



NEWSLETTER

Spring, 2004

2004 MCA Convention

Interact with communication professors, high school teachers, and other professionals in the discipline

**Saturday,
October 2**

8:00 a.m. – 4:00 p.m.

**College of Southern
Maryland
La Plata, Maryland**

**Register at:
www.mdcomm.org**

Letter from the President

April 19, 2004

Dear Communication Colleagues:

About three years ago or four years ago, one of our MCA conference topics included a debate concerning the teaching of communication online. I had been teaching communication online for about a year at the time; and I was about as enthusiastic as anyone could get about the subject. (Looking back, I wish someone had slapped me!)

Last year I very happily stopped teaching online; and I am now very unenthusiastic about the subject. However, some of you clearly enjoy teaching in that format; perhaps you can share some of your wit and wisdom with those who are still eager to try. As for myself, I am thinking a “part online, part face-to-face” medium (what some schools now call a “hybrid”), may be something I would be willing to try in the future.

What are any of you trying? What do you think works well? Share your thoughts and we can share them on our web site and/or in future newsletters.

Hope to see you all at the 2004 conference!

Sincerely,

Shirley Maese, President

In this issue ...

Letter from the President	1
Helpful Hints: After an Exam / Major Assignment	2
Member Highlights	3
Institutional Affiliate News	4
The Globalization of the American Community College	5
MCA Executive Council	6

Helpful Hints: After an Exam / Major Assignment

By Nader H. Chaaban, Ph.D.
Professor, Montgomery College

Almost every faculty member who administers and grades exams or other class related assignments, return the results back to students without talking with those who did poorly on the exams and those who did well. Many times, some even go over the exam questions without working individually with those who need help. Going over an exam to someone who received an A or a B might not be beneficial. Do not waste the class time and the precious time of other students, when this could be done during your office hours. Below, is a list of suggestions on what faculty members should do after grading an exam or an assignment:

- Create at least three folders and put students in categories. All students who received A's and B's should go in one folder, those with C's in one, and those with D's and F's in one folder.
- The next class after grading an exam/assignment, do not just pass out the grades. Make sure you meet briefly with each student who received an A or a B on the exam. This should take no more than 1 minute. Just praise them for what they have done and ask them to continue doing good work. Talking to them individually and praising them in-person, will make them feel good and most likely influence them to repeat what they did. Remember, you use the first file with all A's and B's since this will not take much of your class time.
- The next is to work with those in the C folder. When giving out grades to those who received C's, you should spend a little more time with them asking them to tell you whether they studied or not, whether they took the exam seriously, and whether they understood the course concepts that were covered in your class lectures.
- As for those who received D's and F's, you need to spend more time with them. Discuss each grade individually and have the students discuss what they think they should do on their part to improve their grades. Also, you need to discuss with them what they think you, the instructor, should do to help them succeed in your course.
- Announce to the entire class that you have designated the week after the exam "exam/assignment discussion time" only for those who would like to come see you during your office hours to discuss their grades further. Write your office hours, your office location, and telephone number on the board even if this information is on your syllabus. Reminding them will help greatly. Sometimes, I give few bonus points to students who come to see me before or after an assignment or exam has been graded. What you want to do here is encourage students to meet with you and make use of your office hours. Some might have questions that they would like to ask you, but are reluctant to do so in front of the whole class. Some might have personal problems that affected their performance on a specific assignment or exam and are not comfortable sharing it with you in class. The office provides the privacy that some students need.
- Instead of using the class time to go over an exam or an assignment, use the time to meet with students individually and discuss their progress, especially before their midterm grades are entered. If you need to go over the exam students have just taken, announce in your class that you will have certain days during your office hours to go over the exams with those who are interested. Sometimes, it becomes more important to meet with students individually, than just go over an exam.
- You should always have teacher-student conference time in your schedule. This should be done midway in the semester. I really like to know how my students are doing and what they think they need to do to succeed. Sometimes, I use this to encourage some to drop the course if I believe they will not pass the course. The best way to do this is to have a sign-up sheet for 2-3 minutes each and have students show up when they are scheduled to see you. It is best to do this in the classroom. If you realize that some need more time and attention, then schedule them to see you during your office hours.
- Have a "Plan of Action" sheet for each category of students. For example, my "plan of action" sheets are for my A and B students read:
 1. continue studying,
 2. read the chapters thoroughly,

... Continued on Page 3

After an Exam / Major Assignment by Nader H. Chaaban, Continued ...

- 3. use the CD-ROM that came with your text,
- 4. work on your assignments early,
- 5. consult with your instructor if you experience difficulties,
- 6. take all the sample test on the CD-ROM and bring your results to class,
- 7. talk with your classmates if you miss class, and spend at least 5 hours week on this course.

My "plan of action" sheet for those who received C's, D's, and F's will include all of the above with the following additional items:

- 8. form a study group,
- 9. always read the chapters before coming to class,
- 10. take notes and always talk with me if you do not understand what was covered in class,
- 11. see me before taking an exam or submitting an assignment,
- 12. read the directions for all assignments carefully,
- 13. make sure you bring a rough draft for review if you are working on a term paper,
- 14. seek support from the appropriate department if you need additional help.

I know, in some situations, some instructors might think this takes a lot of their precious class time and that they have a lot of chapters, concepts, and assignments to cover. Well, this might be true, but of what use will the other assignments and lecture be if students are not succeeding in your class?

Sometimes we need to strive for quality, not quantity. We need to make sure students are doing and are mastering the course contents which should be reflected on exams and other assignments.

A 2-minute meeting with a student who is doing fine or a student who is doing poorly might make a difference between an A and a F. Show students that you are concerned about their progress in your class(es) and that you are there to help them succeed by doing. I am sure you will be amazed if you apply some of the techniques discussed in this paper. A 2-minute meeting with a student who is doing fine or a student who is doing poorly might make a difference between an A and a F. Show students that you are concerned about their progress in your class(es) and that you are there to help them succeed by doing. I am sure you will be amazed if you apply some of the techniques discussed in this paper.

Member Highlights

Fritzi Bodenheimer, of Montgomery College, has published *The Woman's Public Speaking Handbook* (Wadsworth, 2004). Dr. Elizabeth J. Natalie of the University of North Carolina at Greensboro co-authored.

The handbook arms women with research and examples to help them understand common audience expectations, successfully manage speaking situations, and develop a public persona. Endorsing women's worth as public speakers, the authors address both the traditional agonistic style of public speaking and the more consensual style that many women prefer.

Review copies are available at www.wadsworth.com or by contacting your Wadsworth sales representative.

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Laura Janusik, of University of Maryland College Park, has accepted the position of Assistant Professor and McGee Chair of Communication at

Rockhurst University in Kansas City, Missouri.

The McGee Chair is responsible for applied research and instruction in the development and improvement of person-to-person communication with an emphasis on listening skills.

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Shirlee Levin, of College of Southern Maryland, was presented with the Outstanding Community College Educator Award for 2003 by the National Communication Association at its convention last November in Miami, Florida. According to Shirlee, since so many community college instructors do excellent teaching, this comes as a very high honor.

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Marc Routhier, Professor of Communication, was appointed as co-chair of the Steering Committee charged with overseeing all aspects of the two-year self-study for the Middle States Re-accreditation process for Frostburg State University.

Institutional Affiliate News

Chesapeake College

Chesapeake College has a Communication Across the Curriculum Program, which has been in existence under that title for more than five years. For more than ten years prior to this it was the Writing Across the Curriculum Committee, and was one of the first of its kind in Maryland schools of higher education. Most importantly, in addition to an annual speech contest, and an annual writing contest (each of which offers prizes totally \$1000), new areas of focus are on linking concerns of high school teachers in the five counties who serve with us; and a Teaching Colloquium Forum, for faculty members (full-time and part-time) of all disciplines to share teaching tips, work on special problems, and discuss pedagogy concerns.

Communication educators teach in “smart” classrooms, and all instructors have access to an entire department of technological wizards, eager to assist in any of the formats in which we teach: regular classroom, internet, televised, fiber optic, and hybrid (a mix of any of these). The Learning Resource Center has recently created a Communication Lab that enables faculty and students to create and edit videos, add text, import audio and video clips to a variety of formats, and provides assistance in the production of same.

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College of Southern Maryland

The biggest news from CSM is that we are all excited about hosting the MCA Convention on October 2, 2004. For those of you who may think we are too far, please reconsider. We are only 45 minutes due south of Washington, D.C., and only a bit over a mile off Rt. 301. For those of you who might like to make a weekend of it, there are several hotels, restaurants of all sorts, and good shopping and antiquing. The drive down is beautiful, and if you want to go on into Virginia for the rest of the weekend, the Harry Nice Bridge is less than ½ hour away. Our conference center is new and attractive, and it offers state of the art audio visual equipment. We look forward to welcoming you to the College of Southern Maryland.

CSM is now offering both the basic course and a course in interpersonal communication on-line. If you would like to talk to instructors to find out what has

worked for them, please contact Michelle Simpson or Nadine Poznanski.

See you in October!

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Frostburg State University

Frostburg State University’s major in Communication Studies is growing by leaps and bounds. When we deconstructed the former Speech Communication and Theatre major in 2001 and created the stand-alone major of Communication Studies, we counted fewer than 10 majors. Since that time—a period of just over 2 academic years—the major count exceeds 40 students.

FSU is in the process of examining the General Education Program as part of a larger look at Undergraduate Education dubbed the “Undergraduate Education Initiative.” One of the ideas being considered is the requirement of a speaking-intensive course within either the student’s major or within the GEP program in order to meet Middle States accreditation requirement of experience in oral communication. In order to facilitate that, it is possible that we may establish a Speaking Across The Curriculum program on campus.

We would like to hear from any of our colleagues who have experience with such an endeavor. Please correspond with mwallinger@frostburg.edu.

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Prince George’s Community College

Theater and Entertainment Technology
Certificate Program

The Business of Show Business: A certificate Program with Exclusive State wide certificate technology program status; in partnership with the I.A.T.S.E. Union Local 22 Washington DC Area. 33 Credits are required for certificate completion. Featuring: One of the lowest County tuition rates available for all state residents; On the Job Training; Degree Seeking Advisement and Placement; Practical application of essential skills.

For more information please call 301.322.0934 or visit <http://academic.pgcc.edu/tet>.

The Globalization of the American Community College

By Elaine W. Kass, P.h.D.,
Professor, Prince George's Community College

In this 21st century, hundreds of community colleges are developing international programs and curricula in an effort to support global education. Many community colleges currently have successful global education programs enhancing the learners' awareness. The Chronicle of Higher Education states: "the United States takes pride in enrolling the world's largest population of foreign students, many of whom are expected to become leaders in business, education, and government in their homelands" (Desruisseaux, 1998). The number of American students studying abroad has continued to increase throughout the 1990s. The director of academic programs at the United States Information Agency, Keith Geiger, suggests that American colleges should send more students to study abroad – internationalizing by communicating in the native languages and by living in the cultures in our world. (Desruisseaux, 1998) Internationalization and global education is definitely in our higher education institutions. In fact, twenty-three states have already, including Maryland, have instituted statewide community college global education associations (Stanley Foundation, 2004).

According to The Global Community College: the term "global education" comes from a marriage of two concepts: international education, which relates to establishing knowledge and understanding about internationals through personal contact with Americans; and intercultural education, which relates to learning and understanding the diverse cultures within the United States (Stanley Foundation, 2004). Some ways community colleges will benefit through global education, according to The Stanley Foundation, are students having capabilities to compete successfully in a global marketplace, faculty gaining enhanced expertise, administrators noting increased enrollment from existing comprehensive international and intercultural programs, and the community prospering from the increased enrollment (The Global Community College, 2004). This forward-looking foundation has already run global education seminars in nearly half the states in America, in an effort to reach its goal: "to establish viable global education programs in each of the 1,400 community and technical colleges in the United States" (The Global Community College, 2004). The retreats in 1994, 1996 and 1997, developed in conjunction with the American Council of International Intercultural Education (ACIIE) and the College Consortium for International

Studies (CCID), informed community college trustees, presidents, deans and faculty on internationalization. The foundation's Web site gives electronic assistance in creating global education programs to community and technical colleges.

The globalization efforts of ACIIE, CCID and the Stanley Foundation are tremendous. Many community colleges in Maryland have programs that are working toward the goal of global education. There is still need to develop partnerships to continue developing and advancing globalization on our college campuses and in our communities. Higher education needs to educate a globally competent learner to be able to work and live in our every-changing world. (The Stanley Foundation, 1996) With globalization initiatives up and running, the American Community College will solidify its path toward producing globally competent learners.

For further information, please visit the web sites listed in References.

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2005 MCA Executive Council

Nominations are being accepted for the offices of 2nd Vice President, Newsletter Editor/Website Administrator, and Secretary/Treasurer.

If you are interested in any of these positions, or would like to nominate a colleague, please contact Ruth Wallinger at rwallinger@mdcomm.org.

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