INT: 121 Communication in Education

January 14 – February 6, 2019

Office hours: After class & by appointment

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Competent communicators must understand the effects of their communication choices and behaviors within their social context, whether public or private, with large audiences or with individual partners, within cultures and across cultures. In addition, they understand the factors that influence their decision-making, and the factors that affect the potential success or failure of their communication efforts. They need to learn how to translate their goals as communicators into effective messages. Contemporary students need to be aware of the potential of new media and emerging information technologies both to enhance and impair the quality of communication. Above all, it is imperative that students are introduced to the complex ethical issues that will face communicators in a multicultural and technologically complex society. Communication within the PreK-12 context presents challenges imposed by the effects of culture, race, gender, and prior experiences. Educators are challenged to communicate with clarity and compassion in both formal and informal interactions with parents and other stakeholders. This course will be contextualized around issues and practice of communication relevant to the K-12 educational context.

**Course Goals**

Students will be able to:

* Analyze audiences and tailor presentations to their interests and background knowledge
* Research carry out a project on a topic of interest using Design for Educators process
* Dompose and deliver formal speeches to explain, inform, and advocate
* Apply effective strategies for communication with parents, colleagues and other education stakeholders
* Explore issues of Freedom of Speech in the K-12 context
* Listen critically to speeches and respond respectfully
* Examine cultural, gender, class, and race factors in communication particularly for the K-12 context
* Apply effective communication principles and practices to the K-12 context
* Use technology tools to enhance communication

**Cornell College’s Educational Priorities and Outcomes and Corresponding Assignments**

**Knowledge**: Students will integrate and apply knowledge from a focused area of study as well as a broad general

education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, science, and social sciences. Assignments that meet this EPO:

1. Supreme Court Cases – Free Speech
2. Research Project: Design Thinking for Educators process

**Communication:** Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue. Assignments that meet this EPO:

1. Introduction to Class Speech
2. Book Talk
3. Interview-Based Informative Speech
4. Research Project: Design Thinking for Educators process

**Inquiry**: You will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis. Assignment that meets this EPO:

1. Research Project: using Design Thinking for Educators process

**Course Policies**

1. For most in-class speeches, all students will be required to complete written comments on assigned speakers. Each set will be scored according to these criteria:

* **Positive** and constructive tone
* **Specific** recommendations/commendations related to the specific assignment. For example, “In negotiating conflict, you avoided overuse of second person.”
* Feedback considers such factors as organization, language precision, intonation, logic, demeanor, pacing, and presence.

1. Technology in class: Students who receive cell phone calls and send/receive text messages during class disrupt the class environment. To avoid this disruption, students are asked to turn off all cell phones while in class. Laptops are welcome in class to be used for activities relevant to class activities; when not needed for tasks related to class content, closed laptops will be least distracting.
2. Audience behavior: All students are expected to show respect and courtesy to peers giving speeches or making presentations. This requires nonverbal behaviors that exhibit attention, such as eye contact with speakers.
3. Late submissions of assignments will result in deductions of 5 points per day.
4. **There is no textbook for this course.** Access to readings will be provided in Moodle.
5. Assignments must be completed at high levels. If not, you risk a NO CREDIT designation on your transcript and you will not be certified until you have retaken this course and receive “credit” on your transcript. Even if you are not taking this class as part of your teacher preparation program, you must still work at high levels or risk a NO CREDIT on your transcript.

**Accommodation for Disabilities**

Cornell College is committed to providing equal educational opportunities to all students.  If you have a documented learning disability (Your documentation on file with the Coordinator of Academic Support in order to be eligible for accommodation), and if you will need any accommodation in this course, you must request the accommodation(s) from me as early as possible and no later than the third day of the term.  Additional information about the policies and procedures for accommodation of learning disabilities is available through the [Disabilities Services section of Cornell's website](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml).

**Academic Honesty**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Compass*, our student handbook.

The following rubric will be used to evaluate learner dispositions, attendance, and participation:

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|  | **Excellent** | **Very Good** | **Needs Improvement** |
| **Disposition** | Exhibited **all** of the following behaviors:  Course Credit | Exhibited **several** of the following behaviors:  Course Credit | Exhibited **few** of the following behaviors:  **No Course Credit** |
| * Display curiosity * Maintain openness to ideas of others * Display initiative and engagement in course activities * Demonstrate respect for all class members * Display resilience and persistence in the learning process * Accept respectfully feedback from instructor and classmates * Exhibits value placed on learning experiences | | |
| **Attendance** | Attend **all** class meetings (no exceptions).  Course Credit | Miss fewer than two class meetings  Course Credit | Miss more than two class meetings  **No Course Credit** |
| **Participation** | Contribute to discussion (either in small or large group) frequently, positively, and substantively. Exhibit behaviors of active listening, e.g., posing questions in small groups and responding to ideas of others verbally or nonverbally.  Course Credit | Initiate participation in class discussion (either small or large group) sometimes. Exhibit interest in ideas of classmates and/or instructor via nonverbal behaviors (e.g., establishing eye contact with speakers, nodding, refraining looking at a clock or watch, doodling).  Course Credit | Participate only when called upon. Exhibit nonverbal behaviors that suggest disinterest in input from classmates and/or instructor.  **No Course Credit** |

**Course Calendar (Tentative and Subject to Change as Needed)**

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| **Day** | **Topic/Activity** | **Key Questions** | **Assignment** |
| **Week 1**  Day 1: Monday  1/14  9:30 – 11:00  1:00 – 3:00 | Review syllabus and assignments  Assignment: Introduction to Class speech – review handouts on Moodle  Watch – TED Talk --a narrative/storytelling speech  <https://www.youtube.com/watch?v=KxDwieKpawg&feature=youtu.be>  As you watch the TED Talk, write down at least 3 main points that Stanton makes about narrative and how or why it can be an effective communication mode.  Using PowerPoint to Support – not supplant – the speaker  <http://www.ted.com/talks/russell_foster_why_do_we_sleep>  Russell Foster uses visuals…but they are not serving as a crutch or outline for his speech. Observe how he uses them by filling out the viewing guide as you watch his TED Talk.  Read Aloud: Lilly’s Purple, Plastic Purse | How are narrative speeches structured? See handout titled, *Structure of a Story*.  Why is narrative a powerful rhetorical frame?  How, as a teacher (parent, coach, or regular human), are you a storyteller with your future students, parents, and principals?  As a teacher, there will be times when you will present information to peers or parents, etc. How will you incorporate PPT into your introduction to the class?  Working/thinking with others, think of an object–like Lily’s purse—that will help us get to know something about you. | For Tuesday  Read: Seven Ways to Make Yourself More Memorable  <https://www.forbes.com/sites/williamarruda/2015/06/02/7-ways-to-make-yourself-more-memorable/#de6f87b97fcc>  Read PPT:  <https://www.forbes.com/pictures/54f4e704da47a54de82445ae/dont-condemn-q--a-to-ten-/#5ffb63a61e68>  Keep in mind as you write your narrative (from handout – Structure of a Story):  **Invitation (catchy introduction):** Make me care  **Imagination:** How are wonder, anticipation and uncertainty are created  **Impact: Theme** – the meaning, relevance to others, emotions  Handout: Tip Self-Introduction  Write your 4-5 minute *Introduction to the Class* speech (all will present on Tuesday).  Read: Design Thinking for Educators (DTE)– 1. Discovery pgs. 24 - 33 |
| Day 2: Tuesday  1/15  **9:30 – 11:00**  1:00– 3:00 | Discuss: Design Thinking for Educators: Discovery pgs. 24 – 33  Well will identify potential topics/problems to research and “solve”.  Presentations: *Introduction to the Class* speeches. All will evaluate and ID effective public speaking qualities in the presentations for discussion purposes. 3 audience members will provide you with specific feedback.  **Topic/Activity** | There are many issues in schools that could be done “better”. What interests you?  3 people will be chosen to provide feedback on your speech  **Key Questions** | For Wednesday  **Take** the Free Speech quiz in preparation for Wednesday’s discussion:  <http://www.splc.org/page/first-amendment-quiz>  **Review:** Supreme Court Cases -- Free Speech  **Read:** NCA Credo for Ethical Communication (handout on Moodle).  **Read**: DTE – 2.  Interpretation  **Assignment** |
| Day 3:  Wednesday  1/16  9:30 – 11:00  1:00 – 3:00 | Today, you will begin your DTE project by reviewing 1. Discovery  Discuss: Free Speech/First Amendment Rights and Responsibilities  Discuss: NCA Credo: Ethics of Communication  Assignment: Review 1st Amendment Court Case assignment/presentation –in class, read and choose a 1st Amendment court case w/partner. Begin planning, as you and your partner will present the case you chose tomorrow. | What have you learned (relearned) from the First Amendment quiz and court cases?  How does the right to freedom of speech apply within the K-12 setting?  What have your learned (relearned) from the NCA Credo of ethical communication as a future teacher, parent, coach, principal or regular human? | For Thursday  With your partner, prepare Free Speech Court Case presentation for tomorrow (all will present on Thursday).  Read: DTE- 3. Ideation & 4. Experimentation |
| Day 4: Thursday  1/17  9:30 – 11:00  1:00 – 3:00 | Discuss: DTE- 3. Ideation & 4. Experimentation and begin planning DTE project  Continue planning your DTE project  Presentations: Partners - Free Speech court case.  Assignment: Review Interview Based Informative Speech and handouts on Moodle.  **Topic/Activity** | 3 people will be chosen to provide feedback on your speech.  What have you learned after hearing all of the court cases?  **Key Questions** | For Friday  Read Gorman article:  *Like, Upspeak?*  <https://www.nytimes.com/1993/08/15/magazine/on-language-like-uptalk.html>  Read: Seaton article: *Wordup*  <https://www.theguardian.com/books/2001/sep/21/referenceandlanguages.mattseaton>  Read: Fresh Air piece on Moodle. *Terry Gross:* *From Upspeak to Vocal Fry*  <https://www.npr.org/templates/transcript/transcript.php?storyId=425608745>  Read Webpages – Characteristics of Gen Z  <https://www.visioncritical.com/generation-z-infographics/>  <https://www.forbes.com/sites/deeppatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/#71df15aa76e5>  <https://www.forbes.com/sites/causeintegration/2016/11/28/get-ready-for-generation-z/#30f00da02204>  Identify one or two people you are interested in interviewing – for your Interview Based Informative Speech. Bring tomorrow!  Read: DTE – 5. Evolution  **Assignment** |
| **Day 5: Friday**  **1/18**  **9:30-11:30**  **1:00 – 3:00** | Discuss: DTE – 5. Evolution. Now that you have the “big” picture…  Today, you will begin your DTE project by reviewing 1. Discovery  Discuss: Upspeak articles related to effective vs. distracting verbal mannerisms  Discuss: Gen Z Webpages  Discuss questions, list of people with partner for your Interview Based Informative Speech.  Map out a plan/timeframe for the Interview Based Informative Speech assignment.  Ask questions, and get feedback.  Discuss why you are being asked to do an interview based informative speech? | What are important techniques to apply in order to gather information from a personal interview?  How will this information affect the way you talk to peers? Parents? Colleagues? Expert interviewed (who come from very different generations?!  Use of technology to communicate information as a teacher.  Revisit important techniques needed in order to gather information from a personal interview and present to an audience. | For Monday  Be sure to read about the characteristics of the generation of the person you are interviewing!!!  Bring Draft: Interview Based Informative Speech – (Presentation Due Tuesday).  Interview chosen expert, recording required in addition to notes.  We will workshop your draft Monday! COME PREPARED!  Work through the following sections in Phase I: Discovery-*Understand the Challenge* (pgs. 26-28). Then, work through *Prepare Research* (pgs. 29 – 32). Lastly work through *Gather Inspiration* (pgs. 33-37) |
| **Week 2**  Day 6: Monday  1/21  12:30 – 3:00 | WORKSHOP: Interview Based Informative Speeches (4-6 minutes)  Groups will share their project, process, problems/questions that emerged, and potential solutions.  **Topic/Activity** | How do I structure an informative presentation to facilitate understanding of my message?  How does this assignment relate to the teaching profession?  What have you learned about important techniques used to apply in order to gather information from a personal interview?  How do I structure an informative presentation to facilitate understanding of my message?  **Key Questions** | For Tuesday  Due Tomorrow: Interview- Based Informative Speech.  Bring Hard Copy: interview questions and speech outline (word processed) to class!  Work on your DTE project  **Assignment** |
| Day 7: Tuesday  1/22  9:30 – 11:00  1:00 – 3:00 | Share DTE project process.  Assignment: Book Talk and rubric  3 or 4 Interview-Based speeches  8 Presentations – Interview-Based Informative Speech presented today | 3 people will be chosen to provide feedback on your speech  How does this relate to Communication in Education? | For Wednesday  Review the assignment and rubric: Book Talk.  YouTube: Find a “good” and a “bad” example of a book talk. Analyze characteristics of both. Bring notes to class in library.  Wednesday we’ll meet in the children’s section of Cole Library to choose a book for your book talk.  Work on your DTE project |
| Day 8: Wednesday  1/23  9:30 – 11:00  1:00 – 3:00 | Meet in the children’s section of Cole Library to choose a book for your book talk.  Discuss examples of effective and ineffective book talks.  DTE project check-in | How are book talks appropriate for all K-12 students regardless of the discipline?  What questions do you have about the book talk?  What is the purpose of this assignment? How does it connect to Communication in Education? | For Thursday  Prepare a draft of your 3-5 minute book talk for tomorrow’s workshop! Bring the children’s book you are using for your book talk, as you will also practice the book talk using the book!  Work on your DTE project |
| Day 9: Thursday  1/24  12:30 - 3:00 | Workshop and practice – Book Talk  DTE project check-in | What’s going well? What’s not going so well? | For Friday  All will present book talk on Friday morning - Come Prepared!  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_ For Monday  “Inequalities and Entitlements” from *The Essential Conversation: What Parents and Teachers Can Learn from Each Other* by Sarah Lawrence-Lightfoot (article on Moodle) “Also, complete chart describing teachers profiled in the chapter.  “Using Active Listening to Improve Collaboration with Parents: The LAFF Don’t Cry Strategy by McNaughton and Vost (article on Moodle).  **Assignment**  For Monday:  Read PPT – Conflict Resolution  Read: Top Communication Mistakes Educators Make  Read Parent Scenarios (on Moodle)  With your DTE team, work through Phase 2: Tell Stories. Bring all notes, charts, etc. generated.  **Assignment** |
| **Day 10: Friday**  **1/25**  **9:30 – 12:00** | Presentations: Book Talks  DTE project check-in  **Topic/Activity**  **­­­­­­**  **Topic/Activity** | 3 people will be chosen to provide feedback on your speech.  What will you take away for these book talks (into your future as a potential teacher, parent, coach or just plain human?).  **Key Questions**  **Key Questions** |
| **Week 3** Day 11: Monday  1/28  12:30 – 3:00 | Discuss: “Inequalities and Entitlements” from *The Essential Conversation: What Parents and Teachers Can Learn from Each Other* by Sarah Lawrence-Lightfoot.  Discuss: “Using Active Listening to Improve Collaboration with Parents: The LAFF Don’t Cry Strategy by McNaughton and Vost.  Role-Play: You and a partner will choose a parent scenario to role-play for the class. One will be the parent and one the teacher.  Discuss: DTE - Interpretation  check-in | What is the nature of communication for advocacy?  What constitutes impactful evidence for advocacy?  What is memorable about LAFF?  Conflict resolution – what is your opinion??? | For Tuesday   Articles (on Moodle):  1. *Do Grades Tell Parents what They Want and Need to Know?* Response –see handout  *2. What Teachers Should Say and How They Should Say It.* Response –see handout  *3. Involving the Parents of English Language Learners in a Rural Area: Focus on the dynamics of Teacher-Parent Interactions*  4. *Friday Letters*  With your team: work on Phase 3: Generate Ideas. Bring to class. |
| Day 12: Tuesday  1/29  12:30 -3:00 | Discuss articles | How do your experiences help you understand the inequalities and opportunities of students?  How can teachers improve communication with parents across race, culture, and economic class? | For Wednesday  Continue working through Phase 3 with your team. Bring ideas to class.  Parent Conferences: find parent conferences on YouTube. |
| Day 13: Wednesday  1/30  12:30 – 3:00 | Discuss Phase 3 ideas, process, etc.  Prepare questions for visiting teachers – parent conferences.  **Topic/Activity** | How do we, as teachers, talk with parents?  How to handle conflicts?  What’s this “cultural” thing all about when communicating with diverse populations?  **Key Questions** | For Thursday  Brainstorm questions for visiting teacher(s).  With your team: begin working through phase 4: Experimentation. Bring ideas to class  Teacher visiting tomorrow!  **Assignment** |
| Day 14: Thursday  1/31  9:30-11:00 OR  12:30 – 3:00 just depends when the teacher(s) are able to visit. | Discuss: Parent/Teacher Conference with visiting teachers |  | For Friday  Review your parent skit; note what you would do differently based on what you know now! You will perform your skit on Friday.kkk  Continue working through phase 4.  Begin planning for your final DTE project presentation |
| Day 15: Friday  2/1  9:30 – 11:00 | Discuss: All the ways in which you would change your skit! Revise skit based on what you have learned.  Assignment: DTE project presentation  Discuss DTE - Experimentation |  | For Monday  Continue planning for your final DTE project presentation. Begin drafting your ideas DTE project. Workshop on Monday.  Watch Ted Talk below in preparation for your team’s presentation: <http://www.ted.com/talks/russell_foster_why_do_we_sleep>  Use the Handout to capture your thoughts on the Ted Talk (Foster video guide)  Read: PPT Principles and Techniques of an Effective PowerPoint presentation.  Have a draft of your DTE Project presentation PPT – workshop on Monday! |
| **Week 4**  Day 16: Monday  2/4  12:30 – 3:00 | Discuss/workshop: Ideas for DTE project presentation. | How might you incorporate humor?  How might you incorporate visuals?  What else might you do to keep our attention☺? | For Tuesday  Prepare for Workshop for DTE project presentation. |
| Day17:  Tuesday  2/5  9:30 -11:30 | Workshop – DTE Project |  | Finalize DTE Project |
| Day 18  2/6  9:30 -11:30 | DTE Presentations! |  |  |