

WEBSTER UNIVERSITY

COURSE SYLLABUS

COMM 5260: 01

Instructor: Dr. Carol Hoyt

Oral Communication

TERM: Spring II 03

Tuesdays 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.

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

The objectives of this course are to help students:

- Understand the interpersonal and intrapersonal aspects of communication and apply their understanding in a variety of settings. MOSTEP 3a
- Understand the basic elements of communication and consider message, medium, setting, and audience when communicating formally and informally. MOSTEP 7c
- Improve their formal communication skills and demonstrate their learning by developing and delivering presentations. MOSTEP 7a; 7d
- Understand how individual learning styles, cultural identity, and differences in temperament impact formal and informal communication in schools. MOSTEP 3d; 4b; 7b
- Develop strategies to use discussion leadership, active listening, conflict resolution, and critical friend protocols to enhance their instructional effectiveness and professional expertise. MOSTEP 9a; 10a; 10b; 10c

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

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

Session One: Tuesday, March 18: Communication Styles

- Overview of Communication
- Understanding self and others using the Keirsey Temperament Sorter
- Dynamics of Communication in Organizations

Assignment for Session 2:

- Please read Chapters 1, 2, and either 3,4, 5, or 6 (depending upon your temperament type) of Please Understand Me II (copies will be provided by the instructor)
- Please read Chapters 5 and 6 in Communication for the Classroom Teacher
- Please prepare a brief demonstration presentation (no more than 5 minutes).
- Bring a blank VHS cassette to class so that your presentation can be recorded.

Session Two: Tuesday, March 25: Modes of Sharing Information

- Presentation 1 (4-5 minutes)
- Elements of Formal Presentations SHOW-ME Performance Standards Goal 2: 1 & 2; Communication Arts Goal 6
- Elements of Discussion Leadership SHOW-ME Performance Standards Goal 2: 3
- Formation of Discussion Groups

Assignment for Session 3:

- Please read Chapter 8 in Communication for the Classroom Teacher
- Please read selected reading assignment in preparation for Discussion #1.
- Leaders for Discussion #1: Prepare to lead discussions

Session Three: Tuesday, April 1: Communicating to Persuade and Express

- Discussion Session #1
- Turn in response logs for quick check by instructor.
- Effective Persuasive Presentations
- Effective Expressive Presentations: Oral Interpretation, Readers' Theatre, Monologues, and Storytelling SHOW-ME Communication Arts Standard 5

Assignment for Session 4

- Prepare for Presentation #2
- Prepare to turn in preparation / reflection sheet for Presentation #2.
- Please read Chapter 3 in Communication for the Classroom Teacher

Session Four: Tuesday, April 8 : Presentation 2 (8-10 minutes)

- Presentation #2
- Non-verbal Communication

Assignment for Session 5:

- Please read Chapters 3 and 7 in Communication for the Classroom Teacher
- Please read selected reading assignment in preparation for Discussion #2.
- Leaders for Discussion #2: Prepare to lead discussions

Session Five; Tuesday, April 15 Communication and Professional Development

- Discussion #2
- The Critical Friends Protocol
- Listening
- Assertion

Assignment for Session 6:

- Prepare for Presentation #3 Note: 2 or 3 people may need to volunteer to present on Week 6
- Prepare to turn in preparation / reflection sheet for Presentation #3

Session Six: Tuesday, April 22: Presentation #3 (13-15 minutes)

- Presentation #3: Note: two or three presenters may have to present on October 3rd
- Feedback

Assignment for Session 7

- Please read Chapter 9 in Communication for the Classroom Teacher
- Please read selected reading assignment in preparation for Discussion #3.
- Leaders for Discussion #3: Prepare to lead discussions

Session Seven: Tuesday, April 29: Conflict and Change

- Discussion #3
- Final presenters of Presentation #3
- Conflict and Change

Assignment for Session 8^h

- Prepare to turn in Response Journals and Discussion Leadership Plans
- Please read Chapter 10 in Communication for the Classroom Teacher.
- Please read selected reading assignment in preparation for Discussion #4.
- Leaders for Discussion #4: Prepare to lead discussions.

Session Eight: Tuesday, May 6: Cross-cultural communication

- Discussion #4
- Responding to cultural diversity when communicating with parents, students, and colleagues. SHOW-ME Communication Arts Standard 7
- Final reflections on personal progress.

4. Text:

Required text:

Cooper, P.J.& Simonds, C.J. (2003). Communication for the classroom teacher. 7th Ed. Boston: Allyn & Bacon.

5. 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 the last night of class. 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 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 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: 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 Six: 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?

After Session Seven: If you are currently working in a school, or another organizational setting, how would you assess the level of conflict in your setting? Has your organization undergone any major changes? How have you, and your colleagues, responded to these changes. If you are not currently working in an organizational setting, choose another setting to analyze (in terms of conflict and change).

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 Keirse / Temperament Sorter
- Mini-Demonstration: 5 minutes:
- Persuasive Exercises
- Expressive Exercises
- Participation in Discussion Groups
- Completion of preparation/ reflection sheets for presentations #2 and #3.
- Participation in the Critical Friends groups
- Additional activities as assigned

Discussion Leadership Plan: Each member of the class will lead a small group discussion session based on reading selections from your group's chosen text. You will select this text from a text set provided by the instructor. 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 can actually 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:

- A workshop or inservice presentation in which you could share your own expertise regarding a particular instructional strategy or curricular theme.
- An expressive presentation (a storytelling performance, oral interpretation of poetry, fiction, or non-fiction, or a multi-media presentation).
- 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.
- A class presentation in which you share your expertise in a specific area of oral communication with the members of this class.
- An instructional presentation designed to introduce your students to a particular concept or skill.
- A formal presentation designed to introduce parents to the procedures and curriculum of your classroom.
- Other options to be approved by the instructor.

Presentation #1 is scheduled for Session 2 and is part of your in-class 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 Session 4. The presentation should be between 8 and 10 minutes. You should turn in an addendum to the basic presentation rubric on the day of the presentation. 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 Session 6. The presentation should be between 13 and 15 minutes. You should turn in an addendum to the basic presentation rubric on the day of the presentation. 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%

4. 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.

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

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

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