

COM 283: Communication for Teachers and Trainers**Spring 2019****Dr. Cheri J. Simonds****Illinois State University****TEXTBOOK:**

Simonds, C. J., Wright, A. M., & Cooper, P. J. (2018). *Communication for teachers and trainers*. Southlake, TX: Fountainhead Press.

ALIGNED NCA LEARNING OUTCOMES:

LOC #1: Describe the Communication Discipline and its Central Questions

- Categorize the various career pathways for students of Communication
- Articulate the importance of communication expertise in career development and civic engagement
- Distinguish the Communication discipline from related areas of study
- Identify with intellectual specialization(s) in the Communication discipline

LOC #3: Engage in Communication Inquiry

- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories, perspectives, principles, and concepts

LOC #4: Create Messages Appropriate to the Audience, Purpose, and Context

- Locate and use information relevant to the goals, audiences, purposes and contexts
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Adapt messages to the diverse needs of individuals, groups and contexts
- Present messages in multiple communication modalities and contexts
- Adjust messages while in the process of communicating
- Critically reflect on one's own messages after the communication event

LOC #5: Critically Analyze Messages

- Engage in active listening
- Enact mindful responding to messages

LOC #6: Demonstrate the Ability to Accomplish Communicative Goals (Self-efficacy)

- Identify contexts, situations and barriers that impede communication self-efficacy
- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy
- Articulate personal beliefs about abilities to accomplish communication goals
- Evaluate personal communication strengths and weaknesses

LOC #7: Apply Ethical Communication Principles and Practices

- Identify ethical perspectives
- Explain the relevance of various ethical perspectives
- Articulate the ethical dimensions of a communication situation
- Choose to communicate with ethical intention
- Propose solutions for (un)ethical communication
- Evaluate the ethical elements of a communication situation

LOC #8: Utilize Communication to Embrace Difference

- Articulate the connection between communication and culture
- Recognize individual and cultural similarities and differences
- Appreciate individual and cultural similarities and differences
- Respect diverse perspectives and the ways they influence communication
- Articulate one's own cultural standpoint and how it affects communication and world view
- Demonstrate the ability to be culturally self-aware
- Adapt one's communication in diverse cultural contexts

COURSE PURPOSE:

Instructional communication highlights the central role of communication in the teaching and learning process. Teachers and trainers from all disciplines (and for all age groups) use communication to foster student connections, learning, and emotional development. This course explores the theories, research, and practice that identify communication skills and competencies in the educational setting. This course will help students become more competent and confident in their teaching and training endeavors.

COURSE GOALS:

1. To improve the communication competencies of students (pre-service teachers/trainers) in an academic setting. That is to develop one's knowledge, skill, motivation, and judgment about message choices and likely outcomes with colleagues, students, administrators, and parents.
2. To introduce students to the edTPA context for learning and tasks or the ADDIE instructional model.
3. To develop the student's (pre-service teacher/trainer's) awareness of the dynamics of classroom interaction. Specifically, to understand and put into practice the communication principles that support a positive classroom environment.
4. To improve the student's (pre-service teacher/trainer's) ability to synthesize and communicate clearly instructional content to a diverse audience. Specifically, to develop teaching skills in verbal interaction by practice as well as collaborative relationships.
5. To increase the student's (pre-service teacher/trainer's) understanding of the variables significant to students in a traditional, nontraditional, and multicultural environment. Also, to sharpen their ability to analyze and evaluate the communication of others in a diverse environment.
6. To support an enduring commitment to prepare teachers who will be responsive to the ethical and intellectual demands of a democratic society. This course contributes to this mission by providing a framework for understanding culture in the classroom throughout each topic of discussion, by allowing multiple voices to lead and facilitate discussions, and by considering the ethical implications of teachers in the classroom.

COURSE REQUIREMENTS:

1. Class Participation (100 points)

Because Classroom Communication is a skills-based, developmental course, participation is essential. Participation is a function of attendance, demonstration

- of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. Students will self-assess their own preparation for participation in class using criteria, evidence, and reasoning.
2. Any Bag Speech (10 points)
Students will bring to class 3 items in a bag of their choice (no book bags). The items should be a personal reflection of the student and allow that student to share information about themselves to their classmates. The students will conclude their presentation by explaining why they chose the bag they brought and how it reflects them personally. Be creative!
 3. Instructional Discussion (100 points)
Students will be responsible for presenting a chapter's major concept and relevant issues to the class. The prologue of the instructional discussion should provide an overview of the material in the chapter as well as provide transitional links from one point to the next. Try to emphasize not only *what* is in the text, but *why* it is in the text. Also, *how* does the information contribute to a teacher's body of knowledge? Students will use and budget 60—70 minutes of class time for their presentation and discussion. Students will lead a constructive class discussion in order to synthesize and analyze the contents of the chapter. Give us something to talk and "think" about. An outline and typed list of questions that will guide the class discussion should be given to the instructor.
 4. Lecture and Activity Lesson (150 points)
Students will plan a class period (25—30 min.) of content and activities. Students may choose the subject for the activity (i.e. elementary math, high school drama) and the target audience (i.e. preschoolers, college students). Students will be responsible for providing foundational content and leading and processing the activity. Students will present content based on a specific, clear, and well-written instructional objective and then facilitate an activity that reinforces this content. Students should provide me with a typed outline which should include an introduction, a detailed outline of the content following a clear organizational pattern (chronological, spatial, topical, etc.) which should include supporting material (examples, illustrations, testimony, demonstrations, evidence, etc), a description of the activity, a conclusion, and any supplemental material included with the activity. Students will supplement content material with a well-designed presentation aid. Students should provide the audience with any material needed for participation in the activity.
 5. Mid-term exam (100 points)
This exam will assess student's knowledge, comprehension, and application of Chapters 1-5 in the text.
 6. Portfolio (100 points)

The portfolio is a collection of material accumulated over the semester that represents your insights, observations, experiences and reflections on communication in the classroom. This is your opportunity to see material evidence of your accomplishments. The portfolio will include a teaching philosophy, course assignments and assessments, sample lesson plans, a speaking and listening lesson proposal, and a final synthesis paper.

7. Final exam (100 points)

This exam will assess student's knowledge, comprehension, and application of Chapters 6-10 in the text.

The grading scale is a standard ten-percentage point scale:

90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F

COURSE SCHEDULE

<u>Date</u>	<u>Topic/Activity</u>	<u>Assignment</u>
August		
17 (M)	Introduction to the Course	
19 (W)	"Any Bag" Presentations Portfolio Assignment	
24 (M)	Instructional Discussion Assignment Assign ID Chapters	
26 (W)	Lecture and Activity Assignment (LA) Lecturing and Leading Activities	
31 (M)	Leading Classroom Discussion Instructor Model of ID Chapter 6	Read Chapter 6
September		
2 (W)	Instructor Model of LA Introduce Speaking, Listening, and SEL Standards	
7 (M)	Labor Day	
9 (W)	Lecture and Activity 10	
14 (M)	Classroom Communication Chapter 1 Discussion	Read Chapter 1
16 (W)	Speaking, Listening, and SEL	
28 (M)	Interpersonal Communication Chapter 2 Discussion	Read Chapter 2
30 (W)	Lecture and Activity 9	
October		
5 (M)	Listening Chapter 3 Discussion	Read Chapter 3
7 (W)	Lecture and Activity 8	
12 (M)	Discussion Verbal and Nonverbal Com Chapter 4 Discussion	Read Chapter 4
14 (W)	Lecture and Activity 7	
19 (M)	Sharing Information Chapter 5 Discussion	Read Chapter 5
21(W)	Lecture and Activity *4	

COURSE SCHEDULE, CON'T

26 (M)	Review for Midterm	
28(W)	Midterm Exam	
November		
2 (M)	Small Group Communication Chapter 7 Discussion	Read Chapter 7
4 (W)	Lecture and Activity *5	
9 (M)	Com Reading and Storytelling Chapter 8 Discussion	Read Chapter 8
11 (W)	Lecture and Activity 3	
16 (M)	Influence/Ethics Chapter 9 Discussion	Read Chapter 9
18 (W)	<i>NCA—No Class</i>	
23 (M)	<i>Fall Break—No Class</i>	
25 (W)	<i>Fall Break—No Class</i>	
30 (M)	Concerns Chapter 10 Discussion	Read Chapter 10
December		
2 (W)	Lecture and Activity 2 Discuss Portfolio and Philosophies	
7 (M)	Lecture and Activity 1	
9 (W)	Portfolios Due Review for Final	

***Note slight shift in order for scheduling purposes.**