

COMM 4559/5559: Teaching of Speech**Fall 2015****Dr. C. Kyle Rudick****University of Northern Iowa****TEXTBOOK:**

Dannels, D. P. (2015). *8 essential questions teachers ask: A guidebook for communicating with students*. New York, NY: Oxford University Press.

*Readings as listed in the course schedule.

COURSE DESCRIPTION AND OBJECTIVES:

The purpose of this course is to provide both the knowledge and skills necessary to effectively teach a K-12 speech communication class. This class is designed to create a reflexive environment; that is, students are expected to be able to engage in and reflect upon their use of theoretically driven and research supported classroom practices. Students are expected to conduct their Level III (25 hrs.) observation/practice through this course as well as the Methods of Teaching Drama and Theatre (Theatre 3115) course. You are expected to spend AT LEAST 12 hours of teaching/observation by the final week of class. Additionally, you are expected to attend various events/conferences in order to enhance your professional growth.

Course Objectives for the class are derived from the INTASC standards.

- Students will understand the disciplinary history of Communication Education.
 - Students will read a variety of scholarly writings on the subject.
 - Students will demonstrate mastery of content through classroom discussion.

- Students will learn theoretically driven and research supported methods for teaching speech that support developmentally appropriate pedagogy for diverse learners and environments.
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 - Students will demonstrate mastery of content through classroom discussion.

- Students will devise and implement PK-12 Speech lessons in varied settings.
 - Construct a 2 week unit plan that contains 10 lesson plans.
 - Lesson plans must include formative and summative assessment.
 - Lesson plans must utilize age-appropriate Iowa Speaking and Listening Core Curriculum.
 - Lesson plans must utilize NCA approved standards.
 - Lesson plans must demonstrate a sensitivity to diverse learnings (e.g., racial diversity and special needs students).
 - Lesson plans must show how they are supported by extant scholarly literature.
 - Each student will provide feedback to their classmates.
 - Students will demonstrate mastery through delivery of an activity- and lecture-based lesson plan in class

- Complete 12 hours of appropriate classroom field experience (the other 13 will be completed in the Theatre Ed methods course).
 - Each student can complete their 12 hours by engaging following: assistant coach at a speech and debate tournament, observation of K-12 teacher, team teach with a K-12 teacher, and/or solo teach in a K-12 classroom (supervised by class teacher and myself). Must have at least 9 hours of teaching experience.
 - Each hour of field experience must be accompanied by a one page reflective report (total 12 pages).
 - Each student will deliver at least one lesson from their unit plan in their Level III practice.

- Reflect and improve as a developing teacher.
 - Each student is expected to attend at least one of the following professional development experiences: Iowa Communication Association Conference, Iowa High School Speech Association Conference, the National Communication Association Conference, and/or (up to two) UNI Center for Excellence in Teaching and Learning workshops.
 - Each student will write a 2-4 page paper detailing how this professional development experience aided their professional growth.

COURSE REQUIREMENTS:

1. Participation (100 points): You will be graded on participation in one of two ways: (1) You can contribute verbally during classroom discussion or (2) you can TYPE two discussion questions that are derived from the reading and turn them in to me at the beginning of class. Class participation will be graded as one of the following: 10 pts. (full credit), 5 pts. (half credit), or 0 pts. (no credit). Verbal and written participation must exhibit familiarity with the text and a meaningful question, critique, or thought derived thereof. Simply talking will not constitute participation. Additionally, writing simplistic questions (e.g., what does X mean?) will not constitute participation.

2. Documentary Analysis (50 points): We will watch the documentary “Waiting for Superman” and read two articles by its supporters and detractors. Your essay should address the question, “What are the implications for the teaching profession if we believe the messages in the documentary?”

3. Philosophy of Education (50 points): You will write a 2 page essay that explains and justifies your philosophy of education. The essay should answer the question, “What should be the goal of public education in the U.S.?”

4. Discussion Leading (50 points): You will volunteer to lead discussion on one of the chapters from the Dannels text. Presentation should include a 10 minute lecture, accompanied by a short activity and 2-page handout. Class discussion will follow each presentation.

5. Philosophy of Teaching (50 points): You will write a 2 page essay that explains and justifies your philosophy of teaching. The essay should answer the questions, “What philosophical/theoretical reasons justify your pedagogical choices?”

6. Unit Plan (200 points): The unit plan will contain at least 10 one-hour lesson plans. Unit plan must contain the following: Title, duration, learning objectives, outcomes assessment, schedule, readings, concept list, activity descriptions, assignment descriptions (with rubric), and lecture notes.

7. Peer Teaching (100 points): Each student will teach the class for one day using one lesson plan from their unit plan.

8. Peer Evaluation (50 points): Each student will provide written feedback at the end of each peer teaching day.

9. Field Experience Essay (100 points): You should write 2 page report for each hour of field experience. Important things to write about: 1) context; 2) interactions between and among students, teachers, administrators, and parents; 3) your interactions with those groups; and/or 4) your execution of and students’ reception to your lesson plan (e.g., was it effective? what would you change?).

10. Professional Development Essay (50 points): You are expected to attend at least one of the professional development conferences. You will attend a presentation during each time slot. You will write a 2-4 page paper detailing how this experience has aided your professional growth.

11. Final Portfolio (500 points): All work that you have completed during the semester will be put into the final portfolio. Each component of the portfolio should be accompanied by the original document with my revision notes. All documents within the portfolio should be written with a potential employer as your target audience.

TENTATIVE SCHEDULE:

Week 1

Tuesday- Reading Syllabus, Pass out Info Forms, Icebreaker.

Thursday- Schedule Meetings

Week 2

Tuesday: What are the Goals of Communication Education?

Friedrich, G. W., & Boileau, D. M. (1999). The communication discipline. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed., pp. 3-13). Mahwah, NJ: Erlbaum.

Sprague, J. (1999). The goals of communication education. In A. L. Vangelisti, J. A. Daly, & G.

W. Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed., pp. 15-30). Mahwah, NJ: Erlbaum.

Thursday: What is Communication Education?

Sprague, J. (1992). Expanding the research agenda for instructional communication: Raising some unasked questions. *Communication Education*, 41, 1-25. doi: 10.1080/03634529209378867

Nainby, K. (2010). The philosophical and methodological foundations of communication education. In D. L. Fassett & J. T. Warren (Eds.), *The SAGE handbook of communication and instruction* (pp. 11-32). Thousand Oaks, CA: Sage.

Week 3

Tuesday- Why Schooling?

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34, 39-81. doi: 10.3102/00028312034001039

Thursday- Why Schooling?

Gatto, J. T. (2005). *Dumbing us down: The hidden curriculum of compulsory schooling*. Gabriola Island, British Columbia: New Society Publishers.

Week 4

Tuesday: State Reading Requirements in the Speech Classroom: Oral Interpretation of Literature.

Pelias, R. J., & Shaffer, T. S. (2007). *Performance studies: The interpretation of aesthetic texts* (2nd ed.). Dubuque, IA: Kendall Hunt.

Your Favorite Piece of Literature.

Thursday: Thursday- Standards, Objectives, and Goals. Discuss Unit Plans.

Berko, R. M. Morreale, S. P., Cooper, P. J., & Perry, C. D. (1998). Communication standards and competencies for kindergarten through grade 12: The role of the national communication association. *Communication Education*, 47, 174-182. doi: 10.1080/03634529809379121

Iowa Department of Education. (2014). *English Language Arts Standards » Kindergarten-Grade 12 » Speaking and Listening » Grades 9-10*. Retrieved from <https://www.educateiowa.gov/pk-12/standards-and-curriculum/iowa-core/literacy/kindergarten-grade-12/speaking-and-listening-0>

Iowa Department of Education. (2014). *English Language Arts Standards » Kindergarten-Grade 12 » Speaking and Listening » Grades 11-12*. Retrieved from <https://www.educateiowa.gov/pk-12/standards-and-curriculum/iowa-core/literacy/kindergarten-grade-12/speaking-and-listening-1>

Common Core State Standards Initiative. (2014). English Language Arts Standards » Speaking & Listening » Grade 9-10. Retrieved from <http://www.corestandards.org/ELA-Literacy/SL/9-10/>

Common Core State Standards Initiative. (2014). English Language Arts Standards » Speaking & Listening » Grade 11-12. Retrieved from <http://www.corestandards.org/ELA-Literacy/SL/11-12/>

!!!Make Appointment to Discuss Unit Plans!!!
ICA Conference September, 19-20

Week 5

Tuesday- Teaching Diverse Learners.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8, 69–91. doi: 10.1080/1361332052000341006

Mackleprang, R. W. (2010). Disability controversies: Past, present, and future. *Journal of Social Work on Disability & Rehabilitation*, 9, 87-98. doi: 10.1080/1536710X.2010.493475

Thursday- Teaching Diverse Learners.

Mayo, C. (2004). The tolerance that dare not speak its name. In M. Boler (Ed.), *Democratic dialogue in education: Troubling speech, disturbing silence* (pp. 33-47). New York, NY: Peter Lang.

Sadker, D. (2011). An educator's primer on the gender war. *Phi Delta Kappan*, 92, 81-88.

!!!! Educational Philosophy due Friday by 11:59 P.M.!!!!
!!!! Meet for Office Appointment this Week!!!!

Week 6

Tuesday- What is Teaching?: Dannels Ch. 1

Thursday- Establishing Teacher Credibility, Dannels Ch. 2

ISSHA Conference, Oct 3-4.

Week 7

Tuesday- Negotiating Power in the Classroom, Dannels, Ch. 3: Presentation 1

Thursday- Managing Communication Anxiety, Dannels, Ch. 4: Presentation 2

Week 8

Tuesday- Engaging Students in Content, Dannels, Ch. 5: Presentation 3

Thursday- Negotiating Relational Dynamics, Dannels, Ch. 6: Presentation 4

Week 9

Tuesday- Negotiating Difference, Dannels, Ch. 7: Presentation 5

Thursday- Making a Difference: Dannels Ch. 9

!!!Teaching Philosophy due by Friday at 11:59 P.M.!!!

Week 10

Tuesday- Providing Feedback, Dannels, Ch. 8

Thursday: Tuesday- Evaluating Student Work.

Stevens, D. D., & Levia, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, VA: Stylus.

Rubin, R. R. (1999). Evaluating the product. In A. L. Vangelisti, J. A. Daly, & G. W. Friedrich (Eds.), *Teaching communication: Theory, research, and methods* (2nd ed. pp. 425-444). Mahwah, NJ: Erlbaum.

Week 11

Tuesday: Waiting for Superman Documentary

Thursday: Waiting for Superman documentary. Discuss Readings.

Swalwell, K., & Apple, M. W. (2011). Starting the wrong conversations: The public school crisis and "Waiting for Superman." *Education Policy*, 25, 368-392. doi: 10.1177/0895904810397340

Klein, J., Rhee, M., Gorman, P. C., Huberman, R., Johnson, C. R., Alonso, A.,... & Sheffield, L. (2010, October 10). *How to fix our schools: A manifesto*. Washington Post. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2010/10/07/AR2010100705078.html>

Week 12

Tuesday- Peer Teaching

Thursday- Peer Teaching

Week 13

Tuesday- Peer Teaching

Thursday- No Class. National Communication Association Conference.

Week 14 Break**Week 15**

Tuesday- Peer Teaching

Thursday- Peer Teaching

!!!Unit Plans due by Friday 11:59 P.M.

Week 16

Tuesday- Workshop Final Portfolio

Thursday- Workshop Final Portfolio

Week 17

Finals!