COMMUNICATION 210


COURSE DESCRIPTION:
The teaching profession is uniquely grounded in the use of rhetoric. Teachers must model rhetorical principles for their students as well as demonstrate expertise in teaching the subject. Proficiency in oral and written discourse is imperative for the future educator. One goal of this course will be to heighten early student awareness of conventions, requirements, and expectations that are associated with this career choice to better help students define themselves in the role of educator early in the curriculum and to prepare themselves for the community in which they will serve.

The course design includes providing practice in skills such as critical thinking, research, outlining, oral discussion, planning and using visual display, peer and audience interaction, oral practice, and conflict management. The course will also include some discussion and practice in interpersonal communication but the primary emphasis will be placed on training students in the art of oral address and oral presentation and helping them see the connection in oral address and success in the community classroom. Proficiency is required in both organization and delivery of speeches as well as effective presentation including both verbal and nonverbal channels. Students must also demonstrate understanding of the concepts presented within the context of the course.

General Statement of the Conceptual Framework: The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

COURSE OBJECTIVES:
Communication 210 uses theory and practice to strengthen the student’s understanding and skill of oral discourse. Upon completion of this course the teacher candidate should be able to:

- Demonstrate an understanding of the listening process and identify stages and barriers to listening (KL)
- Develop and use a proper speech or lesson outline (SM, T)
- Identify/explain the transactional model of communication and how communication operates as a process in the classroom setting (CK)
- Exhibit improvement in oral and nonverbal skills that are essential to the development of professional standards and success in the classroom (PS)
- Properly prepare and present an oral presentation (KL, PS, T)
• Research, articulate the credibility of their message, and enhance content knowledge (CK, SM)
• Enhance assessment skills through peer review (PS, SM)
• Develop an understanding of audience analysis, meeting the needs of the learner, and cultural diversity (KL, D)
• Understand the concept of personal and professional credibility (PS, SM)
• Better understand the concept of conflict management in the classroom and school environment. (PS)

PRESENTATIONS:
In this class, we will use a style of delivery known as Extemporaneous. Proficiency of this style is a requirement of this class in order to complete the course successfully. Extemporaneous delivery is based on the use of notes and is the common delivery style recommended for beginning classes of oral address. It is also recognized as an effective and appropriate style for public forums and has wide acceptance.

Additionally, this style is also beneficial to Education majors because it closely replicates the classroom instructional format. Because writing and evaluating speeches are vital components of the study of oral discourse, your assignments will correspond with assignments that will benefit and enhance your chosen field of study. Speeches should be prepared using language and content that would be acceptable to general audiences. If you have any questions regarding your speech or topic, please see me first. Do not wait to address important questions until your assigned presentation day.

SERVICE LEARNING/FIELD EXPERIENCE REQUIREMENT: Twenty hours required.
There will be a required service learning component as part of this course. Students will be required to complete 20 hours of public school service as part of a class assignment and a State mandate. These hours must now be completed at the assigned school sites designated for this course and section number. 5 hours will be for observation in the cooperating school classroom and 15 hours will be assigned for field experience and participation purposes. These hours will be conducted on site at the cooperating school. You will need to make necessary schedule adjustments that will allow you to complete this required part of the course. This element of the course is a mandate and is part of new education requirements for teacher education majors. Details on course sites and required forms or paperwork will be forthcoming.

You must successfully complete your service learning hours to successfully pass the course. I will be making RANDOM on-site visits. If the field hours or assignments are not completed by the end of the semester then an “I” grade or Incomplete will be issued. It is then the RESPONSIBILITY OF THE STUDENT to complete missing field hours or assignments before the I grade removal deadline or the I grade is replaced with an “F” grade. Students must read the Student Field experience handbook located on the Department of Teaching and Learning webpage before visiting the assigned field site. Students are not to begin field hours until permission has been granted through the Department of Education and not before the third week after the course begins. Students
are required to make necessary arrangements with the school and the assigned teacher for field site visits. Students are responsible for securing transportation to the site. Carpooling is strongly recommended.