

COM 451 Communication for the Classroom Teacher

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Course Description

This course explores the theories, research, and practice that identify communication skills and competencies in the educational setting. Students and instructor will review and discuss the most recent literature on the topic of instructional communication and educational psychology, as it pertains to student-teacher communication in the classroom.

Course Objectives

This course will help students to:

- Explain the relationship between instructional communication and educational practice
- Identify the primary instructor communicative behaviors studied by instructional communication scholars
- Summarize common communication behaviors of students in relation to the classroom
- Discuss factors that can lead to a supportive classroom climate and identify strategies for preventing and dealing with student misbehaviors
- Develop an effective course syllabus and teaching philosophy
- Lead a course in an appropriate and effective manner
- Prepare a teaching resume that demonstrates your readiness to teach a specific course
- Identify the primary instructor communicative behaviors studied by instructional communication scholars

Required Reading

Simonds, C. J. & Cooper, P. J. (2011). *Communication for the Classroom Teacher*. Pearson Publishing.

Additional Reading

Bolkan, S. (2017). *Making an Impact: Facilitating student success with lessons from instructional communication and educational psychology*. Kendall Hunt Publishing.

Course Assignments:

Reading Quizzes - Quizzes will be given in class on unannounced dates throughout the semester. Five quizzes will be given and each one counts for 2% of the course grade. Quizzes count for 10% of course grade.

Teaching Philosophy - A one-page description of your goals, vision, and mission as an instructor. 5%.

Resume – A 1-2 page resume that highlights your qualifications for a teaching job (e.g., classroom teaching, training, facilitating, coaching). 10%.

Reaction Paper - You will write a 3-5 double-spaced reaction paper based on a chapter of your choice from the textbook. This paper should accomplish the following goals: 1) provide your own overview/takeaway from the chapter, 2) evaluate the chapter (e.g., is it clear, effective, meaningful, memorable, etc.), 3) relate how the content of the chapter applies to your personal experience as a student and/or instructor, and 4) add something conceptual or theoretical that the chapter did not cover that is valuable based on the topic.

Please use at least one citation of other scholarly research articles. APA style required. Note: It is acceptable to write a longer paper and to use more citations than outlined here. These are minimal requirements. 15%.

Discussion Facilitator - You will lead the class in a 10-minute discussion of an assigned section of chapter 5, 6, 7, or 9 in the textbook. We will sign up for these readings and class dates early in the semester (discussion topics are *italicized* in the schedule). Please provide a one-page speaking outline of your talking points. Use the prompts below to guide your leadership of the class discussion. 15%.

1. Attention grabber or warm up activity.
2. A handout for every person in the class with content related to the topic. Examples include but not limited to) cartoons, visual aids, flow charts, graphs.
3. Facilitate and lead the discussion via prepared questions/prompts. Please bring handouts with your question printed for us to read.

Teaching Observation - You will arrange to sit in on a class and observe the classroom proceedings for the day. Select to observe any professor on campus, as long as you are not currently taking a class with them. Address the following points of analysis in an 3-5 double-spaced paper. Describe the demeanor of the instructor. Describe the class atmosphere. Summarize your observations about the instructor's course management, such as taking attendance, setting up, delivering the class material, and engaging with students. What are the instructor's strengths based on the classroom observation? What areas of improvement would you suggest for the instructor? What are the specific goals, objectives, and outcomes for this class (from the course syllabus)? Provide evidence of the instructor meeting specific class goals and objectives. Locate the instructor's syllabus at Online Syllabus Management (OSM) at UA: <http://syllabi.ua.edu>. A worksheet to use during your observation is provided in the course packet. 15%.

Oral Presentation – You will present the findings from your teaching observation in a 3-5 minute oral presentation to the class. Please print a one-page outline of talking points to be submitted to your instructor. 5%.

Syllabus - For the final assessment for this course, you will develop a syllabus for a course that you could (or desire to) teach in the future. You will create a syllabus for a unique and specific topic that relates to your specific area of interest or research/expertise. This syllabus should be developed and designed in such a way that it could be shared with an administrator and would be able to be approved as a college class.

Your syllabus must include: a course description, student learning outcomes and objectives, list of weekly topics, assignments, grading scale, course policies, full title and number of the course,

instructor contact hours, and preferred mode of communication. All assignments should be described in detail. See samples on Online Syllabus Management at: <http://syllabi.ua.edu>. 15%.

Attendance and Participation - Daily oral and/or written activities will be graded on quality of contribution, promptness, and evidence of preparation. Participation in discussions is essential to your success in this course. 10%.

Weekly Calendar

Date	Topic	Readings
Week 1	Foundations of Classroom Communication and Instructional Communication Self-Introductions and Assign Syllabus Quiz	
Week 2	Interpersonal Communication in the Classroom Immediacy and the Student-Teacher Relationship Introduce Your Peer Due: Syllabus quiz answers	Chapters 1 and 2
Week 3	The Importance of Listening Verbal and Nonverbal Communication in the Classroom Assign Discussion Facilitations (<i>italicized</i> topics below)	Chapters 3 and 4
Week 4	Instructional Strategies for Classroom Management <i>Preparing Your Lecture</i> <i>Delivering Your Lecture</i> <i>Communication Barriers to Effective Lecturing</i> <i>Evaluating Your Lecture Skills</i> Begin Discussion Facilitations (note your date)	Chapter 5
Week 5	Leading Classroom Discussions <i>Choosing the Discussion Method</i> <i>Planning the Discussion</i> <i>Facilitating the Discussion</i> Assign Teaching Philosophy	Chapter 6
Week 6	Leading Classroom Discussions (continued) <i>Motivating Students for Participation in Class</i> <i>Student Communication Apprehension</i> <i>Evaluating Your Discussion Skills</i> Due: Teaching Philosophy Assign Resume	Chapter 6 (cont'd)
Week 7	Small Group Communication <i>Teacher Roles</i> <i>Student Roles</i> <i>Observing and Evaluating Small Groups</i>	Chapter 7
Week 8	Power and Influence in the Classroom <i>Ethical Considerations</i> <i>Classroom Management</i> Due: Resume	Chapter 9

Week 9	Power and Influence in the Classroom (continued) <i>Power and Compliance</i> <i>Handling Disruptive Students</i> <i>Handling Crisis Situations</i> Due: Reaction Paper	Chapter 9 (cont'd)
Week 10	How to Design a Course Syllabus Assign Syllabus	
Week 11	Supportive Classroom Climate Immediacy and Student-Teacher Relationship	Chapter 2 (cont'd)
Week 12	Teacher Clarity and Student Motivation/Attentiveness Discussion: The role of the syllabus in providing clarity	Chapter 6 (cont'd)
Week 13	Humor and the Interactive Teaching Style Intellectual stimulation and how to challenge students	Chapter 6 (cont'd)
Week 13	Communication Concerns in the Classroom <i>Ethnocentrism</i> <i>Incivility</i>	Chapter 10
Week 14	Instructor Misbehaviors	Chapter 6 (cont'd)
Week 15	Oral Presentations	
Week 16	Bringing it all together: Course Overview Due: Teaching observation	Learning outcomes
Exam Week	Due: Syllabus	