

WEBSTER UNIVERSITY

COURSE SYLLABUS

COMM 5520.01
COURSE NUMBER/SECTION

Dr. Ken Holmes
INSTRUCTOR

Communication Seminars:
Communication for Teachers
COURSE TITLE

Term: Fall II 2002

50
SITE

1. GOALS AND OBJECTIVES

This course will provide students with the opportunity to:

- Improve the communication competencies of teachers in a specified setting. That is to develop the ability to adapt to, predict, and control the behaviors of others.
- Develop an awareness of the dynamics of classroom interaction. Specifically to understand and put into practice the communication principles that contribute to a positive classroom environment.
- Improve the teacher's ability to synthesize and communicate clearly an abstract concept to a diverse audience.
- Increase understanding of the variables significant to a traditional, nontraditional, and multicultural environment.
Also to sharpen the ability to analyze and evaluate the communication of others in a diverse environment.

2. COURSE REQUIREMENTS AND GRADING

A. Individual Presentations

All students will prepare a 30 minute (minimum) presentation of a topic germane to the evening's main focus. Teacher provided materials will be distributed, but the student is free to go to other sources to fill in the presentation if and where needed. The method of presentation is left to the student, but the presenter is encouraged to make the session as interactive as possible. Handouts are encouraged. (30%)

B. Chapter Quiz

Students will be provided with a chapter quiz on each of the 10 chapters in the text. These are to be handed in at the start of each class session (25%)

C. Log

The last 20 minutes of each class will be spent in writing reactions/responses to what has happened in class that evening. These logs are to be turned in prior to leaving for the evening. (20%)

D. In-class Activities

From time to time classroom activities will be presented. Some of these will require writing to be turned in. (15%)

E. Participation

Since this is a graduate seminar, each student is expected to enter into discussion freely and willingly. To that end, the student is expected to be prepared for whatever the assignment calls for. It goes without saying, attendance (physical) is imperative. Since the class meets only 7 times, one absence will lower the final grade, regardless of grade status. Two absences seriously jeopardizes your GPA. (10%)

3. Schedule of required readings, class preparations, presentations, and assignments and whatever:

SESSION 1, LESSON ONE: October 24, 2002

Text: Introduction, pp 1-5 Read and discuss

Housekeeping

Introduction to course

Weekly extra assignments Individual Presentations

SESSION 2, LESSON TWO: October 31, 2002

Readings from Text: Chapter One: Classroom Communication, pp 7-26

Chapter Two: Interpersonal Communication, pp. 27-58

Individual Presentation 1: 315 “Strategies for Involving Parents in Their Children’s Education”

Individual Presentation 2: 230 “Improving Home-School Communications”

Individual Presentation 3: “Preventing and Resolving Parent-Teacher Differences”

Individual Presentation 4: 241 “Learning Through Laughter: Humor in the Classroom”

Guest Presentation: Manners, Nina Bono

SESSION 3, LESSON THREE: November 7, 2002

Readings from Text: Chapter Three: Listening, pp 59-74

Chapter Four: Verbal and Nonverbal Communication, pp 75-107

- Individual Presentation 5: Listening: 314: “Strategies for Developing Children’s Listening Skills”
- Individual Presentation 6: “Teaching Listening and Speaking”
- Individual Presentation 7: “Culturally Effective Communication”
- Individual Presentation 8: “Six Ways to Improve Your Non-Verbal Communication”

SESSION 4, LESSON FOUR: November 14, 2002

- Readings from Text: Chapter Five: Sharing Information, pp 117-146
 Chapter Six: Leading Classroom Discussions, pp. 147-172
- Individual Presentation 9: “Why Language Learning Matters” ASCD 10/01
- Presentation 10: “Asking the Right Question” PDK 343
- Presentation: Lecture: Dr. Holmes “Language, Literacy, and Communication”

SESSION 5, LESSON FIVE: November 28, 2002

- Text: Chapter Seven: Small Group Communication, pp. 173-192
 Chapter Eight: Communicative Reading and Storytelling, pp. 193-214
- Individual Presentation 11: 299 “Cooperative Learning
- Individual Presentation 12: Working With Others,” Chapter VIII
- Individual Presentation 13: “Setting Up the Classroom to Encourage Communication”

SESSION 6 LESSON SIX: December 5, 2002

- Text; Chapter Nine: Influence, pp. 215-234
 Chapter Ten: Communication Concerns, pp. 235-271
- Individual Presentation 14: 292 “Creating a Learning Climate for the Early Childhood Years”
- Individual Presentation 15: 342 “Teaching for Multiple Intelligences”
- Individual Presentation 16: “Sticks and Stones” ASCD 10/21
- Individual Presentation 17: “Beyond Bullying” ASCD Update, Special Edition

SESSION 7, LESSON SEVEN: December 12, 2002

Wrap-Up, Closing activities

4. Resources:

Text: Purchased Text: Cooper, P. J. & Simonds, C. J. (1998) *Communication for the classroom teacher* (6th ed). Simon & Schuster.

5. Evaluation:

Presentation	30%
Chapter Quizzes	25%
Log	20%
Activities	15%
Participation	10%

This syllabus is subject to change at the discretion of the instructor.