



Course Syllabus

COURSE NUMBER: COMM 5260.01	COURSE TITLE: Oral Communication	TERM: FA 06
SITE: Webster Groves	INSTRUCTOR CONTACT INFORMATION: Renee A. Huss, Ph.D. Cell: 314-952-2864	CREDIT HOURS: 3

1. COURSE DESCRIPTION: 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.

2. LEARNING OUTCOMES:

Course Outcomes: Students will:	Program Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Understand the interpersonal and intrapersonal aspects of communication and apply their understanding in a variety of settings.	<p>Communication Arts Goal 1: Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process.</p> <p>Communication Arts Goal 2: Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language,</p>	<p>SOE Goal 1 MoSTEP 7.1</p> <p>SOE Goal 2 MoSTEP 7.3</p>

	literature, reading, writing, media literacy, and the visual and performing arts.	
Understand the basic elements of communication and consider message, medium, setting, and audience when communicating formally and informally.	Communication Arts Goal 1: Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process	SOE Goal 1 MoSTEP 7.1
Improve their formal communication skills and demonstrate their learning by developing and delivering presentations.	Communication Arts Goal 1: Refine oral, visual, and written communication skills and understand the importance of language, media, and the arts in the communication process	SOE Goal 1 MoSTEP 7.1
Understand how individual learning styles, cultural identity, and differences in temperament impact formal and informal communication in schools.	Communication Arts Goal 4: Develop skills and strategies to respond to diversity in schools and communities.	SOE Goal 4 MoSTEP 7.2
Develop strategies to use discussion leadership, active listening, conflict resolution, and critical friend protocols to promote professional relationships within learning communities.	Communication Arts Goal 3: Promote creative thought and expression through leadership in schools and communities.	SOE Goal 3 MoSTEP 9.1, 9.2, 10.1

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS:

Students will be required to follow the reading and activity schedule provided in this syllabus, and to complete the items described below.

Logs

Students are asked to keep reaction/response logs, which are to be turned in *at the start of class* according to the reading and activity schedule outlined in this syllabus. These logs should include your personal responses and reactions to what we are doing in class, and to your reading. Logs are not to be merely a re-hashing of what we do in class, or outlines of textbook chapters. Your personal reflections on what you read and do in class are wanted here. Logs will be returned with instructor comments on the following class night. The instructor will share questions and comments from the logs with the class at the opening of the class session. If you write something in your log that you do not want discussed in class, please indicate your preference in your log.

Peer Presentation

Students will be required to prepare a 10- to 15-minute peer presentation on a research question selected by the student and approved by the instructor. Each peer presentation will explore a research question using the following three-part format: *overview of the research question, including main ideas and definition of key words and concepts; critique of information uncovered in the student's research, including a discussion of the operational usefulness of the author's (or authors') ideas to the student's work; and a section on application, in which the student will discuss the applicability of the research findings to his/her work in the classroom.* Presentations will be graded on their thoroughness, balance, and adherence to the above-described format. Presentations will be given during the last two class sessions. Students will turn in a list of sources used, plus copies of articles used in the presentation. Students will be expected to prepare a *handout* for the entire class to supplement their presentation. *Research questions for peer presentations must be selected by the fourth class meeting and reported in the log due that evening.*

Reading and Activity Schedule

Aug. 24 **Fundamentals of Communication**

Course overview and administrative; foundations of effective oral communication in the classroom – support, confrontation and rapport-building skills; principles of effective communication. Activity: Understanding self and others through the Myers-Briggs Type Indicator and the Keirsey Temperament Sorter.

Assignment for August 31:

- Read Chapters 1, 2, and either 3, 4, 5 or 6 (depending on your temperament type) of *Please Understand Me*.
- Read Chapter 1 of *The Courage to Teach*.
- Prepare 5-minute presentation on your communication style and challenge.
- Prepare Log 1.

- Aug. 31** **Research on Classroom Communication and the Classroom as System**
 Presentations on communication style and challenge; lecturette on and discussion of research on classroom communication (communication competence, perceived communication competence, willingness to communicate, etc.). Activity: Introduction to the classroom as system.
- Assignment for September 7:**
- Read Chapter 2 in *The Courage to Teach*.
 - Prepare Log 2.
- Sep. 7** **Teacher and Parent Communication Behaviors That Promote Learning and Achievement**
 Lecturette on and discussion of community building in the classroom, teacher nonverbal immediacy, socio-communicative style and orientation in instruction, teacher misbehavior, and teacher behavior and student motivation. Activity: exploration of the research of Robert J. Green on parent-child communication as it relates to failure and underachievement in school.
- Assignment for September 14:**
- Reach Chapter 3 in *The Courage to Teach*.
 - Prepare Log 3.
- Sep. 14** **Communicating Across Cultures and Age Groups**
 lecturette on and discussion of communicating with students from other cultures and Communicating with students of various ages; summary of ideas for communicating more Effectively with students. Activity: building community in the classroom.
- Assignment for September 21:**
- Research questions for peer presentations must be selected and approved by this evening.
 - Complete reading of *The Courage to Teach*.
 - Prepare Log 4.
- Sep. 21** **Communicating with Parents, Collaborating with Peers, and Promoting Dialogue**
 Discussion and practice of skills for communicating effectively with parents; using peer coaching to build teacher relationships and enhance professional development; discussion of ways to promote dialogue versus debate. Activities: viewing of “how-to” videos on parent-teacher communication and peer coaching.
- Assignment for September 28:**
- Continue research for your peer presentation.
 - Select material to use in developing your presentation.
- Sep. 28** **Preparation for Peer Presentations**
 A preparation booklet will be provided in class for students to use for note taking and the development of their presentations. This preparation booklet will be completed in class, and students will have the opportunity to practice each section of their presentations in small groups in order to receive feedback from their peers. Students are expected to incorporate this peer feedback into their presentations. Note: students should pay careful attention to time frames when preparing to present. Students will have no more than 15 minutes to complete their presentations.

Assignment for October 5:

- Be ready to present either October 5 or October 16.
- Prepare Log 5.

Oct. 5 Peer Presentations and Feedback

Assignment for October 16:

- Be ready to present.
- Prepare final log, Log 6.

Oct. 16 Peer Presentations and Feedback, Closing Activities

4. RESOURCES:

Required text: Palmer, P.J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life. (San Francisco: Jossey-Bass).

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Logs		20%
Peer Presentation on Research Question		40%
Contributions to Class Discussion		40%

6. GRADING SCALE : (Insert Grading Scale/Criteria here)

See notes under “Logs” and “Peer Presentations” above.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is your own or implying that another person's work is your own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

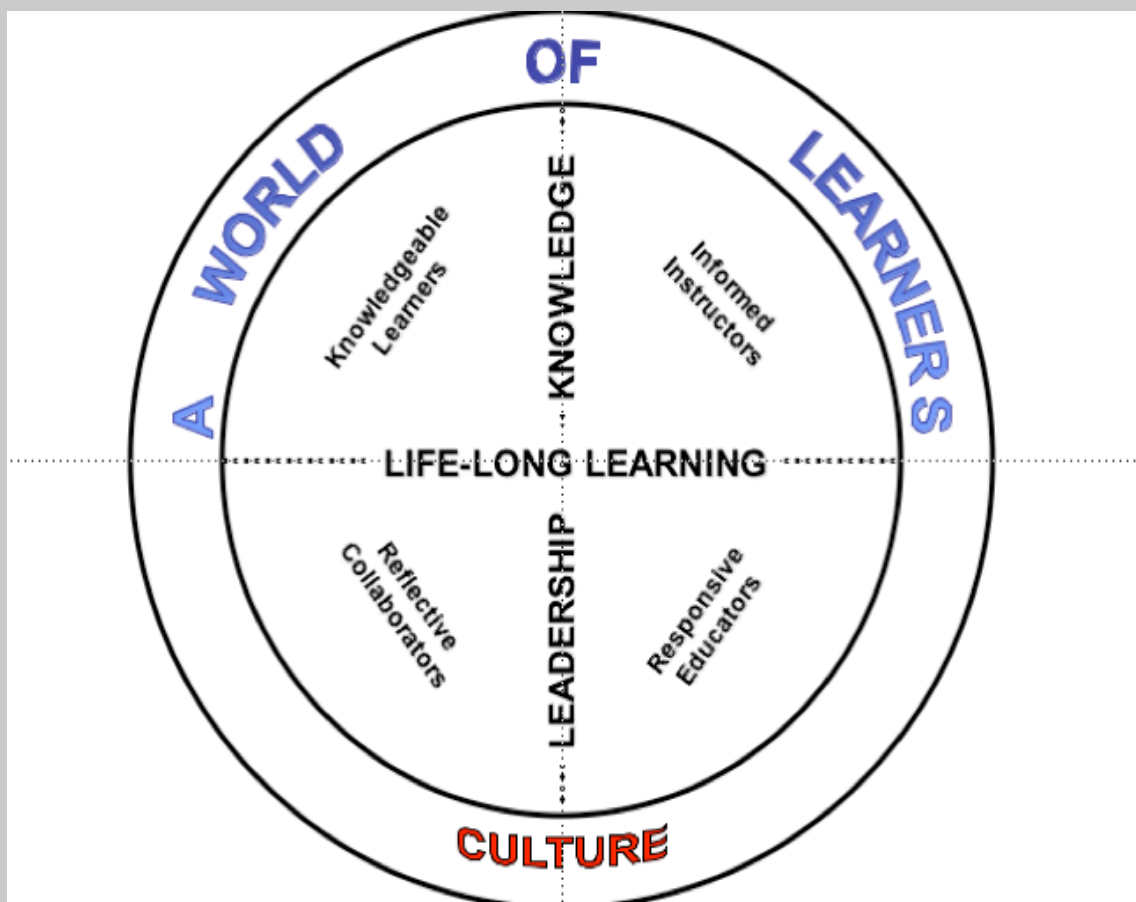
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, contact the Academic Resource Center at (314) 968-7495.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: "We all must work to make this world worthy of its children." (Casals, 1970)

Mission: Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals:

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity.
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s(he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence