2021, MA) – Advisor and Committee Chair
- Noe Rizo (2021, MA) – Advisor and Committee Chair
- Alicia Kreps (2021, MA) – Committee member
- Gina Reynolds (2020, MA) – Committee member
- Mathew Craig (2020, MA) – Committee member

## Teaching Development and Leadership

Dr. Sandra J. Finley Teacher Scholar Certificate (2017)

- University of Illinois at Urbana-Champaign
  - Requirements:*
    - Complete the Graduate Teacher Certificate.
    - Document at least 3 semesters of teaching experience.
    - Assess an original lesson plan or assignment.
    - Write a review of pedagogical literature.
    - Complete discipline-based service.
    - Construct a statement of teaching philosophy.

Peer Leader for CMN 111 and CMN 112 (2014 – 2015)

- University of Illinois at Urbana-Champaign
  - Responsibilities and details:*
    - Lead meetings once per month for teaching staff.
    - Co-author the next iteration of the teaching manual.
    - Offer individual support to teaching assistants.
    - Provide teaching feedback to my team of teaching assistants.

### Certificate in University Teaching Skills (2013)

- Saint Louis University
  - Requirements:*
    - Complete at least six Praxis workshops.
    - Receive mentorship from a faculty member.
    - Read selections from an approved reading list.
    - Construct a teaching portfolio.

### Teaching Assistant

University of Illinois at Urbana-Champaign

CMN 338: Personal Relationships and Technologies (Spring 2018)

- University of Illinois at Urbana-Champaign
  - First offered in Spring 2018
  - Instructor of record: Dr. John Caughlin

## Teaching Awards

### Award for Excellence in Undergraduate Teaching (2018)

- University of Illinois at Urbana-Champaign
- Based on sustained teaching excellence, implementing innovative approaches to teaching, positive impact on students, and contributions to improve undergraduate instruction
- 5 teaching assistants at the university receive this award each year

### Award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants (2018)

- College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign
- Based on teaching excellence, innovative approaches, and positive impact on students
- Less than 1% of teaching assistants in the College of Liberal Arts and Sciences receive this award

### Marie Hochmuth Nichols Award (2017)

- Department of Communication, University of Illinois at Urbana-Champaign
- Awarded to the most outstanding veteran teaching assistant

### List of Teachers Ranked as Excellent (2013 – 2018)

- University of Illinois at Urbana-Champaign
- Based on student evaluations at the end of each semester

## Teaching Evaluations

### Quantitative evaluations

I was the instructor of record for all the courses listed below. I was responsible for developing course content, writing and delivering weekly lectures, and conducting student assessment.

#### *Western Michigan University*

The following scores are drawn from the Campus Labs evaluation system at WMU. Instructors may add their own items to the assessment, but every instructor is evaluated on two items: (1) rate the instructor's overall teaching effectiveness and (2) rate the overall quality of the course. The items are rated on a 5-point scale (5 = *exceptionally high*; 1 = *exceptionally low*).

Course (section)	Semester	Teaching effectiveness	Course quality	Completed forms/Total number of students
COM 1000 (21538)	SUI 21	4.87	4.67	15/23
COM 1000 (22240)	SUI 21	5	4.81	16/25
COM 1000 (13473)	SP 21	4.78	4.57	23/128
COM 1000 (13474)	SP 21	4.89	4.57	28/127
COM 5600 (45998)	FA 20	5	4.75	4/10
COM 1000 (42873)	FA 20	4.93	4.86	29/119
COM 1000 (42865)	FA 20	4.91	4.69	32/113
COM 1000 (31482)	SU 20	4.81	4.69	16/27
COM 1000 (13811)	SP 20	4.83	4.42	84/114
COM 1000 (13812)	SP 20	4.72	4.38	106/141
COM 1000 (43107)	FA 19	4.88	4.41	100/121
COM 1000 (43116)	FA 19	4.74	4.32	112/147
COM 1000 (31742)	SUII 19	5.0	4.46	13/21
COM 1000 (14117)	SP 19	4.6	4.13	105/151
COM 1000 (14116)	SP 19	4.8	4.3	91/128
COM 1000 (43274)	FA 18	4.8	4.27	124/145
COM 1000 (43264)	FA 18	4.77	4.2	96/117

### *University of Illinois at Urbana-Champaign*

The following scores are drawn from the Instructor and Course Evaluation System ([ICES](#)) at the University of Illinois. Instructors may add their own items to this end-of-the-semester assessment, but every instructor and course on campus is evaluated on two items: (1) rate the instructor's overall teaching effectiveness and (2) rate the overall quality of the course. The items are rated on a 5-point scale (5 = *exceptionally high*; 1 = *exceptionally low*). [Teachers ranked as excellent](#) are those in the top 30% of instructors across campus; those ranked as "outstanding" are in the top 10% based on students' response to the first item.

Course (section)	Semester	Teaching effectiveness	Course quality	Number of completed forms	Ranked as outstanding
CMN 336 (1)	FA17	4.9	4.9	28	Yes
CMN 336 (03)	SP17	5.0	4.9	21	Yes
CMN 336 (01)	SP17	4.8	4.8	28	
CMN 336 (07)	FA16	5.0	4.7	21	Yes
CMN 336 (06)	FA16	4.9	4.7	23	
CMN 230 (D3) Discussion section	SP16	4.9	4.8	22	Yes
CMN 230 (L) Lecture	SP16	4.8	4.8	102	
CMN 230 (L88) Discussion section	FA15	4.8	4.8	20	Yes
CMN 230 (L) Lecture	FA15	4.7	4.7	75	
CMN 112 (T3)	SP15	5.0	4.8	18	Yes
CMN 112 (T4)	SP15	4.9	4.6	17	
CMN 111 (D1)	FA14	5.0	5.0	16	Yes
CMN 111 (E1)	FA14	5.0	4.8	14	
CMN 112 (C1)	SP14	4.9	4.8	18	Yes
CMN 112 (D1)	SP14	4.9	4.7	18	
CMN 111 (044)	FA13	5.0	4.7	13	Yes
CMN 111 (033)	FA13	5.0	4.8	15	

### *Saint Louis University*

The following scores represent an average of 21 items used to assess both the course and instructor at the end of each semester. The items are rated on a 5-point scale (5 = *strongly agree*; 1 = *strongly disagree*) with higher scores indicating a more positive rating.

Course (section)	Semester	Average of all 21 items
CMM 120 (04)	FA12	4.64
CMM 120 (02)	FA12	4.77

***Hannibal-LaGrange College***

The following scores and prompts are from an end of the semester assessment of both the course and instructor. The prompts and rating scales differed throughout the assessment, so they are included for reference.

<b>Course (section)</b>	<b>Semester</b>	<b>Prompt</b>	<b>Responses selected</b>
PSY 113 (2)	SP10	Came to class prepared	Always or almost always (93%)
		Demonstrated command of the subject matter	Strongly agree (87%) Agree (13%)
		Treated students with courtesy and respect	Strongly agree (100%)
		Used appropriate instructional methods and resources	Strongly agree (87%) Agree (6%)
PSY 243	SP10	Came to class prepared	Always or almost always (85%)
		Demonstrated command of the subject matter	Strongly agree (54%) Agree (46%)
		Treated students with courtesy and respect	Strongly agree (61%) Agree (31%)
		Used appropriate instructional methods and resources	Strongly agree (46%) Agree (46%)

## Qualitative Evaluations

At each institution, students were also encouraged to provide open-ended feedback. The following is a sample of the feedback I have received from students in my courses.

Course	Student Feedback
COM 1000, Summer 2021	<ul style="list-style-type: none"> <li>• Professor Abendschein made himself available for help through email or office hours at any time. This is the most well-structured online class I have taken to date, everything was clearly explained with exact due dates, instructions and proper study guides and materials to help us really absorb the material</li> <li>• He is one of the best profs I've had. always making sure we knew he was there to help</li> </ul>
COM 1000, Spring 2021	<ul style="list-style-type: none"> <li>• You could tell he loved what he was teaching about. His class lectures were well-worded and made me want to do well in the class</li> <li>• The course was well designed and easy to follow along with the asynchronous schedule</li> <li>• Super clear in his lectures and really makes you understand the content. He makes lectures exciting not boring. Very responsive/helpful via email</li> </ul>
COM 5600, Fall 2020	<ul style="list-style-type: none"> <li>• The feedback throughout the semester was helpful. It helped me move forward each week confidently. The course was well organized- lectures were very informative but also not extensive. The readings and discussions each week gave me more perspective and a better understanding of the entire course.</li> <li>• Because of virtual class, it was nice to play around with different discussion formats so that we still had an interactive experience</li> </ul>
COM 1000, Fall 2020	<ul style="list-style-type: none"> <li>• he was very down to earth and it seemed like he wanted us to succeed rather than just expecting us to do the work</li> <li>• He was easy to understand and he had sympathy for all of us being online this semester which was a hard adjustment many professors of mine didn't take into consideration</li> </ul>
COM 1000, Summer 2020	<ul style="list-style-type: none"> <li>• He required all the work to be completed by a certain day, but he was always understanding and willing to give great feedback. Dr. Abendschein wanted to help us in any way he could since the course had to be online</li> <li>• For his first time instructing online and felt he kept communication open and really expressed a sense of learning for the class</li> <li>• Dr. Abendschein always gave great feedback with our grade</li> </ul>
COM 1000, Spring 2020	<ul style="list-style-type: none"> <li>• Emailing back in a timely manor and is good at helping students with any question they have</li> <li>• The major strength of the instructor was his ability to bring energy early in the morning with passion and humor. He was very fun to listen to and made going to class fun. The course helped me build confidence in my ability to communicate in many different ways</li> </ul>

COM 1000, Fall 2019	<ul style="list-style-type: none"> <li>• The grading scale was fair and clear.</li> <li>• The engagement with the students. Any and all questions or comments are taken seriously and allow for growth moving forward</li> <li>• Enthusiastic and passionate about what he's teaching</li> <li>• Dr. A really knew how to interact with the class and made every lecture make sense</li> </ul>
COM 1000, Summer 2019	<ul style="list-style-type: none"> <li>• Heavy on class participation and interaction – material easily related to real world scenarios.</li> <li>• Gives you time to ask questions.</li> <li>• Very Interactive with the class.</li> <li>• He presents in a way that keeps people engaged.</li> </ul>
COM 1000, Spring 2019	<ul style="list-style-type: none"> <li>• Cares about students and their success.</li> <li>• Grading was fair and easy to understand.</li> <li>• Very organized and presents information clearly.</li> <li>• I thought Dr. A was one of the best professors I have had in my time here at WMU.</li> </ul>
COM 1000, Fall 2018	<ul style="list-style-type: none"> <li>• Bryan was super aware of his own presence in front of the audience of students and because of that it made it easier to listen to him, rather than want to stab my own eyes out and be bored to death.</li> <li>• He always comes to class with a great attitude.</li> <li>• I would say for weaknesses fast talking and for strengths time management.</li> </ul>
CMN 336, Fall 2017	<ul style="list-style-type: none"> <li>• Great instructor. One of my favorite classes. I learned so much and still had a lot of fun in the process.</li> <li>• Major strength was that he kept the class engaged.</li> <li>• I learned a lot this semester and I have improved on my writing.</li> <li>• This was the best class I have taken in college.</li> <li>• The instructor was very caring, interested, understanding, and prepared.</li> </ul>
CMN 336, Spring 2017	<ul style="list-style-type: none"> <li>• Bryan is one of the best instructors from the Communication Department. He makes the courses so interesting and engaging.</li> <li>• Cares about teaching.</li> <li>• Kind, knowledgeable, understanding, patient, and enthusiastic.</li> <li>• Knows a lot about the topic and has a strong ability to explain material in a very clear manner.</li> <li>• Very fair.</li> <li>• He always found something interesting from the material, which made me want to learn.</li> </ul>
CMN 336, Fall 2016	<ul style="list-style-type: none"> <li>• Always enthusiastic and seems to really care about the course and students.</li> <li>• Passionate about teaching.</li> <li>• Explains course concepts in an easy to understand way.</li> <li>• Created a good class environment.</li> <li>• Liked the milestones along the way for our big paper.</li> <li>• Encouraged questions.</li> </ul>

<b>CMN 230, Spring 2016</b>	<ul style="list-style-type: none"> <li>• Kept me intrigued and used great examples.</li> <li>• Great pacing of the course, answered questions well, always prepared and organized.</li> <li>• Made coming to class enjoyable because he knew the material and was easy to understand.</li> <li>• Great classroom environment.</li> <li>• Very engaging.</li> </ul>
<b>CMN 230, Fall 2015</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and easy to contact for questions.</li> <li>• Bryan was very organized and knew the info he was teaching very well.</li> <li>• Your passion for the course was contagious.</li> <li>• Class was clear.</li> <li>• Good job interacting with students even though it was a big lecture.</li> <li>• Covered a lot of material, but the pace was great.</li> </ul>
<b>CMN 112, Spring 2015</b>	<ul style="list-style-type: none"> <li>• Prepared, organized, and explained things always.</li> <li>• Was always willing to meet outside of class to discuss feedback.</li> <li>• Bryan really explained what he expected from us, which is important.</li> </ul>

<b>CMN 111, Fall 2014</b>	<ul style="list-style-type: none"> <li>• The classroom was an extremely comfortable learning space because of the instructor.</li> <li>• He was able to get the whole class involved.</li> <li>• He made it seem as if our work was equally as important to him as it was to us.</li> </ul>
<b>CMN 112, Spring 2014</b>	<ul style="list-style-type: none"> <li>• He does a good job of keeping the attention of the students.</li> <li>• He always considered our comments.</li> <li>• He is the best teacher I have had all year. He is passionate about teaching and makes the class environment extremely friendly.</li> <li>• He explained assignments and concepts very well.</li> </ul>
<b>CMN 111, Fall 2013</b>	<ul style="list-style-type: none"> <li>• Fair grader and made class enjoyable.</li> <li>• He made sure all the students understood assignments / concepts.</li> <li>• I always felt comfortable asking questions in class.</li> <li>• He was always prepared for class and made coming to class fun.</li> <li>• You can tell he enjoys teaching.</li> </ul>
<b>CMM 120, Spring 2013</b>	<ul style="list-style-type: none"> <li>• I loved the enthusiasm with which he went about the material. This could have easily been a class I viewed as unnecessary and burdensome, but his outlook on things and teaching made it enjoyable and something I looked forward to.</li> <li>• Your energy and enthusiasm for public speaking really made me care more about the subject.</li> <li>• I only asked for your help a few times, but when I did you were very helpful.</li> </ul>

<b>CMM 120, Fall 2012</b>	<ul style="list-style-type: none"> <li>• I enjoyed coming to class every day because you made it interesting and fun.</li> <li>• You are a great teacher and you really made the subject less intimidating.</li> <li>• He is the best teacher for someone who does not like public speaking because he is enthusiastic and encouraging.</li> <li>• The course was well paced and I feel Bryan did a great job keeping us focused.</li> </ul>
<b>PSY 113, Spring 2010</b>	<ul style="list-style-type: none"> <li>• He made learning about how the mind works fun.</li> <li>• Psychology was interesting and well taught.</li> <li>• Very fun and educational class.</li> <li>• He was an amazing teacher.</li> </ul>
<b>PSY 243, Spring 2010</b>	<ul style="list-style-type: none"> <li>• He provided an enlightening learning method mixed with light humor.</li> <li>• I enjoyed this class, discussions, and wide variety of views and opinions that were expressed.</li> <li>• Great experience.</li> </ul>

Sample Syllabus

**COMMUNICATION 1000**  
**Communication and Community Engagement**  
**Fall 2021**  
**(Hybrid)**

**GENERAL**

**Course Instructor:** Bryan Abendschein, Ph.D.

**Webex Office:** <https://wmich.webex.com/meet/bryan.abendschein>

**Virtual Office Hours:** Tue 8:30-10:30 a.m. and by appointment (I'm pretty flexible)

**Email:** [bryan.abendschein@wmich.edu](mailto:bryan.abendschein@wmich.edu)

**\*(Email is the fastest and most efficient way to ask questions of your lab instructors and professor.)**

Name: Email: Digital Office: Office Hours:	Name: Email: Digital Office: Office Hours:
Name: Email: Digital Office: Office Hours:	Name: Email: Digital Office: Office Hours:

**Required Reading and Class Materials**

Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2020). *The Communication Age: Connecting & Engaging (Custom Edition)*. Los Angeles: Sage.

**Course Objectives**

- COM 1000 will introduce students to basic skills and concepts in major areas of communication, with an emphasis on the ways in which those skills can be used to engage and improve the communities in which we live. With that information students should be able to:
  - **Define** terminology common to the discipline of communication
  - **Create** and deliver informative and persuasive presentations
  - **Develop** and use technology in presentational speaking
  - **Apply** communication concepts and theories to community engagement activities

## Major Requirement

- COM 1000 is a pre-requisite for students planning on majoring in any area of communication.
- Students must complete COM 1000 with a grade of “C” or better to fulfill the pre-requisite.
- A student may take COM 1000 no more than two times in order to earn a “C” or better in the course. Students who are not earning a “C” or better by the last day of course withdrawal are advised to drop the course to avoid academic penalty.

## Incompletes

- University policy stipulates that an *Incomplete* cannot be given to avoid a failing grade. Thus, it can be given **only** if you have completed the first two exams and all presentations, are passing the course, and cannot complete the Final Exam due to reasons beyond your control.

## Attendance Policy

- There is no attendance policy per say, but we will have weekly activities in lab and weekly quizzes online. Additionally, research shows that students who are regularly engaged (e.g., staying on top of the lectures and weekly assignments) do far better in the course than those who do not attend to their work in a timely fashion.

## Classroom and Virtual Environment

- We are all responsible for creating a positive and safe environment that promotes respect of various perspectives. We expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule, intolerance, or retaliation.

## Email Expectations

- Since email will be our primary mode of communication, we will make every effort to answer your emails in a timely fashion (i.e., within 24 hours on weekdays and 48 hours on weekends).
- Please exercise appropriate email etiquette when constructing your message. We will extend the same courtesy to you.
- If you are unsure about what a professional email looks like you can learn more here: <https://www.wikihow.com/Email-a-Professor>

## Late Work Policy

- Get work in when it is due.
- If you have an issue, talk to your teaching team.
- Assignments will be penalized 10% of available points for each calendar day they are received past the stated deadline unless the professor approved a valid excuse **before** the assignment was due. In other words, after 10 days you will receive a zero even if you submit work after that point.
- If you miss an exam or presentation you **will** receive a grade of **zero**, unless the professor approved your documented excuse **before** the exam or presentation was due/administered.
- Make up exams and presentations **will not** be allowed unless missed due to significant unforeseen/difficult circumstances, and documentation/verification are provided (e.g., You must provide documentation indicating that you could not take the exam or give the presentation.) Job interviews, vacations, etc. are not considered valid excuses for missing an exam, presentation, or assignment.
- Make up exams and assignments must be addressed **within one week** of the excused absence. After the one week period, you will no longer be able to make up that assignment. The allotted period begins at the time of the excused absence, not from the time you inform the professor about the absence.

## Academic Dishonesty

- Academic dishonesty will not be tolerated in this course. We expect students to act ethically and honestly. Students who violate the university's [student code](#) regarding academic integrity will be sanctioned according to university policy (i.e., receive a zero on the exam, presentation, or assignment, and risk expulsion from the class with a grade of failure). Information about the university policies on academic honesty can be found here: <https://wmich.edu/conduct/honesty>
- If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your professor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

## Students with Disabilities

- Students with disabilities have the responsibility to report their needs to the professor in a timely manner. If you have a documented disability, you must provide the professor with documentation from the [WMU Disability Services](#) before the first examination.

## Evaluation

- Each student will have the opportunity to evaluate the professor at the end of the term through an online platform (i.e., Campus Labs). You will receive an email to your wmich account when the evaluation opens.

## ASSESSMENT

### Course Assignments and Points

Assignment	Point Value	Your Score
Exam #1	50	
Exam #2	50	
Exam #3	75	
Informative Presentation	75	
Campaign Ad Assignment	75	
SONA – Research Studies	100	
Quizzes	50	
Final Essay	25	
<b>Total</b>	<b>500</b>	

### Grading Scale

- Final grades will be calculated by summing scores across assignments (500).
- We will be using the university's 90 (A), 85 (BA), 80 (B), 75 (CB), 70 (C), 65 (DC), 60 (D), 0 (E) grading scheme.
- You can learn more about the WMU grading process here:  
<https://wmich.edu/registrar/policies/grades>

### Grades

- Students are encouraged to take action if they believe an exam or assignment was scored inaccurately. Students should submit a typed essay within one week after the grade is posted. Essays should cite class material to convincingly argue for why the particular exam answer or assignment should be re-evaluated.
- **The 24-hour rule:** Experience and research have shown that a careful consideration of one's graded work facilitates useful and meaningful discussions about assignments. Therefore, you must wait 24 hours before contacting your professor regarding questions about grades or comments you have received on an assignment.
- Students who wish to discuss grades or scores earned have **one week** from the date grades are posted to do so. Grades will not be addressed after this time period has expired.

### Due Dates

- Each week, assignments, quizzes, etc. will go live on our Elearning page at 8 a.m. on Monday and will all be due by Sunday by 11:59 p.m.
- Start your work early each week so we can address questions.

### **Examinations (175 points)**

- All examinations will be comprised of multiple choice and/or short answer questions based on the textbook, lectures, assignments, and other readings. Students are responsible for class announcements that change the date of an examination. Not knowing the date of an examination is NOT a valid excuse for missing the exam.
- Exams will open at 8 a.m. on Monday and close at 11:59 p.m. on Sunday of the same week. You will have 2 hours to complete the exam once you start.
- DO NOT start the exam unless you are ready to complete the exam.

### **Informative Presentation (75 points)**

- This assignment will allow you to deliver an informative presentation.
- This is a 4-5-minute presentation with an accompanying outline (template on Elearning) in which you will inform the class about a topic you are passionate about.
- The informative presentation will require you to research a specific topic and is divided into two parts.
  - First, you will be asked to submit the Informative Topic Sheet on Elearning
    - This sheet asks you to submit the topic you would like to present on and give a short paragraph that includes a rationale. This part of the assignment requires one source that you will use in your presentation.
    - You will be asked to cite the source in APA format
  - Second, you need to find/compile an additional 3 sources for your informative presentation and talk about what they contribute to your presentation (template on Elearning).
  - You can receive 5 bonus points if you include an academic, peer-reviewed article from a communication journal. This will likely encourage you to be creative and find the communication in your topic (hint: communication is in everything!).
- NOTE: When thinking of a topic, think about those things you want to learn about, the things you are interested in, or a topic you would like to teach us about.
  - Your lab instructor will approve topics in advance.
- You will record yourself giving the presentation WITH your visual aid and upload the video and your outline to Elearning.
- Please see E-Learning for detailed assignment sheet.

### **Campaign Ad Assignment (75 Points)**

- This assignment is designed to showcase the rhetorical devices that campaign ads use to persuade people to vote for particular candidates or ideas and dissuade people from voting for others.
- You will be tasked with:
  - Finding a campaign ad from a U.S. election (at any level) and analyzing the persuasive messages/techniques.
  - Making your own campaign ad/infographic sheet that highlights an issue or position you would champion and persuading folks to vote for you.
    - You will use the same topic you selected for your informative presentation.

### **Research Studies – SONA (100 points)**

- This assignment will introduce you to communication research and help you see how research informs communication theory.
- You will be required to complete five research credits worth 20 points each. There are two options that you may choose from to complete this assignment. The first and preferred option will allow you to participate in the School of Communication’s research studies through the [SONA](#) research site. The second option will allow you to read selected academic articles and answer the associated questions. Each research article submission is worth 20 points. You may mix the amount of credits. In other words, you may choose to do three research studies (60 points) on SONA and turn in two research article assignments (40 points) or any combination totaling 100 points.
- If at the end of the semester, there have not been enough research studies available or you did not complete enough, you will need to do research article assignments to earn full points. See the Research Studies assignment sheet on E-Learning for more information.

### **Final Essay (25 points)**

- At the end of the term, you will write a short final essay that personalizes and applies the content we discussed in class.
- You will respond to the following prompt: “So what now? How will I use what I’ve learned in COM 1000 to achieve my personal/professional goals and at the same time help make the world a better place?”
- The essay should be no less than 1 page (double-spaced) and no more than 2 pages.
- Please see E-Learning for detailed assignment sheet.

### **Quizzes (50 points)**

- Weekly quizzes will be used to reinforce content covered in readings and recorded lectures.
- There will be no extensions.
- You will have 10 chances to succeed on each quiz.
- NOTE: They will be a great way to prepare for the exams.

## Graded Materials Details

- To be eligible for full credit, all assignments must be submitted when they are due unless the professor has approved an extension **prior** to the due date.
- Assignments submitted through Elearning must be submitted when they are due.
  - See “*Late Work Policy*” in this syllabus.
- All assignments must be submitted in **Microsoft Word**. WMU offers the Microsoft suite to all students. Learn more here: <https://helphub.wmich.edu/hc/en-us/articles/360046605171-Install-Microsoft-Office>
- All assignments must be double-spaced, in APA style, with one-inch margins, and 12-point TNR font
- Proofread all assignments for spelling and grammar.
- If you need help with your writing, the university offers free assistance through the Writers Workshop. Visit <http://www.wmich.edu/writingcenter> or call 269.387.4615 to set up an appointment.

## COVID-19 Statement

- Due to the current COVID-19 Pandemic, and consistent with the State of Michigan requirements and the WMU Safe Return plan (<https://wmich.edu/safereturn>), safety requirements are in place to minimize exposure to the Western Michigan University community.
- Safety requirements are in place to minimize exposure to the Western Michigan University community. These guidelines apply to all in-person and hybrid classes held inside a WMU building to ensure the safety of all students, faculty, and staff during the pandemic. **Noncompliance is a violation of the class requirements** and the Student Code. <https://wmich.edu/conduct/code>
- Facial coverings (masks), **over both the nose and mouth**, are required for all students while in-class, no matter the size of the space. Following this recommendation can minimize the transmission of the virus, which is spread between people interacting in close proximity through speaking, coughing, or sneezing. During specified classes in which facial coverings (masks) would prevent required class elements, students may remove facial coverings (masks) with instructor permission, in accordance with the exceptions in the Facial Covering (mask) Policy ("such as playing an instrument, acting, singing, etc."). <https://wmich.edu/policies/facial-covering-mask>
- Facial coverings (masks) **must remain in place throughout the class**. Any student who removes the mandatory facial covering (mask) during class will be required to leave the classroom immediately.
- Students who are unable to wear a facial covering (mask) for medical/disability reasons contact Disability Services: <https://wmich.edu/disabilityservices>

## COURSE SCHEDULE

\*Schedule subject to change

Date	Content outline / Topic of discussion	Readings to be completed prior to class	Due
<b>Week one: September 1 – 5</b>			
	<b>Why study communication: A course overview.</b>	<b>Course syllabus</b>	
<b>Week Two: September 6 – 12</b>			
	<b>What is communication? Also, who cares?</b>  <b>How to prepare for a public presentation</b>  <i>How to pick a topic? - LAB</i>  <i>What has communication done for me lately? – LAB</i>	<b>Reading from our course text, Chapters (Chs): 1, 11</b>	<b>Quiz</b>
<b>Week Three: September 13 – 19</b>			
	<b>How to organize a public presentation</b>  <b>The keys to effective delivery</b>  <i>The best ways to find appropriate sources and use APA – LAB</i>	<b>Chs. 12, 13</b>	<b>Informative Topic Sheet</b>  <b>Quiz</b>
<b>Week Four: September 20 – 26</b>			
	<b>How do I know who I am?</b>  <b>Constructing an informative argument</b>  <i>Properly presenting your research and avoiding plagiarism – LAB</i>  <i>Exam review - LAB</i>	<b>Chs. 2, 14</b>	<b>Quiz</b>
<b>Week Five: September 27 – October 3</b>			
	<b>Exam 1</b>  <b>How to deliver an informative presentation</b>		<b>Exam 1</b>

	<i>Informative presentation workshop (practice and preparation) - LAB</i>		
<b>Week Six: October 4 – 10</b>			
	<b>Our words have meaning: Exploring verbal communication</b>  <i>Informative presentation (debrief) - LAB</i>	<b>Chs. 3</b>	<b>Informative presentation video and outline</b>  <b>Quiz</b>
<b>Week Seven: October 11 – 17</b>			
	<b>More than words: Exploring nonverbal communication</b>  <i>So, what? A brief recap. – LAB</i>  <i>Campaign ad assignment Pt. 1 workshops – LAB</i>	<b>Chs. 4</b>	<b>Quiz</b>
<b>Week Eight: October 18 – 24</b>			
	<b>How does diversity shape our communication?</b>  <b>How to create persuasive presentations</b>  <i>FALL BREAK - LAB</i>	<b>Chs. 6, 15</b>	<b>Quiz</b>
<b>Week Nine: October 25 – 31</b>			
	<b>Communicating intimacy: Exploring interpersonal communication</b>  <b>Beyond the dyad: Exploring mass communication</b>  <i>Relationships and dyadic communication - LAB</i>  <i>Exam review - LAB</i>	<b>Chs. 7; Appendix B</b>	<b>Campaign ad assignment Pt. 1</b>  <b>Quiz</b>
<b>Week Ten: November 1 – 7</b>			
	<b>Exam 2</b>  <b>The influence of digital media on decision making</b>  <b>Understanding the skill of persuasion</b>		<b>Exam 2</b>

	<i>The power of persuasion – LAB</i>		
<b>Week Eleven: November 8 – 14</b>			
	<b>Listening</b> <b>Speaking so that others will listen</b> <i>Nailed it! A discussion on interviewing – LAB</i> <i>Campaign ad assignment Pt. 2 workshops – LAB</i>	<b>Chs. 5, Appendix A</b>	<b>Quiz</b>
<b>Week Twelve: November 15 – 21</b>			
	<b>Effectively communicating in small groups</b> <i>“I hate group work”: Managing small group conflict – LAB</i> <i>Research credit workshop - LAB</i>	<b>Chs. 8</b>	<b>Campaign ad assignment Pt. 2</b>  <b>Quiz</b>
<b>Week Thirteen: November 22 – 28</b>			
	<b>THANKSGIVING BREAK</b>		
<b>Week Fourteen: November 29 – December 5</b>			
	<b>Communicating within the workplace</b> <i>So, what? A brief recap. – LAB</i>	<b>Chs. 9</b>	<b>Research credits</b>  <b>Quiz</b>
<b>Week Fifteen: December 6 – 12</b>			
	<b>Communication and medicine in the 21<sup>st</sup> century</b> <b>Connecting with others through new media</b> <i>Final essay workshop - LAB</i> <i>Final exam review – LAB</i>	<b>Chs. 10, appendix C</b>	<b>Final Essay</b>
<b>Final exam week: December 13 – 16</b>			

## Sample Assignment

# Campaign Ad Assignment

**Due:** Part 1: 10/31 by 11:59 p.m.; Part 2: 11/21 by 11:59 p.m.

**Points:** 75 (Part 1 = 25 points; Part 2 = 50 points).

**Overview:** This assignment is in two parts. Part 1 involves finding and analyzing a current political ad. Part 2 involves you creating your own persuasive message.

### **Part 1: Find and analyze a current political ad.**

- Find a current political ad video. This ad can be for any level of government, but must be from within the last 2 years.
- Link the ad in the appropriate space on the "Campaign Ad Assignment Template" (below).
- Answer the questions provided on the "Campaign Ad Assignment Template" (below).

### **Part 2: Create your own argument.**

- Using your topic from the informative presentation (or another approved by Dr. Abendschein or your lab instructor), think of an aspect of that topic you'd like to incorporate into your political platform and how you will go about persuading people to think/act in response to your argument.
  - o Ex. Your topic in the informative presentation was introducing the class to the world of role-playing games, specifically, Pathfinder. So, for your campaign ad you may decide that your platform is going to be the power of interpersonal interaction and the use of games to bring people together. As a candidate you will...
- Use persuasive techniques that we discussed in lecture to articulate your points and build your argument.
- Create an infographic/detailed campaign poster that lays out your main points, evidence, and call to action.
  - o You can create an infographic using whatever software you'd like.
  - o I have used this in the past: <https://www.canva.com/create/infographics/>
  - o Your infographic needs to include
    - Main points
    - Evidence
    - Call to action
    - Pictures
    - Text
  - o Have fun and be creative!
- Write a short paragraph explaining your persuasive strategy.
  - o For example: Is your argument fact, policy, or value? Why did you choose this argument? How did you craft your argument (e.g., argument by example, analogy, definition, relationship)?

## Part 1: Campaign Ad Assignment Template

1. Link to your political ad:
2. What is the main argument/thesis?
3. What is the action that the ad/candidate wants you to take (action/altered thinking)?
4. What persuasive strategies is the ad using? (e.g., argument by example, analogy, definition, relationship, reference your textbook for terms)
5. Were you convinced? In other words, did this ad work? Why or why not?
6. If you were the campaign manager for this candidate, how would you can have changed the ad to be more persuasive?

## Part 2: Create Your Own Argument

1. What is your topic?

2. Create your infographic/detailed campaign poster (upload it separately) and be sure to include main points, evidence, call to action, pictures, and text. Have fun and be creative! You can use any software you want (e.g. Microsoft Office, Canva, etc.). I have used this in the past:

<https://www.canva.com/create/infographics/>, but there are many others.

3. Briefly explain your persuasion strategy. For example: Is your argument fact, policy, or value? Why did you choose this argument? How did you craft your argument (e.g., argument by example, analogy, definition, relationship)?