

Communication 114: Communication and Learning

Spring 2016

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TEXTBOOK:

Powell, D. L. & Powell, R. G. (2016). *Classroom communication and diversity: Enhancing instructional practice* (3rd ed.). New York, NY: Routledge.

Additional readings will be assigned and available on Blackboard.

COURSE DESCRIPTION, DIRECTIVE, AND LEARNING OUTCOMES:

The nature of communication and its relationship to learning and instruction; management of oral communication strategies in the educational setting.

Communication 114 is designed to introduce prospective teachers to the role of communication in the teaching/learning process. The goal of our course is to help prospective teachers become more proactive classroom communicators. We will use a knowledge and use paradigm to guide the curriculum in our course. That is, we will develop new knowledge about the role of communication in the classroom and have the opportunity to put this knowledge to use.

This course is approved by the Liberal Studies Committee as meeting the content specifications in Reading, Language, and Literature as part of the blended program in undergraduate teacher preparation, which prepares Multiple Subject candidates by connecting subject matter and pedagogical studies in a manner that emphasizes quality, depth, rigor and scope. Additionally, our course specifically addresses pre- service teachers to prepare for teaching with regard to the Common Core State Standards (CCSS). This course adds to the candidates' knowledge of major themes, concepts, principles, and ways of knowing of discipline-based studies and of interdisciplinary studies. The learning outcomes for our course align with the Standards of Quality and Effectiveness for Subject Matter Requirement for the Multiple-Subject Teacher Credential.

By the end of our course, you will be able to:

- relate the communication process to instruction and learning
- explain the role of diversity in classroom communication and learning
- analyze strategies for teaching reading, language, and literature
- analyze the way culture is reflected in oral, media and literary texts
- demonstrate skill in the presentation of instructional plans
- assess the way technology may constrain and promote classroom communication and learning
- identify, read, and integrate academic sources into research on communication, instruction, and learning

COURSE REQUIREMENTS: Detailed handouts will be provided for assignments.

1. Micro Lesson Plan. Lesson plan in which you explicate the strategies you will use to fulfill the lesson objective and meet the Common Core Standard(s).

2. Micro Lesson Presentation: Short lesson presentation; sign-ups for presentation dates will take place in class mid-semester.

3. Micro Lesson Reflection: Short paper in which you will describe, analyze, and evaluate your own lesson presentation using the video recording of that performance.

4. Observation Field Notes: You'll arrange to observe a class in a local K-12 school several times during the semester and record field notes based on a list of criteria.

5. Observation Analysis and Report: Short paper where you will address the overall quality of the teaching/learning you observed during your two local school observations and reflect on the field experience.

6. Teaching Topic Short Paper: In order to gain literacy in our discipline, you will write a short paper about an issue of interest in the field of classroom communication in which will cite at least two academic sources in your paper.

7. Exam: This exam is designed to test your knowledge, comprehension, and application of the course concepts from the readings, activities, and discussions from class. The exam will consist of definitions, short answer, and essay questions.

8. Reading Quizzes: You will answer questions about the readings before class meetings via Blackboard.

TENTATIVE SCHEDULE:

Week	Topic	Reading
1	Course Introduction & Syllabus/Schedule Review	
2	Communication in the Classroom	Chapter 1, Powell
3	Factors Influencing Learning & Communication	Chapter 2, Powell
4	Culture and Classroom Communication Due: Observation Field Notes, Part 1	Chapter 3, Powell
5	Gender and Classroom Communication Due: Teaching Topic Short Paper	Chapter 4, Powell
6	Students with Diverse Learning Needs Exam #1	Chapter 5, Powell
7	Building Relationships in the Classroom	Chapter 6, Powell
8	Building Learning Communities Due: Observation Field Notes, Part 2	Chapter 7, Powell
9	Positive Behavior Supports	Chapter 8, Powell
10/11	Instructional Strategies	Chapter 9, Powell
12	Participation in the Classroom Technology and Instructional Communication Due: Observation Field Notes, Part 3	Chapter 10, Powell
13	Technology and Instructional Communication cont. Exam #2 Micro Lesson Presentations begin	
14/15	Micro Lesson Presentations cont.	
16	Micro Lesson Presentations conclude Micro Lesson Reflection due	
17	Semester Wrap-Up and Reflection Due: Observation Analysis and Report	