

2020-2021 Faculty Improvement Leave: Application Background Information

Application Deadline: Monday, October 7, 2019

Name: Emily B. Anzicek, Ph.D.

Rank: Associate Teaching Prof.

Department/School: School of Media and Communication

Title of Project: COMM 1020: A Public Speaking Course for the Present and Future

I am requesting a Faculty Improvement Leave for the following period (check one):

Fall 2020

Spring 2021

Academic Year 2020-2021

My Faculty Improvement Leave proposal is for (check boxes that apply):

Scholarly/Creative Purposes

Professional Development Purposes

Both

Please specify the nature and amount of external support, and current status of arrangements for this support (if applicable): No external support is needed for my proposal.

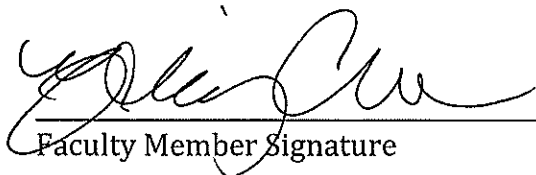
Will the availability of external support affect your Faculty Improvement Leave plans (check one)?

Yes

No

Don't Know

I have read the "Faculty Improvement Leave" article in the Collective Bargaining Agreement (July 1, 2019 - June 30, 2022). I agree to the eligibility requirements set forth in Article 22, Section 4.


Faculty Member Signature

10/2/19
Date

A. Description of FIL Activities

I am requesting a Faculty Improvement Leave for Spring 2021 to undertake a complete redevelopment of COMM 1020: Introduction to Public Speaking, the course I direct in the School of Media and Communication. COMM 1020 is a BGP course in the Oral Communication and English Composition Domain as well.

COMM 1020 is a large, multi-section course that serves 500-750 BGSU undergraduates across multiple colleges per semester. Additionally, the course serves 10-15 SMC Ph.D. students each semester by providing them with an introductory teaching experience. In its current format, the course requires five speeches, all delivered in-person to a live audience. We currently offer 1-3 online sections during the six-week summer sessions. Speeches in the online section are delivered via video recording.

COMM 1020 last went through a significant restructuring in 2012 when I took the course from a hybrid public speaking/interpersonal communication/small group communication course to a public speaking only model. While the skills and concepts that we teach in COMM 1020 continue to be relevant to BGSU undergraduates, the ways we teach them to deliver those skills are outdated. For example, we teach students to inform a captive audience that sits quietly while they speak from a stage; however, it is much more likely in the workplace that a person would be informing a geographically scattered audience via WebEx or Skype, while that audience multitasks. In order to best prepare our students to communicate effectively outside of the classroom, we need to modernize the basic public speaking course to better reflect how public speaking truly works.

In addition to the structure of the content of the course, improvements must be made to how we are preparing our COMM 1020 graduate teaching associates for the public speaking classroom. Right now, TIs are given one or two standalone sections of the course per semester. They are instructors of record. While I provide the syllabus, the curriculum, all assignments, and all assessments, the instructors are responsible for the day-to-day presentation of course concepts and for all grading. Since many of our graduate students have never taught at the collegiate level, it is very difficult to ensure the quality and consistency of teaching across sections. At this time, our instructor training is limited to less than ten hours during the Graduate Student Orientation week. Additionally, a different mode of instruction, such as lecture/recitation or hybrid online and face to face, could provide the structure needed to improve the teaching in the course.

I plan to use my Faculty Improvement leave to explore what the basic communication course needs to teach today's undergraduate students to prepare them for the world outside of our classrooms and how to best teach them the necessary skills and concepts. To do this, I propose the following timeline:

January 2021: Review relevant basic course literature and conduct phone and/or e-mail interviews with basic course directors at comparative institutions to assess how others are modernizing the public speaking course. Determine the best mode of instruction for the course moving forward. Write new Learning Outcomes.

Emily Anzicek, FIL Narrative

February 2021: Develop and write new speech assignments, course policies, and course manual. Develop new BGP assessment to reflect changes planned for the course.

March 2021: Write new training procedures and manual for COMM 1020 Graduate Teaching Associates. Develop online modules for continued training and professional development for TIs. Attend Central States Communication Association conference (the top Basic Communication Course conference in the US) in Cincinnati, OH.

April and May 2021: Write and submit the curriculum revision paperwork for COMM 1020. Develop new syllabus and course calendars. Prepare paperwork for the Ohio Department of Higher Education's Transfer Assurance Guide to ensure COMM 1020 maintains TAG status.

B. Enhancement of Professional Capabilities and Academic Program

The work I will do on COMM 1020 during my FIL will allow me to offer BGSU undergrads an innovative and effective learning experience, designed from the ground up to best meet their needs. While enhancements to the course have been done piecemeal since I took over the course in 2010, with FIL I will be able to apply my expertise in communication pedagogy, learning outcomes and assessment, and instructor training to comprehensively redesign a course essential to my home unit and to the BGP program. Additionally, SMC is currently engaging in comprehensive curriculum revision for the Communication degrees. Making these important improvements to COMM 1020 would allow me to best situate the course and its learning outcomes in that new curriculum. The ultimate goal, however, is to improve and enhance student learning for more than one thousand students per academic year by constructing a course that teaches them real-world applications for public speaking and by ensuring quality and consistent teaching across all sections.

C. Post FIL Report Plan

Before July 2021, I will submit a report detailing the changes that are being made to the course, my decision-making process and evidence to support those changes, and the status of all submitted paperwork. I will also include the new assignments, BGP assessment, syllabus, and TI training materials that I develop during my leave.