

CORRECTED COPY!!!

WEBSTER UNIVERSITY

Course Syllabus

COMM 5520.01

Course Number/Section

Dr. Ken Holmes

Instructor

COMMUNICATION SEMINARS:

COMMUNICATION FOR TEACHERS

Course Title

Term: Fall II 2003

50

Site

1. LEARNING OUTCOMES: 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 (**MAP 6,6a,6b; MAP 7, 7a, 7b, 7c, 7d**)
- 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; (**MAP 5, 5a**)
- Improve the teacher's ability to synthesize and communicate clearly an abstract concept to a diverse audience; (**MAP 6, 6a, 6b, 6c**)
- Increase understanding of the variables in communication significant to a traditional, nontraditional, and multicultural environment. (**MAP3, 3a, 3d**)
- Sharpen the ability to analyze and evaluate the communication of others in a diverse environment. (**MAP 10, 10b, 10c**)

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within the course. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

2. Course Requirements and Grading

A. Individual Presentations

All students will prepare a 45 minute (minimum) presentation of a topic germane to the evening's main focus. Ancillary teacher-provided material will be provided, but the student is free to use 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. After making the presentation, the student will write a 3-page description of the lesson. (30%)

B. Chapter Quiz

Students will be provided with a chapter quiz on each of the 10 chapters in the text. The answers are to be typed out and 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 8 times, one absence will lower the final grade. Two absences seriously jeopardizes the student's standing.

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

SESSION 1, LESSON ONE: October 29, 2003

Test: Introduction, pp 1-5 Read and discuss

Housekeeping

Introduction to course

Weekly extra assignment/Individual Presentation assignments

SESSION 2, LESSON TWO: November 5, 2003

Readings from Text: Chapter One: Foundation of Classroom Communication, pp 7-33

Chapter Two: Interpersonal Communication, pp 35-63

Individual Presentation 1: "Strategies for Involving Parents in Their Child's Education"

Individual Presentation 2: Improving Home-School Communications"

Individual Presentation 3: Preventing and Resolving Parent-Teacher Differences"

Individual Presentation 4: "Learning through Laughter: Humor in the Classroom"

Guest Presentation Manners; Nina Bono

SESSION 3, LESSON THREE: November 12, 2005

Readings from Text: Chapter Three: Listening, pp 64-79

Chapter Four: Verbal and Nonverbal Communication. Pp 80-111

Individual Presentation 5: Strategies for Developing Children's Listening Skills

Individual Presentation 6: Teaching Listening and Speaking

Individual Presentation 7: Culturally Effective Communication"

Individual Presentation 8: Ways to Improve Non-Verbal Communication

SESSION 4, LESSON FOUR: November 19, 2003

Readings from Text: Chapter Five: Sharing Information, pp. 119-150
Chapter Six: Leading Classroom Discussions, pp. 151-179
Individual Presentation 9: Why Language Learning Matters
Individual Presentation 10: Asking the Right Question
Presentation: Lecture; Dr. Holmes Language, Literacy, and Communication

SESSION FIVE, LESSON 5: November 26, 2003

Text: Chapter Seven: Small Group Communications, pp. 180-199
Chapter Eight: Communicative Reading and Storytelling, pp. 200-219
Individual Presentation 11: Cooperative Learning
Individual Presentation 12: Working with Others
Individual Presentation 13: Setting Up the Classroom to Encourage Communication

SESSION SIX, LESSON 6: December 3, 2003

Text: Chapter Nine: Influence, pp. 223-245
Chapter Ten: Communication Concerns, pp. 246-268

SESSION SEVEN, LESSON 7: December 10, 2003

Individual Presentation 14: Creating a Learning Climate for Early Childhood Years
Individual Presentation 15: Teaching for Multiple Intelligences
Individual Presentation 16: Bullying

SESSION 8, LESSON 8: December 17, 2003

Wrap-up

4. Resources:

Text: Purchased text: Cooper, P. J. & Simonds, C. J. (2003) *Communication for the classroom teacher* (7th ed.) Pearson Education, Inc.

5. Evaluation

Presentation & description	30%
Chapter quizzes	25%
Log	20%
Activities	15%
Participation	10%

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

