

WEBSTER UNIVERSITY

COURSE SYLLABUS

COMM 5340.01
Hoyt

Instructor: Dr. Carol

CREATIVE EXPRESSION

TERM: FA I, 2002

1. COURSE DESCRIPTION: (Student focus, rationale, scope, prerequisites).

Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.

2. LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

The objectives of this course are to help students:

- Understand the potential of the arts to promote creative thinking, problem solving and integrated learning.
- Gain confidence in their innate talents and creativity by exploring a variety of forms of artistic expression.
- Deepen their appreciation for the art forms explored in the course.
- Discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings.
- Use the power of the arts to enrich existing curriculum.

NOTE: The exercises presented in the class are experiential, exploratory, playful, and improvisational. While no previous experience with artistic media is necessary, participants are encouraged to be open and willing to discover personal talents, develop skills, and build confidence in their ability to use these arts in the classroom.

2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS

WEEK ONE: August 19: The rigor of imagination: The landscape of creativity

- Overview of course
- Considering supports and constraints to creative activity
- The arts and cognition
- Creating “creative” spaces.

Assignment for August 26: Read assigned section in Gardner. Prepare for Literature Circle #1

WEEK TWO: August 26: The Constraints of Form: The Freedom of Play

- Literature Circle 1
- Movement, Imagination, and Creative Drama
- Improvisation and Theatre games in the classroom

Assignment for September 6: Read assigned section in Gardner. Prepare for Literature Circle 2. Please bring any old magazines that you don't mind cutting up for collage.

Note: Because of the Labor Day Holiday the third class session will meet on Friday, September 6th

WEEK THREE: September 6: The Constraints of Tradition: The Freedom of Response:

- Literature Circle 2
- Mask, Myth, and Pop Culture
- Seeking archetypes in mass media.
- Collage activities.

Assignment for September 9: Read Picture This: How Pictures Work by Molly Bang. Prepare for Literature Circle 3. Bring a book by Constance Levy and be sure to have read several of her poems. Also bring some materials from nature, leaves, small stones, or "natural" craft supplies.

WEEK FOUR: Monday, September 9: The Constraints of Syntax: The Freedom of Word Play

- Literature Circle 3
- Poetry Workshop with guest poet Constance Levy
- Poetry slams
- Applying visual literacy: Blending text and visual images

Assignment for September 16: Prepare for Literature Circle 4 Decide with group on reading assignment. Please bring any fabric scraps, yarn, or felt that you might have to class on September 16th.

WEEK FIVE: Monday, September 16: The Constraints of Materials: The Freedom of Vision.

- Literature Circle 4
- Working with textiles and fabric
- The artistry of everyday objects.

Assignment for September 23: Prepare for Literature Circle 5. (Decide with group on reading assignment)

WEEK SIX: Monday, September 23: The Constraints of Scale: The Freedom of Voice .

- Literature Circle 5
- Music and rhythm in the classroom

Assignment for September 30: Prepare for Literature Circle 6. (Decide with group on reading assignment).

WEEK SEVEN: Monday, September 30: The Constraints of Criticism: The Freedom of Risk

- Issues of critique, evaluation, and the arts.
- Other activities TBA

Assignment for October 7: Please be ready to present your final project to the class.

WEEK EIGHT: Monday, October 7: Final Projects Celebration

2. RESOURCES:

Required Texts:

Bang, M. (2000). Picture this: How pictures work. New York: SeaStar Books

Gardner, H. (1994). Creating minds: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi. New York: Basic Books

Also:

Various titles by Constance Levy: I'm Going to Pet a Worm Today; A Tree Place, When Whales Exhale. These are available at area bookstores. Please select **one** to read and bring to class on September 10th.

3. EVALUATION:

a). Attendance/Promptness: Because this course is highly participatory, attendance is essential. If you are forced to miss a class because of an emergency or illness, you will need to work with the instructor to develop an additional project that approximates the content/experiences missed. A continual pattern of tardiness will negatively impact your final grade.

b). Preparedness: Please bring requested materials to class and complete all readings and literature circle response forms.

c). Participation: Please come prepared to participate. Dress comfortably for movement, painting, sitting on the floor etc... If movement activities are difficult for you, please let the instructor know and we will accommodate your needs. You may wish to bring a paint shirt or apron with you.

d). Literature Circles: Throughout the eight weeks of the course we will process our reading through the use of literature circles. Students, and the instructor, will be asked to take on different literature circle roles each week and come prepared to discuss the reading from each role's "perspective". Forms are due at the end of each literature circle.

e). Final Project: You are asked to create a final project that integrates one, or more, of the techniques explored in the class to existing, or developing, curriculum in your classroom. Presentation of the project will take two forms:

- ◆ A typewritten description of your project with enough detail that another teacher could easily use the plan. The Description should include:
 - Grade/ Age Level to be served.
 - Curriculum Objectives or Content Standards
 - Description of Activities
 - Adaptations for children with special needs.
 - Materials needed
 - Assessment Methods

- ◆ A 10-15 minute presentation to the class in which you will share the highlights of your project. . During the oral presentation you should distribute a one page abstract describing your project to each class member.

<u>Assignments</u>	<u>Percentage of Final Grade</u>
Attendance/Preparation/Preparedness	40%
Literature Circle Response Sheets	30%
Final Project/Paper	30%

2. SUPPLEMENTS: (Study Guide, Sample Tests, Project Outlines may be attached). Please list:

Literature Circle Role Sheets (2 sets of 8: 1 blank set will be provided in case you wish to copy the role sheets to use with your own students.)

3. Return of Final Projects:

Final projects/papers will returned to students in the following manner:

Students should provide a self addressed stamped manila envelope to the instructor so that the project can be returned.

NOTE: Papers will not be available for pick-up in the M.A.T. .Office

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WEBSTER UNIVERSITY

COURSE SYLLABUS

COMM 5260

Instructor: Dr. Carol Hoyt

Oral Communication

TERM: Summer 02

Thursdays 5:00-9:00 PM

1. COURSE DESCRIPTION: (Student focus, rationale, scope, prerequisites).

This course will focus on the interactive function of teaching, and will include an overview of the elements, characteristics and principles of interpersonal communication as they apply in educational settings.

• LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

The objectives of this course are to help students:

2. Understand the interpersonal and intrapersonal aspects of communication and apply their understanding in a variety of settings.
3. Understand the basic elements of communication and consider message, medium, setting, and audience when communicating formally and informally.
4. Improve their formal communication skills and demonstrate their learning by developing and delivering presentations.
5. Develop strategies to use discussion leadership, active listening, conflict resolution, and critical friend protocols to enhance their instructional effectiveness and professional expertise.

• SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS

Revised Schedule for Oral Communication

Session One: June 6: Communication Basics

- Elements of Communication
- Purposes of Communication
- Forms of Communication
- Understanding self and others using the Keirsey Temperament Sorter

Assignment for June 13th:

2. Please read Chapters 1, 2, and either 3,4, 5, or 6(depending upon your temperament type) of Please Understand Me II
3. Please prepare a brief demonstration presentation (no more than 5 minutes).
4. Bring a blank VHS cassette to class so that your presentation can be recorded.

Session Two: June 13: Miscommunication and Conflict

1. Presentation 1 (4-5 minutes)
2. Using the Keirsey Temperament Sorter to analyze miscommunication
3. Sources of conflict
4. Active Listening

Assignment for June 20:

- Please read Chapter 8 and 9 of Please Understand Me II
- Leaders for Discussion #1: Prepare to lead discussions

Session Three: June 20: Communicating to Inform and Express

- Discussion Session #1
 - Turn in response logs for quick check by instructor.
 - Elements of Effective Formal Presentations
 - Forms of Expressive Presentations: Oral Interpretation, Readers' Theatre, Monologues, and Storytelling

Assignment for June 27:

- Prepare for Presentation #2
- Prepare to turn in addendum to evaluation rubric with information about format, intended audience, and additional personalized criteria for Presentation #2.

Session Four: June 27: Presentation 2 (8-10 minutes)

- Presentation #2
- Feedback

Assignment for July 11:

- Please read handouts provided by instructor.
- Leaders for Discussion #2: Prepare to lead discussions

Note: There will be no class on July 4th because of the holiday. The make-up session is scheduled for Friday, July 12

Session Five: July 11 Communicating to Persuade and Resolve Conflicts

- Discussion Session #2
- Elements of Persuasion
- The Motivated Sequence
- Assertion Techniques

Assignment for July 12:

- Please read handouts provided by instructor
- Leaders for Discussion #3: Prepare to lead discussions

Session Six: July 12: Facilitating Discussions with Students, Parents, and Peers

- Discussion Session #3
- Facilitating Effective Discussions
- Effective Meetings/Conferences
- The Critical Friends' Protocol

Assignment for July 18th

- Please prepare for Presentation #3
- Prepare to turn in addendum to evaluation rubric with information about format, intended audience, and additional personalized criteria for Presentation #2.

Session Seven: July 18: Presentation #3 (13-15 minutes)

Assignment for July 25^h

- Please read handouts provided by instructor.
- Prepare to turn in final response journal.
- Leaders for Discussion #4: Prepare to lead discussions

Session Eight: July 25th Cross-cultural communication

- Discussion Session #4
- Responding to cultural diversity when communicating with parents, students, and colleagues.
- Final reflections on personal progress.

- **Texts:**

Required text: Keirse, D. (1998). Please understand me II: Temperament, character, intelligence. Del Mar, CA: Prometheus Nemesis Book Company

- **Assessment:**

Note: Because this course is highly participatory, attendance is essential. If you are forced to miss a class because of an emergency or illness, you will need to work with the instructor to develop an additional project that approximates the content/experiences missed. Promptness is also important. A pattern of arriving late or leaving early will negatively impact your final grade.

Reflective Journal: Throughout the course, you will complete a reflective journal in which you discuss your progress in improving your communication skills. The reflective journal should be completed each week and will be submitted to the instructor on July 25th. I will also “spot check” the response journal during the 3rd session. You should complete one entry per week (1-2 pages). Please word-process the journal or use legible handwriting. Your responses should be based on the following questions.

Questions to guide your discussion:

After Session One: : Observe yourself and others in group settings this week. What do you notice about how you and members of groups approach communication, decision-making, and conflict. How do individual communication styles influence group dynamics?. Is the information from the Keirsey Temperament sorter II useful in understanding and/or predicting group behavior? Why or why not?

After Session Two: After watching the video of your “mini-demonstration” and thinking about the way in which you communicate in formal public settings, consider what goals you would like to set for yourself for the duration of the course. In what ways are you an effective presenter? In what ways might you improve your formal communication and presentation skills?

After Session Three: Think about formal presentations you have seen. In your opinion, what qualities made them effective or ineffective? What do effective presenters do?

After Session Four: After watching the videotape of Presentation #2, complete a self-assessed rubric for the presentation. Discuss your presentation. What do you think was effective about it? What aspects do you want to continue to improve? You may also discuss the presentations of your colleagues. What did you find particularly effective?

After Session Five: Think about someone who you consider to be persuasive. Analyze why you find them persuasive. What qualities make them persuasive? How much of their effectiveness has to do with style and how much with message?

After Session Six: What is your assessment of the critical friends protocol? Do you feel that participating in a critical friends group would help you become a more effective teacher? How does the protocol change the interpersonal dynamics between colleagues?

After Session Seven: After watching the videotape of Presentation #3, complete a self-assessed rubric for the presentation. Discuss your presentation. What do you think was effective about it? What aspects do you want to continue to improve? You may also discuss the presentations of your colleagues. What did you find particularly effective?

In-class assignments. Throughout the class you are asked to participate in a variety of in-class activities. These activities are pass/fail. If you complete them, you receive full credit. These include:

- Completion of Keirsey/Temperament Sorter
- Mini-Demonstration: 5 minutes:
- Persuasive Exercises
- Expressive Exercises
- Participation in Discussion Groups
- Completion of addendums to the presentation rubric for Presentations #2 and #3.
- Participation in Critical Friends groups
- Additional activities as assigned

Discussion Leadership Plan: Each member of the class will lead a small group discussion session based on the assigned reading. In addition to leading the discussion, you are asked to prepare and submit a plan for leading the group on your assigned week. Each discussion session should last between 30 and 40 minutes.

Presentations: One of the objectives of this course is to help teachers improve their formal communication skills. While teachers use a variety of informal communication skills daily in their work with students, parents, and colleagues, increasingly there are opportunities and demands for teachers to share information in more formal contexts.

You will be asked to make two formal presentations as part of your work in the course. These presentations can be designed for a variety of purposes, audiences, and venues. It is recommended that you develop presentations that you will actual use in your professional setting. Each student in this class will bring in a range of unique oral communication experiences and competencies. Some students have a great deal of formal speaking experience. Others have very little. This course is designed to meet the communication requirements for those MAT students pursuing initial certification. It is also designed to assist master teachers in preparing presentations for conferences, workshops, or inservices. Therefore, each student is asked to identify personal goals for their work in the course. Each of you should think about your strengths, your weaknesses, your level of knowledge about oral communication, the settings in which you work, and what kind of formal presentations you may be asked to make.

Possible presentations you might wish to develop and deliver:

2. A workshop or inservice presentation in which you could share your own expertise regarding a particular instructional strategy or curricular theme.
3. An expressive presentation (a storytelling performance, oral interpretation of poetry, fiction, or non-fiction, or a multi-media presentation).
4. A persuasive presentation in which you might attempt to persuade a specific audience (school board members, parents, students, or colleagues) to adopt a particular course of action.
5. A class presentation in which you share your expertise in a specific area of oral communication with the members of this class.
6. An instructional presentation designed to introduce your students to a particular concept or skill.
7. Other options to be approved by the instructor.

Presentation #1 is scheduled for June 13th and is part of your inclass assignments. You are asked to prepare a 4-5 minute “demonstration” presentation in which you show the class how to do something. This can be anything. The purpose of the mini-demonstration is to give you a “baseline” presentation that you can use for setting your goals for the course. We will videotape the mini-demonstration. You will be the only person to view the tape.

Presentation #2 is scheduled for June 27th. The presentation should be between 8 and 10 minutes. You should turn in an addendum to the basic presentation rubric on April 2nd. This addendum should include information about the format for your presentation, the intended audience, and additional criteria (based on personal goals) for which you would like feedback. The presentation will be videotaped and you are asked to watch the tape and reflect on your presentation as part of your reflective journal.

Presentation #3 is scheduled for July 18th. The presentation should be between 13 and 15 minutes. You should turn in an addendum to the basic presentation rubric on April 23rd. This addendum should include information about the format for your presentation, the intended audience, and additional criteria (based on personal goals) for which you would like feedback. The presentation will be videotaped and you are asked to watch the tape and reflect on your presentation as part of your reflective journal.

<u>Assignments</u>	<u>Percentage of Course Grade</u>
Learning Log/Reflective Journal	30%
In-class assignments:	20%
Discussion Leadership Plan	10%
Presentation #2	20%
Presentation #3	20%

- **Return of Final Projects:**

Final projects/papers will returned to students in the following manner:

Students should provide a self addressed stamped manila envelope to the instructor so that his/her reflective journal and the completed rubrics can be returned.

NOTE: Papers will not be available for pick-up in the M.A.T. .Office

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