



Promotion & Tenure Application Dr. Norman Clark Introductory Materials

[Current Vita](#) (Note: this is a PDF file, suitable for viewing online or printing)

[Printable Version of Materials](#) (Note: this PDF file includes all of the summary statements and listed activities, but it **does not** include the linked materials on these pages, such as online papers, references to materials on other sites, syllabi, etc.)

Summary Statement

This online document serves as my application for Tenure in the Department of Communication at Appalachian State University. This application comes in the second year of my position as an Associate Professor in the department. I have been teaching at ASU since the fall of 1996 and full-time since the fall of 1998, and have been making significant contributions to the department over the years. I hope that you will share this opinion after reading the materials on the following pages.

Here you will find most of my materials; however, some printed materials (such as teaching evaluations) are available in Dr. Stuart Towns' office. I have included a link to a "traditional" form of my vita, which lists all of my accomplishments to date, including those prior to my employment at ASU. I have also listed materials according to the four areas of scholarship presented in the Department's *Definition of Scholarship and Specific Policies Relative to Appointment and Promotion*, with an additional "Service/Other" tab for service-related and other materials. On each of the area pages (except for the Teaching page), you will find a summary statement that presents my argument that I have demonstrated either achievement or outstanding achievement in that area, as well as a list of relevant activities since 1996. On the Teaching page, you'll also find statements about my teaching philosophy, links to course materials, comments about my teaching efforts, and more.

In summary, I believe I have met (and in some cases exceeded) the Department's standards for Tenure:

- Earned terminal degree from an accredited institution (Ph.D., University of Iowa, 1998), with at least five years of appropriate experience (teaching at ASU since 1996).
- Demonstrated commitment to and excellence in scholarship of teaching (see supporting materials under [Teaching](#) tab)
- Demonstrated achievement in **all four other areas**, with outstanding achievement in **integration** (see supporting materials under appropriate tabs)
- Strong potential for future contributions to the department and university, as evidenced by my continual and ongoing efforts in all areas.



Promotion & Tenure Application Dr. Norman Clark Scholarship of Discovery

Summary Statement

Since coming to ASU, I have been very active in the scholarship of discovery. I will summarize the magnitude and significance of my efforts in three areas: the assessment project, publications, and conference papers.

I have been leading a long-term project to assess the improvement of students' public speaking skills. Right now, we have collected four years worth of data looking at students' public speaking abilities when they arrive at ASU. We plan to re-test the students in their junior or senior years to see whether their skills have improved. Some of the preliminary data is already quite interesting. I was very grateful to have received a grant from Institutional Research for release time during the fall semester of 2000. This made it possible for me to help organize and run the assessment day as well as evaluate all of the 170 speeches. Glenda Treadaway and I are currently working on an article about the results of the prior speaking skills survey, which shows that debate experience in high school is one of the best predictors of public speaking ability. But what should be even more interesting is the data we collect in the students' junior years. This data will be useful not only for publications, but also for our internal assessment of how well we are teaching public speaking. By "we" I mean not only the department, but also ASU as a whole. From this data we will be able to see whether or not the S-designator system is effective. The magnitude of this project is evident in both the length of the project, and the definitiveness of the work, since no other long-term assessment like this has been conducted, as well as in the time and effort spent in production. This significance is also great, since this project will have impacts at the local through national levels, and the results will be applicable for schools around the country who use similar systems of course designators. I've been quoted even in a newspaper (the Sun-Sentinel) already about the preliminary results of our study!

My publication record here is also outstanding. My most significant publication was my article in the *Quarterly Journal of Speech*, the leading national journal in the area of rhetorical communication (to read this article, you can check out an [online version](#) of it that I put up). It was in large part due to that refereed publication that I was awarded the North Dakota Speech & Theater Association's award for the Scholar of the Year (I was a member of this association during my undergraduate and graduate years at the University of North Dakota). Since then, I have published a chapter in an edited volume on the critical significance of educational portals, and an article about the impact of the Communication Decency Act on community networks. Both of these publications were a result of people hearing my presentations at conferences and being impressed by the quality of my work, and then asking me to contribute.

I have also worked hard to maintain a consistent presence at national and regional conventions, presenting papers in all areas of scholarship (see other tabs as well). The time spent in attending several conferences each year, representing ASU to a wide variety of audiences, speaks to the magnitude of my efforts here.

Activities

- Grants
 - Assessment Release Time Grant, Appalachian State University, 2000–01
- Awards
 - North Dakota Speech and Theater Association Scholar of the Year, 1996
- Book Chapter
 - (2001). Education, Communication, and Consumption: Piping in the Academic Community. In M. Mowbray & C. Werry (Eds.), *Online Communities: Commerce, Community Action, and the Virtual University*, p.92–107. New Jersey: Prentice Hall.
- Articles
 - (1999). Freedom & Responsibility in the Decent Community: Community Networks and the Communication Decency Act. *Southern Communication Journal*, 64, 259–268.
 - (1996). The critical servant: An Isocratean contribution to critical rhetoric. *Quarterly Journal of Speech*, 82, 111–124. [Refereed]
- Conference Papers
 - *You Want to Assess How Many Freshman?: Large-Scale Assessment of Public Speaking*. Presented at the Southern States Communication Association Convention, Lexington, KY, April 4–8, 2001.
 - *But What if We "Let" Them Speak?: Faculty Fears, Student Freedoms, and Web-Based Bulletin Boards*. Presented at the National Communication Association Convention: Seattle, WA, Nov. 9–12, 2000.
 - *Education, Communication, and Consumption: Piping in the Academic Community*. Presented at the Rethinking the Human Sciences Convention, Washington D.C., April 7–8, 2000.
 - *The Mythos of Place and Time: Constructing the Local Community on the Internet*. Presented at the Joint Central and Southern States Communication Associations Convention, St. Louis, MO, Apr. 8–11, 1999. [Refereed]
 - *Uses of the Scout Report in Communication Research*. Presented at the Joint Central and Southern States Communication Associations Convention, St. Louis, MO, Apr. 8–11, 1999.
 - *Freedom and Responsibility in the Decent Community*. Presented at the Carolinas Speech Communication Association Convention: Charleston, SC, Oct. 3–4, 1997.
- Ongoing Research Projects
 - Public Speaking Assessment, 1999–present. Heading a University-wide assessment project to measure improvement in public speaking skills in cooperation with Institutional Research. Currently working on an article with Glenda Treadaway about the impact of debate on public speaking skills. I project that the data from this project that is still being collected will result in 2-3 more papers in refereed journals over the next 2 years.

[Introduction](#) | [Discovery](#) | [Integration](#) | [Application](#) | [Teaching](#) | [Service/Other](#)



Promotion & Tenure Application Dr. Norman Clark Scholarship of Integration

Summary Statement

I have known for many years that my greatest intellectual abilities lie in the areas of synthesis and integration. Thus, it is not too surprising that I have focused a great deal of effort on this aspect of scholarship. I believe my work here has been outstanding, as evidenced by my publications and conference work.

My most significant publication efforts here at ASU have been in the scholarship of integration. The textbook that I co-authored with Dr. Ty Adams on *The Internet* is a ground-breaking work, the first of its kind in communication. As one of the first textbooks on Internet communication, it has the potential to set the standards for an up-and-coming course in communication departments. As such, it also has the potential to increase the recognition of the communication department at Appalachian State University. It is currently in use around the country, and even around the world (for some reason, it is extremely popular in New Zealand), and has been very well received by students and faculty alike. This book was the result of countless hours of hard work. Since this field is so new, we were going beyond synthesis to the creation of new ways of looking at online communication. In short, while this textbook was primarily a work of integration, it also involved a significant amount of discovery. A copy of this book is available in Dr. Towns' office.

In a continuation of this effort, Dr. Adams and I have teamed up with Dr. Scollard to create a new book with a new publisher, titled *Internet Effectively: A Beginner's Guide to the World Wide Web*. This will be out in the summer of 2005, and has a significantly greater emphasis on web design, reflecting the trend in higher education. Most of the text is newly written for this book, making it truly a new book and not a second edition.

Two textbooks at this point in my career is a significant achievement. When combined with my other writings, it becomes clear that I have reached the level of outstanding achievement in the scholarship of integration. In 2003 I co-authored *Argument Strategies from Aristotle's Rhetoric*, a book on Aristotle's rhetorical topoi, with Dr. Mark Huglen. While this is a smaller supplemental text, it is still one that required approximately a year's worth of research and writing. In addition to these books, I have also published three articles related to the scholarship of integration. Of these three, the one with the greatest magnitude and significance was "Strategic Tool Selection in Distance Education." It was published in a refereed national journal, and was a cross-disciplinary effort combining communication studies theories with distance education practices in a communication disorders content. "Crossing the Divide through Service (Learning)" was published in a conference proceedings, and while the proceedings were not refereed, the conference submissions were refereed initially. Thus, this work was judged by the conference organizers to be worthy of inclusion at a national conference on the Network Society. "Fractured Fairy Tales" was published in ASU's *Teaching and Learning at Appalachian*, and thus was non-refereed. However, I am still proud of this piece, as it demonstrated my creativity in the classroom.

In addition to creating traditional print publications, I have spent numerous hours over the past few years putting

together a multi-media CD-ROM for use by communication majors in the Foundations of Communication course, and beyond. This CD-ROM, titled *Building on Foundations*, includes some sections authored by other members of the department as well as chapters from textbooks published by Allyn & Bacon. But integrating all of these components was done solely by myself: layout, design, explanatory text, video editing, Flash interface, and much more. I received three grants in connection with this project. The Office of Research and Sponsored Programs provide me with an equipment grant to purchase video equipment and software for a multimedia CD-ROM project. I was awarded a release-time grant from this department in the spring of 2004 to work on the project, and a grant from the Hubbard Center to pay for the production of the CD-ROM. The grant from the Hubbard Center eventually proved to be unnecessary, as I was able to interest a publisher in the project that took over the final production stage.

Besides publications, I have also been active in presenting my efforts in the scholarship of integration at conferences. I have presented several papers synthesizing research and teaching at national and regional conventions. In addition, I have served as a participant, panelist or organizer for workshops on the integration of teaching and research, particularly in the area of service learning. In the spring of 2004 I was one of three people from ASU invited to the North Carolina Campus Compact/Z. Smith Reynolds Foundation Faculty Development Institute on service learning. Out of that experience I developed and led a workshop here at ASU, in conjunction with the ACT office and the Hubbard Center, on "Enhancing Service Learning: Syllabi, Assignments, & Reflections." I have been an invited keynote panelist for the NC Campus Compact Service Learning Institute, as well as an invited presenter on the subject of service learning on two occasions at Lenoir-Rhyne College.

I have focused so much attention on the scholarship of integration because I realize the importance of connecting research with teaching. This connection usually takes place through synthesis, which is one of my strengths. In addition, while faculty at ASU are strongly encouraged to emphasize teaching, we are also encouraged to publish. I believe my efforts in this area have allowed me to satisfy these two somewhat contradictory demands.

Activities

- Grants
 - Creative Project Release Time Grant, Department of Communication, ASU, Spring 2004
 - Research/Scholarship/Creative Project Equipment Grant, Research and Sponsored Programs, ASU, Spring 2002
- Textbooks
 - Adams, T., Scollard, S., & Clark, N. (Forthcoming, July 2005). *Internet Effectively: A Beginner's Guide to the World Wide Web*. Boston: Addison-Wesley.
 - Clark, N., & Huglen, M. (2003). *Argument Strategies from Aristotle's Rhetoric*. Belmont, CA: Wadsworth.
 - Adams, T., & Clark, N. (2001). *The Internet: Communicating Effectively with Technology*. Fort Worth, TX: Harcourt Brace.
- Multimedia
 - (2005). *Building on Foundations* [CD-ROM]. Boston: Pearson Custom Publishing.
- Articles
 - (2002). Crossing the Divide through Service (Learning). *Proceedings from Shaping the Network Society: Patterns for Participation, Action and Change*, 289–290.
 - (2002, Winter). Strategic Tool Selection in Distance Education: General Guidelines and a Case Example. *American Association of Behavior and Social Sciences Journal*, 1–8. [Refereed, co-authored]

with Heather Clark]

- (2000). *Fractured Fairy Tales: Slightly Twisted Invention and Arrangement*. *Teaching and Learning at Appalachian*, 5, 24–26.
- Conference Papers
 - *The Intersection of Reflection: Critical Rhetoric and Service Learning*. Presented at the National Communication Association Convention: Miami Beach, FL Nov. 19–23, 2003.
 - *Round Pegs and Square Holes: Publishing Texts for Internet Studies*. Presented at the Association of Internet Researchers Convention: Toronto, Ontario, CA Oct. 16–19, 2003.
 - *Experience and Action: Service-learning and Persuasion Nuts and Bolts—A Discussion Circles Approach*. Presented at the National Communication Association Convention: New Orleans, LA Nov. 21–24, 2002.
 - *Crossing the Divide through Service (Learning)*. Presented at the Shaping the Network Society Symposium, Seattle, WA, May 16-19, 2002. [Refereed]
 - *Online BBS's, Persuasion, and Service Learning*. Presented at the Campus Compact Service-Learning in Communication Workshop, Minneapolis, MN, March 9–10, 2001.
 - *Atlas Shrugged: Community in the Large Department*. Presented at the National Communication Association Convention: Seattle, WA, Nov. 9–12, 2000.
 - *No One Knows You're Really Nice: Teaching Power and Persona through Listservs*. Presented at the Southern States Communication Association Convention, Orleans, LA, March 29–April 2, 2000.
 - *The Future of CMC Pedagogy: Courses, Concepts, Texts*. Presented at the National Communication Association Convention, Chicago, IL, Nov. 4–7, 1999. [Refereed]
 - *Fractured Fairy Tales: Slightly Twisted Invention and Arrangement*. Presented at the Speech Communication Association Convention in San Diego, Nov. 23–26, 1996. [Refereed]
- Workshops
 - Led workshop titled “Enhancing Service Learning: Syllabi, Assignments, & Reflections,” Appalachian State University, Boone, NC, Oct 4, 2004.
 - Invited participant at the North Carolina Campus Compact/Z. Smith Reynolds Foundation Faculty Development Institute, Charlotte, NC, Feb 4–6, 2004.
 - “Syllabi and Outcomes for Service Learning.” Invited presentation at Service Learning Workshop, Lenoir-Rhyne College, Hickory, NC, Oct 31, 2003.
 - “Service Learning Outcomes in Persuasion.” Invited presentation at Service Learning Workshop, Lenoir-Rhyne College, Hickory, NC, Mar 21, 2003.
 - Keynote Panelist for the North Carolina Campus Compact Service Learning Institute, Elon College, NC, Feb 12, 2003.
 - Panelist at a workshop titled "Service Learning: Bringing the Classroom and the Community Together." Boone, NC, March 29, 2001.
 - Panelist at a workshop entitled "Connecting Campus and Community: Building ASU Partnerships Through Service-Learning." Boone, NC, Oct 17, 2000.
 - Organized and moderated a roundtable discussion on the "Current State of Computer-Mediated Communication Pedagogy" at the American Communication Association Convention: Reno, NV, Oct 23–25, 1998.



Promotion & Tenure Application Dr. Norman Clark Scholarship of Application

Summary Statement

It is my observation that most of the activities that fall into the scholarship of application are ones that take years to develop. Thus it is not too surprising that assistant professors often do not have the time to devote much energy to this area. However, I believe I have demonstrated achievement in this area with my services and writings.

From 2000-2003, I was the Associate Editor of the [American Communication Journal](#). This peer-reviewed online journal required a great deal of time and effort throughout the year in both publishing and maintaining the content. My efforts with this journal were very rewarding, however, as it gave me a chance to explore the potentials of online publication, mixing the printed word with audio, video, and graphic files. Thanks to the efforts of myself and my co-editor, we brought a high degree of credibility to this journal, which is now listed with the Library of Congress and has been accepted by many as a viable publication outlet. We have been able to publish some highly creative, controversial, ground-breaking, and significant works. The significance of our efforts can be demonstrated by the international readership of the journal and the number of visits to the journal. An average of over 2,000 searches of the journal are conducted every week, and the site is visited of over 13,000 times per month on average. My efforts with the *ACJ* lead to my receiving the 2000 Outstanding Contribution to Communication Technologies award by the American Communication Association.

In recent years I have been heavily involved in the efforts of the Southern States Communication Association to move the *Southern Communication Journal* online. I have been on the publication committee for SSCA, as well as an ad hoc committee for electronic publication, roles that have required extensive research to become conversant with the issues involved. I recently attended a planning meeting for ASCUS (the Academic Serials in Communication Unified System), a project that will make communication journals available to libraries at a much lower cost.

In addition to national editorial efforts, I have also gotten involved in a local advisory board. The Watauga County E-Communities group is attempting to make sure that all areas of Watauga county have low-cost high-speed Internet access. The magnitude of this effort has been great, with a great deal of time and effort spent in meetings as well as time spent researching the issues and applying communication theories and principles to this problem. The significance of this effort cannot be denied, since no one in our field could deny that access to information equals access to the power to change communities.

Since I tend to write a lot, as you may have figured out by now, it's not surprising that I have written in this area also. My publications on the scholarship of application include two book reviews and seven encyclopedia entries. Besides these printed works, I also have presented papers at regional and national conferences on my efforts to bring credibility to online journals, on trends in online publication, and on online mentoring.

The combined effort behind these services and writings should speak to the magnitude of my work in this area. The

significance of my editing and advisory services is evident in the accolades the journal and I have received, and the very real needs of the people in this region.

Activities

- Editorial Work
 - Associate Editor, [American Communication Journal](#), 2000-2003
 - Reviewed for *Southern Communication Journal*, *Journal of Applied Communication Research*, *Kenneth Burke Journal*
- Advisory Board Membership, Public Sector
 - Watauga County E-Communities Planning Group, Spring 2002–present. Part of the Rural Internet Access Authority project to reduce the Digital Divide in rural areas of North Carolina.
- Awards
 - American Communication Association Outstanding Contribution to Communication Technologies, 2000
- Reviews (Articles)
 - (1997). Book review: Theory, text, and context: Issues in Greek rhetoric and oratory. *Southern Communication Journal*, 63, 82–84.
 - (1996). Home alone with technology: An interview with Neil Postman. *Iowa Journal of Cultural Studies*, 151–159.
- Encyclopedia Entries
 - (2002). CD-R/CD-ROM/DVD. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). Community Networking. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). Content Filtering. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). E-Mail. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). Shockwave. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). Synchrony and Asynchrony. *Encyclopedia of New Media*. New York: The Moschovitis Group.
 - (2002). Virus. *Encyclopedia of New Media*. New York: The Moschovitis Group.
- Conference Presentations
 - *Online Journals and Trends in Mass Communication Research*. Presented at the Southern States Communication Association Convention: Winston Salem, NC April 3–7, 2002.
 - *The Look, the Feel, of Electrons: Coding for Credibility*. Presented at the Southern States Communication Association Convention, Lexington, KY, April 4–8, 2001.
 - *Interacting and Mentoring Across Distance: The Case of Comgrads*. Presented at the National Communication Association Convention: Chicago, IL, Nov. 19–23, 1997.
- Workshops
 - Attended ASCUS (Academic Serials in Communication Unified System) planning meeting, Albany, NC, May 17-19, 2004.
 - *Faculty Roles & Rewards*. Presented at the North Carolina Campus Compact Service Learning Institute, Elon College, NC, Feb 12, 2003.



Promotion & Tenure Application Dr. Norman Clark Scholarship of Teaching

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Summary Statement

Since teaching is our primary focus at ASU, it's appropriate that you'll find a lot of content on this page. In addition, please see Dr. Towns for hard copies of student evaluations, copies of letters and emails, and other supporting materials. Here you'll find my philosophy of teaching, a discussion of how I've work to develop my teaching, links to and comments about my assignments and syllabi, a discussion of my online efforts, a summary of my integration of service learning into several of my courses, and finally my thoughts about and responses to student feedback that I have received over the years.

Philosophy

My teaching philosophy is based on four main assumptions:

1. Students can read. Thus, I do not teach straight out of the book. I assume that students have read the material, and that what we do in class will build on the material, not just repeat it. I also do not stress the learning of raw information, but learning how to learn, how to think, and how to critically evaluate.
2. Students learn better when they're doing. Thus I try to work active learning into every class period, even those periods when I have to spend a large portion of the time lecturing.
3. I try to focus on what students know, not on what they don't know. I then try to show students how to unlock their own knowledge, to make use of it, to reflect on and evaluate it, and to supplement it with other resources to make it even greater.
4. Students do better when challenged. Unfortunately, they are not challenged much in education. I do my best to challenge them, although I must make every effort not to make the challenge frustrating or overwhelming.

My teaching philosophy is also based on certain assumptions about grades. I include the following information on every course syllabus:

- C work means you do the work assigned on time, attend regularly, are prepared to discuss, are active in your groups, contribute to discussion, and respond to your peers' work. This is average work.
- B work includes all of the above, plus demonstrating a substantial amount of critical effort. This means your writing is thought-provoking, you address difficult questions well, you read critically and make connections between what you have read and other aspects of the class, and you respond to criticism by improving your work. Your work demonstrates a higher level of creativity and productive thought.
- A work includes all of the above, plus demonstrating excellence in all work. You are recognizably a leader in the class, asking good questions, significantly teaching your peers, maintaining an open mind and sharp focus, and intriguing and exciting the class with you insights. Your speaking and writing demonstrates stylistic abilities far above the norm, creative approaches, careful reflection, and control over mechanics. The class as a whole usually recognizes A students as an asset to their own learning.
- D work fails to meet the requirements of C work in significant ways. This includes an number of elements: late work; frequent absences; superficial writing, reading, and speaking; little reflection about your audience; mechanical, unexplorative communication; little effort to contribute in class or to seek aid from either your classmates or myself; little improvement.
- F work means you perform significantly below D level. You rarely contribute in class and don't compensate by concentrating on other assignments. Your assignments are frequently late or missed completely. You don't show signs of improvement; your assignments show you do not take them seriously; mechanics, organization, and support are confused, superficial, and ragged; you make no attempt to connect class information with anything else. The class as a whole usually views F students as a hindrance to their own learning, and as such ought to be sanctioned by the group.

In terms of style, I'm a relatively laid-back teacher. I'm generally informal, accessible, and flexible. This sometimes causes students to assume that I'm an easy grader, which I am definitely not. It used to be a shock for my students when they got their first grades. Now I try to warn them in advance that I have high expectations, but even so some are surprised to see their first grades.

One of my strengths is my ability to bring a lot of outside material classes, but at times I get carried away and talk above the students' level. I'm usually enthusiastic (except for very early classes) but again I sometimes go too far and talk too fast. Usually I get excited about complicated and new material, compounding the problem because that's when I should be talking slower. Also, I sometimes try to cram too much into a class period, leaving me with insufficient time to summarize at the end. But in the final analysis, I think that enthusiastically challenging students to stretch themselves is the best way to encourage learning.

I like to argue, and I like students argue with me. This can be good or bad. With the right mix of students we can have a great discussions. At times though I can dominate the conversation. I have to monitor this carefully when I teach, to make sure that I'm maintaining a good balance of challenging students while at the same time showing them that I am open to their ideas and views.

With class assignments, I try to make them as creative as possible. I work very hard to come up with assignments that encourage students to make connections between theory and practice. For the most part I'm successful at this, although sometimes my assignments are too creative in that students have a lot of fun but don't necessarily make the connection to theory. I evaluate their work quickly and critically. Students have sometimes criticized my evaluations as too rigorous, but rarely (if ever) as unfair.

Two basic ideas about education undergird all of my efforts here. First, I believe that teaching is a service. Because of this, I do my best to act as a resource for students' learning. Second, I believe (and this is supported by research) that

education gives people a greater sense of efficacy. They learn that they *can* make a difference, they can change their lives for the better. It is always my hope when my students leave my classes that they have come closer to this realization.

Academic Development

During my years here at ASU, I have continually worked to develop myself as a teacher. I have taken advantage of several workshops offered through the Hubbard Center, including two on Service Learning and one on Learning Communities. The first summer that ASU offered WebCT workshops, I attended the week-long training session. In the summer of 2001, I participated in another week-long workshop here at ASU, this time focussing on distance education technologies. Team-teaching, in my opinion, is another significant way to develop my teaching abilities, and I have been able to do this twice. But the most significant evidence of my academic development is the changes in my teaching that have come over the years, which are difficult to document. However, I believe that by looking over my syllabi and assignments below you should see evidence that I work hard to keep my courses fresh, with updated content and cutting-edge assignments. Every semester I teach a course I make significant changes, such as new online content, new assignments, new content areas, new readings, and sometimes I even completely redesign the course (such as COM 1100 for Fall 2002, or COM 3155 for Fall 2000). These changes come from my efforts to continue to develop as a teacher, supported by the various developmental centers here at ASU.

Assignments/Syllabi

- COM 1100 [Syllabus](#), [Assignments](#)
- COM 2121 [Syllabus](#), [Course Schedule](#), [Assignments](#)
- COM 3155 [Syllabus](#), [Course Schedule](#), [Assignments](#)
- COM 3200 [Syllabus](#), [Assignments](#)
- COM 4111 [Syllabus](#), [Course Schedule](#), [Assignments](#)

Looking over my syllabi and assignment pages, a few things should stand out about the required work for my courses. First, I try to include a wide variety of assignments in every class. This is because I firmly believe that we not only need to teach to different learning styles, but also to assess students in different ways. Second, I try to make the assignments creative and unique, in part to stimulate students to greater effort, but also to make it more difficult to plagiarize. Finally, I try to make the instructions for assignments as detailed as possible, so that students know what is expected of them.

Another aspect you will no doubt notice is that I am moving away from exams as an assessment tool. Exams can measure some types of learning, but typically not the kind of learning that I am trying to foster. In my classes, I assess student learning through assignments that require them to integrate and evaluate what they have learned, and not just restate what they have crammed into their heads the night before. Research papers, analysis papers, and large projects are typical in my classes, and through these I can assess how well students can take course information and apply it. This is not to say that I do not use exams where appropriate; for example, in the Foundations course, students need to master and retain a certain amount of basic information about communication, and exams work well to measure this.

I include online quizzes in many of my classes, usually posted every other week. These quizzes are open-book, open-note, and in some cases students are allowed to work together on them. I use these quizzes for two reasons. First, they are a way to make sure that students keep up with the course (both the readings and the class lectures/discussions/activities). Second, they are a way to encourage students to look beyond just the textbook and myself for their learning, to see that they can learn from themselves and their classmates as well.

Many of my courses also include an online discussion requirement. These listservs allow students to continue discussion beyond the limits of the class hour, and provide an alternate forum for students who are hesitant to contribute verbally in class. In every class, these listservs are used in slightly different ways, but in each case I am attempting to extend students' learning and critical thinking.

Online Efforts

In the past years, I have been gradually moving toward putting all class materials online. I have made this a gradual move, in part because I haven't been able to devote the hours necessary to do it all at once, but also because I am trying to be sensitive to student needs. Not all students have had access to computers in the past, but as the percentage without access has declined, I have raised the amount of online materials commensurately.

As it stands right now, I put the syllabi and assignment information for all of my classes online. I see several advantages to this: it makes it easier for students to find the material, it cuts down on the amount of copying I have to do (as well as saving the department money), it resolves the problem of "I lost my syllabus, so I didn't know when it was due," and it allows students who are considering signing up for my course to see what the course expectations/assignments/work load are.

Of course, online materials have disadvantages as well. Putting materials online requires MORE effort than traditional photocopying of handouts. The coding of webpages takes time and creativity which sometimes is not recognized. Students print out many of the materials anyway, causing them to bear more of the costs of the course. Some students are still not familiar with the Internet and have difficulties accessing the materials.

However, I still plan to continue to put materials online, because I believe the benefits outweigh the costs. I believe that student familiarity with the Internet will continue to grow, and incoming students will begin to expect and even demand more access to course materials online. Online content allows me to include extremely current events; for example, I can have students in my Rhetorical Criticism course analyze speeches that were given the night before. It allows me to point students to unique advertisements being aired in other countries. In short, the Internet can be a powerful tool for teaching, and I will continue to use it to improve my students' learning.

Service Learning

I decided to have a separate section for service learning because it is so labor-intensive, but also so rewarding. Since the fall of 2000, I have included an intensive service learning group project in my COM 3155 (Theories and Practices of Persuasion) course, I have had students in my COM 3200 (Internet Communication) design websites for local non-profits, and starting this fall I am serving as the coordinator for COM 1100 (Foundations of Human Communication) which now also includes a basic service learning project. You can read a great deal more about service learning on the

[ACT website](#), but essentially it combines service to the local community with the content of the course, allowing students to simultaneously apply course content to the "real world" while they engage in critical thinking about issues that affect the community. When I look over the projects that the students in the sections of that I have taught the past two years, I'm amazed both by how much they learned as well as how much they accomplished for the community. When I think about the 3000+ hours of community service contributed each semester by students in all of the sections of COM 1100, I am left speechless.

Incorporating service learning into my classes was extremely challenging for both myself and my students. For myself, I had to figure out some way to fairly grade widely disparate projects, balance keeping students on task with enough of a "hands-off" approach so they could maintain ownership of the project, and ensure that the projects were meaningful but not overwhelming, all while teaching the normal course content. Students were challenged by the amount of out-of-class work, the "real world" nature of the projects, and (for some) the technical problems posed by WebCT.

Nevertheless, I'm committed to using service learning. I'm a firm believer in service; in my opinion we all ought to be critical servants to the communities in which we live (you can read my QJS article if you're interested in my perspective). Students can tend to get very self centered during college, focusing on "getting a degree" so they can "get a job" and "make lots of money." It's my hope that in these classes they'll not only learn a great deal about communication, but they'll also learn that they are interdependent with the other members of their communities. One of the greatest benefits of education is an increased sense of efficacy, and it's my belief that service learning opportunities make it even more clear to students that they can make a difference.

My commitment to service learning goes beyond my courses. I'm a member of the ASU service learning task force, I both participated in and presented at service learning workshops here at ASU, I've been invited to speak twice at Lenoir-Rhyne College, and was a keynote speaker and presenter at a Campus Compact conference. I was gratified to receive the Service Learning Faculty Member of the Year award from ACT twice: for 2000-2001, and 2002-2003.

Service Projects

Over the past two years, students in my COM 3155 and COM 3200 classes have done an amazing amount of work for the local community. Here is a listing of the projects completed, listed by semester.

Fall 2000

- Watauga Youth Network — helped promote the Support Our Students (SOS) program to parents and children in the area. Created a video about SOS, a radio ad, and a PR announcement.
- High Country United Way — created a list of small businesses in area, visited businesses and spoke about United Way, solicited donations.
- Hunger Coalition — worked on a food, diaper and clothing drive.
- Hunger Coalition — publicized the Food Recovery program to local restaurants, met with restaurant managers to convince them to join, created fliers and an advertisement.
- Department of Social Services — solicited local businesses and obtained items to create emergency need bags for foster children.
- Department of Social Services — created and distributed fliers, bulletin announcements, and advertisements to encourage people to become foster parents. Contacted local businesses and obtained gift certificates to be

given to foster parents.

- New River Earth Institute — researched appropriate grants and assisted in writing and formatting of grant proposals.
- New River Earth Institute — gave presentations to student groups and organizations about classes taught by Institute, developed contact table for Union.
- National Committee for the New River — created fliers, brochures, and other materials to increase awareness about local environmental issues.
- Glenstone Health Care — designed creative, low-budget ideas to improve employee morale.
- Volunteer Outreach Center — designed advertisements, public service announcements, and fliers to promote the Center.
- Genesis Wildlife Sanctuary — created an educational video to be shown to elementary school students about the proper care animals.
- Department of Communication — created a portfolio of materials to be used for fund-raising efforts, specifically for a new computer lab.

Spring 2001

- Hospitality House — planned, organized, and Randy fund-raiser.
- Hospitality House — promoted House in the community, may presentations to increase awareness of homelessness issues to community.
- Hunger Coalition — worked on the 5K Run for Hunger.
- Green Valley Community Park — redesigned a promotional brochure and created a new logo, designed a promotional poster for the Park.
- Department of Social Services — created promotional materials, solicited to gift certificates from local businesses to be given to foster children.
- Watauga Youth Network — promoted One-on-One program with fliers, advertisements, public relations announcements.
- Parent to Parent Family Support Network — redesigned a brochure, created a new logo, and helped promote the organization.
- Volunteer Outreach Center — created promotional materials for National Youth Service Day, made presentations at schools to help encourage children to participate.
- Cove Creek Preservation and Development — assisted with promotion of the Doc Watson Musical Festival, including the development of an action plan and timeline.
- Adolescent Health Committee — used a wide variety of methods to promote awareness of Teen Pregnancy Prevention Month.
- Appalachian District Health Department — created Tell-a-Friend promotional program for WIC, solicited donations from area businesses to be given to contest winners.
- Genesis Wildlife Sanctuary — created a promotional video about the sanctuary to be sent to potential donors.
- Volunteer Outreach Center — created various promotional materials to reach a wide variety of local audiences (children, retirees, seasonal residents, etc.).

Fall 2001

- Hunger Coalition — publicized the Food Recovery program.
- Hunger Coalition — developed newsletter for various programs at HC.
- Habitat for Humanity — worked to increase exposure in community through newspaper articles, radio spots, and more.
- OASIS — designed and implemented a campaign to publicize Domestic Violence Awareness Month.

- OASIS — created and staffed an information booth in various locations throughout Boone to publicize agency's services.
- Alcohol and Drug Council — worked to promote Red Ribbon Celebration, a week-long anti-drug campaign.
- Department of Social Services — developed brochure, flyer, and PowerPoint presentation for Foster Parent program.
- Mountain Pathways Montessori School — promoted school through print campaign, developed presentation for fundraising.
- Volunteer Outreach Center — promoted VOC at local high school.
- Hospitality House — started an "interview closet" by getting goods and services donated.
- Watauga County Parent Support Group — worked to increase awareness of support group through brochure, informing doctors, etc.
- Appalachian AIDS Outreach — planned and promoted World AIDS Day events.
- Blazing Saddles — created promotional video for agency to use for fundraising.
- Hospitality House — developed web site.
- Commission on Aging — developed web site.
- Parent to Parent Support Network — developed web site.
- Blazing Saddles — developed web site.

Spring 2002

- New River Earth Institute — wrote 6 persuasive articles for ALIVE newsletter.
- New River Earth Institute — developed display boards for use at various events.
- Hospitality House — developed a community marketing plan for House, preliminary research work.
- Hospitality House — promoted Hunger & Homelessness Week by putting books in local schools, soliciting donations to cover costs.
- Parent to Parent Family Support Network — developed packets to distribute to area doctors and businesses to increase support.
- Appalachian AIDS Outreach — planned, promoted, and ran a workshop to inform fraternities and sororities about HIV risks.
- OASIS — designed and staffed informational booths for area events.
- Alcohol and Drug Council — developed fundraising materials (poster, presentations) and presented at area events.
- Hunger Coalition — promoted 5K "Run for Hunger," particularly targeting college students.
- Legal Services of the Blue Ridge — created large-print display board and presentation materials, brochure, and more for elderly clients.
- City Seeds of Boone — updated and improved display board and publicity book.
- City Seeds of Boone — created and delivered presentation on Solar Greenhouses at area events.
- Brain Awareness Week — promoted events for national Brain Awareness Week.

Summer 2002

- Legal Service of the Blue Ridge — developed web site.
- High Country Amigos — developed web site.
- Watauga County Parks & Recreation High Country Senior Games — developed web site.
- Watauga County Arts Council — developed web site.
- New Life Mobility Assistance Dogs — developed web site.

Fall 2002

- Hospitality House — put together a campaign to encourage dentists to donate care to homeless
- Hospitality House — created new promotional materials, including brochures, to make doctors aware of health issues facing homeless
- OASIS — ran a workshop for area therapists on abuse issues in gay and lesbian relationships
- OASIS — anti-sexual assault campaign, targeting issue of date rape on campus
- Volunteer Outreach Center — set up "World AIDS Day" events
- Hunger Coalition — persuaded new restaurants in area to join with the Food Recovery Program
- Project on Aging — visited and interacted with elderly
- Shelter Rock — variety of projects
- Glenbridge — visited and interacted with elderly

Spring 2003

- Computers for Uruguay — persuaded area businesses to donate used computer equipment for schools in Uruguay
- WeCAN — created new logo and brochure to help start up a newly formed relief clearinghouse
- Legal Aid of NC — created new brochure, information campaign for illegal firings
- High Country Conservancy — persuaded local hotels to add a \$2 charge to room fees to help preserve natural resources of area
- OASIS — created information campaign about connections between alcohol and abuse
- Shelter Rock — put together a campaign to get school supplies donated for rural poor in region
- Hospitality House — worked with the Feinstein Foundation to raise money for local shelter
- Project on Aging — visited and interacted with elderly
- Shelter Rock — variety of projects
- Glenbridge — visited and interacted with elderly

Fall 2003

- Playhouse — visited and interacted with children, parents
- Project on Aging — visited and interacted with elderly visitors
- Shelter Rock — variety of projects
- Glenbridge — visited and interacted with elderly patients

Spring 2004

- Playhouse — visited and interacted with children, parents
- Project on Aging — visited and interacted with elderly visitors
- Shelter Rock — variety of projects
- Glenbridge — visited and interacted with elderly patients
- Don't Throw it Away — persuaded students to contribute used dorm supplies to a rummage sale to be held in the fall to raise money for local non-profit agency

Fall 2004

- Habitat for Humanity — help start up a new youth-oriented sub-organization, called Youth United
- Living Wage Initiative — increase awareness among local businesses of need to pay living wage
- Humane Society — create media campaign for capital funds drive for a new shelter

- Watauga Youth Network — raise money for scholarships for students to attend after-school program
- Watauga Youth Network — boost Hometown Heroes mentoring program
- Watauga County Life Stories — collect oral histories from area seniors for posting to web site, publication in newspaper

Student Feedback

For the quantitative data from my teaching evaluations, please see the hard copies available in Dr. Towns' office. For qualitative data, see the hard copies of peer evaluations and student letters (also in Dr. Town's office). Finally, for examples of student work (probably the most "real" measure of my teaching abilities), please see the sample portfolios from COM 3155 projects (also in Dr. Towns' office) or check out the [High Country Amigos](#) website (which was developed in my COM 3200 course). Here I will comment on what the feedback means to me, and how I have used it over the years to improve my teaching.

My "numbers" over the past 7 years here at ASU have consistently been around the department mean or higher. Students' comments from the peer evaluation, the comments on the back of the SEI forms, and the comments that students put on the forms they filled out for the ACT office (which are in the service learning section), usually comment positively on my instruction, noting a number of significant qualities—entertaining, creative, challenging, encouraging, and supportive. Students almost always note that they find my classes interesting, enjoy the different methods I use to teach, appreciate my style of teaching, and make connections between class materials and the "real world." Peer observations of my teaching support the students' claims that my instruction is of high quality.

One aspect of my teaching that may tend to reduce my scores is that I strive to challenge students. Occasionally, I may set the level too high, especially when I am trying something new myself. But I will continue to set the bar high, because I refuse to accept that our students are not intelligent, talented individuals who will perform at high levels when we expect them to do so. Occasionally, I see the fruits of this approach. One of the students in my Persuasion class noted in her final reflection paper that "for the past two years I have been waiting for a class that I feel poses a challenge. This was definitely the class." Students in my Theories and Criticism of Rhetorical Communication regularly comment that it is the toughest course they have ever taken, but that it also did the most to improve their writing abilities. The fact that each year several of their papers are accepted for presentation at the Undergraduate Honors Conference provides evidence that they learn to write high-quality research papers.

When I look at the overall feedback — the written comments from the evaluations, the peer review observations, student work, etc. — I am pleased with my teaching. I put a tremendous amount of effort into all of my classes, and I think it shows in the results. Students respond well to my instruction, and produce some amazing results.

However, I have seen some areas for change and improvement, and have taken steps to improve my classes. In the COM 3155 course in particular, I have used feedback (including midterm assessments) to continually tweak the online content and group projects. I have also worked to make the interaction between the students and the agencies more efficient/effective, which has been an issue. Students noted in one peer review session that they didn't like how much of their grade was group-determined. I worked to remedy this by more clearly explaining (and laying out visually on the webpage) the grading components, since in actuality only a small portion of the grade is group-determined. I also keep trying to make the connection between the course content and the service projects as obvious as possible to students. I've seen improvement in this regard lately as I increase the amount of in-class time spent discussing the projects.

In all of my courses, I have taken certain items to heart. I have worked on my "wait time," and in a recent peer review Dr. Moore noted that it is (now) very good. Based on early feedback, I have made an effort to continually preview and review in classes (although I have yet to see those "numbers" rise significantly on the SEI forms). My biggest difficulty with the student forms is that I tend to notice the one negative comment and ignore all of the positive ones. But I believe this pushes me to continually improve my instruction, which is the goal of assessment, after all.

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Promotion & Tenure Application

Dr. Norman Clark

Service/Other

Summary Statement

I try to put my money where my mouth is when it comes to service. Since I firmly believe in the value of service (as you can see from my Critical Servant article, and my incorporation of service learning into my teaching), I try to convert that believe into action as often as I can. The following clearly shows that I have demonstrated achievement in the area of service to this academic community.

The "bread and butter" of service for academics is committee work. I've served on National, Regional, University-wide, and Departmental committees for several years now. I've been the faculty advisor for two different groups on campus. At the departmental level, I have presided over several extremely hard-working committees. While I was chair, the curriculum committee pushed through seventeen proposals revising all areas of the department. These revisions included new checksheets for all of the concentration areas, several new courses, significantly updating the COM 1100 (Foundations of Human Communication) course, and adding prerequisites. Currently, I'm on the strategic planning committee, which is charged with coming up with a mission statement, goals, objectives, and a strategic plan for the department. I tend to avoid committees that do not accomplish work quickly, and when I am chair of a committee I do my best to ensure that the committee produces high-quality and high-impact results as quickly as possible.

Beyond committee work, I've done many other things that qualify as service to the department. I've been a tireless advocate for more resources for the department whenever I get the opportunity. I often serve as the local "tech support" person when Douglas is not available. Of course, I've also advised students, served as the faculty advisor for a fraternity, and done other "normal" service tasks.

I've also served at the local community level. Some of that service is not directly related to my job, such as coaching soccer. But coaching the Blowing Rock Odyssey of the Mind Team, which is a creative competition, definitely was related to communication. What we try to teach elementary school children in this program is critical thinking, creativity, and expression — all components critical to communication. Taking this team to the state finals was a great experience.

I'm also very proud of the fact that nearly every year, two to four of my students present papers at either the Undergraduate Honors Conference of the Southern States Communication Association, or the Carolinas Communication Association Convention. I work for many hours with these students on their papers, guiding them through the writing and revising process, helping the prepare for their presentations, and finally attending their panels at the conference. Our department has a very strong tradition of sending many students to these conventions. I've been very excited be a part of this (even though organizing the transportation and lodging gets a bit like trying to herd cats). I think I do an excellent job of instilling in our students the value of "the life of the mind."

I've also tried to make myself available to serve these associations that sponsor the conventions. I've done this by serving as a respondent to panels, and (an effort of *extreme* magnitude) as organizer/local host for the yearly conference of the American Communication Association.

This is one of the most difficult areas for me to write about, mostly because I believe service needs to be done without expectation of reward. So I have a hard time "tooting my own horn" about activities that (in my opinion) should be done in private. But I believe (hope?) that my service to this department, or better yet my serving attitude, is evident from the list that follows.

Activities

- Committees, National
 - Board of Directors, American Communication Association, 1998–2002
- Committees, Regional
 - Ad-Hoc Committee for Electronic and Consortium Publishing, Southern States Communication Association, Fall 2003–present.
 - Publications Committee, Southern States Communication Association, Fall 2002–present
- Committees, University
 - Service Learning Task-Force, Spring 2004–present
 - Internet Studies Academic Advisory Board, Spring 2002–present
 - Library Building Committee, Spring 2001–Spring 2002
 - Academic Integrity Board, Summer 1999–present
 - Part-Time and Non-Tenure Track Faculty, Summer 1999–Summer 2000
- Committees, Departmental
 - Strategic Planning Committee, Fall 2004–present
 - Department Personnel Committee, Fall 2002–Spring 2003
 - Assessment, Spring 1999–Spring 2000, Fall 2001–Fall 2003
 - Public Relations, Fall 1999–present
 - Technology, Fall 2000–Fall 2001, Fall 2003–present
 - Curriculum, Fall 1999–Fall 2001
- Professional Affiliations
 - Southern States Communication Association, 1998–present
 - Carolinas Communication Association, 1998–present
 - American Communication Association, 1997–present
 - National Communication Association, 1991–present
- Advising
 - Faculty advisor for Adopt-a-Grandparent Club, 2004–present
 - Faculty advisor for Tau Kappa Epsilon Fraternity, Fall 2000–Spring 2002
 - Full Departmental advising load, Fall 1998–present
- Student Research Mentoring
 - an average of 2–4 students per year present papers from my classes at regional and state conventions
- Workshops/Forums
 - Organized and ran a series of workshops for faculty in the ASU Department of Communication on effective email use and webpage design: Boone, NC, Oct. 9–10, 1999.
 - Organized and moderated a series of Student forums for the Department of Communication at Appalachian State University, Spring 1999.

- Organized and moderated a day-long Graduate Student Workshop titled "Learning to Live the Life of the Mind—Without Losing It" at the National Communication Association Convention: Chicago, IL, Nov. 19–23, 1997.
- Convention Planning
 - Served as local host for 2001 American Communication Association Conference, held in Boone, NC. Arranged housing, transportation, tours, panels, receptions, meals, book auction, and other aspects.
- Convention Responses
 - Responded to Undergraduate Honors Conference Panel titled "Studies of Computer Mediated Communication" at the Southern States Communication Association Convention: Winston-Salem, NC April 3–7, 2002.
 - Responded to Panel titled "Current Issues in Communication" at the American Communication Association Convention: Lafayette, LA Sept. 30–Oct. 3, 1999.
- Webmaster/"Digital" Services
 - Created PowerPoint presentation for initial Advisory Board meeting, Nov. 20th, 2001
 - Webmaster for the [American Communication Association](#), Spring 1999–Fall 2000.
 - Webmaster for the [Department of Communication](#) at Appalachian State University, Spring 1998–present. Responsible for many improvements, including a complete revision of the site in 2004.
 - Set-up and moderated several listservs, including one for majors in the department (COMMAJ-L) and one for Computer-Mediated Communication Pedagogy (CMCPED-L), spring 1998–present.
- Newsletter Contributions
 - Contributed essays to *Reflections*, the annual newsletter for ACT (Appalachian and the Community Together), [Fall 2001](#), [2002](#), [2004](#)
- Local Community Service, Profession-related
 - PR Chair, High Country Soccer Association, Fall 2003–Fall 2004
 - Service Learning Projects: 1999-2002
 - Coach, Odyssey of the Mind Team, Blowing Rock School, Fall/Spring 1997/8, 1998/9, 2000/1
 - Judge, ASU Debate/IE Tournament, Fall 1997–2000

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