INT: 121 Communication in Education

January 14 – February 6, 2019

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*All you need to know about acceptance to* [*Cornell’s Teacher Education Program*](https://www.cornellcollege.edu/students/education/index.shtml)*:* https://www.cornellcollege.edu/students/education/index.shtml

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
* Compose 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 with 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.
* **This course is part of the Teacher Education Program**, which is considered a pre-professional program. Therefore, it is important you begin your professional behavior in this class and beyond (see the rubric for professional expectations).
* **Also**, as a student in a pre-professional program/course, please attend to your attire (no PJs please) as well as no food in class (coffee is fine).

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.
6. **Please read your email!!!!** I don’t text and there are times I may need to email you, so please check your email daily. Thanks, K

**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.

# Rubric for Professional Expectations

This course is part of the Teacher Education Program, which is considered a pre-professional program. Therefore, it is important to begin presenting yourself as a (pre) professional. **The following rubric will be used to evaluate learner dispositions, attendance, and participation during class as well as during your DTE project meetings:**

|  | **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). Attend all DTE project meetings (outside of class).  Course Credit | Miss fewer than two class meetings. Miss fewer that two DTE project meetings (outside of class)  Course Credit | Miss more than two class meetings. Miss more than two DTE project meetings (outside of class)  **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 Schedule

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

**Week 1**

## Monday, Jan 14 -- 9:30 – 11:00 and 1:00 – 3:00

**Review Syllabus and Assignments**

**Ideas for Preparing your Introduction to the Class Speech:**

* + **Review Course Policies** – this course is part of the Teacher Preparation Program, which is classified as a pre-professional program. Therefore, what are you noticing in the policies that relate to professional expectations?
  + **Review the Rubric for Professional Expectations** – your disposition is very important when in the schools for a practicum or student teaching (and, of course, as a professional teacher).
  + **Review assignments for this course (**and how they meet three of the colleges Educational Priorities and Outcomes**):**

**Week One**

* + - **Introduction to Class Speech –** this is due tomorrow and today we will spend time thinking about ways to make it informative, interesting and fun!
    - **Supreme Court Cases** – due Thursday, January 17, 2019 -- you will present a court case of your choice. You must provide an overview of the case, how it came to be, what occurred, what was the issue, what was the outcome, what is the potential impact, and note what sources of information you used to understand the case.

**Week Two**

* + - **Interview-Based Informative Speech** – due Tuesday, January 22, 2019 – this is an opportunity to interview one or more people about something you want to know more about (no peers, parent, siblings, grandparents, etc. please). This could be a part of your qualitative research project using *Design Thinking for Educators* process.
    - **Book Talk –** due Friday, January 25, 2019 – The objective of this assignment is to find a book that deals with a culture different from your own. Some books are listed that are in the Cole Library. Let’s look at the rubric. We’ll meet in the children’s library on Wednesday, January 23, 2019 at 12:00 PM.

**Week Three**

* + - **Thinking About How to Communicate with Parents.** Among other things**,** you and a partner will choose a “parent” scenario to act out using what you have learned about communication and conflict resolution.
    - **Design Thinking for Educators –** a qualitative research project done in teams – due February 6, 2019 (last day of class). Each day we will discuss and/or workshop your team’s progress, etc.

*Due Tomorrow:*

1. Introduction to Class speech. See Assignment handout and rubric on Moodle
2. Read Design Thinking for Educators (DTE)– 1. Discovery pgs. 24 – 33 and bring ideas for topics and questions.

## Tuesday, Jan 15 – 9:30 – 11:00 and 1:00 – 3:00

Discuss: Design Thinking for Educators (DTE)– 1. Discovery pgs. 24 – 33. Bring your questions. There are many issues in schools that could be done “better”. What interests you? We will identify potential topics/problems to research and “solve”.

Due: Presentations (all will present on today): *Introduction to the Class* speech. All will evaluate and ID effective public speaking qualities in the presentations for discussion purposes. 3 audience members will provide you with specific feedback. Remember, 4 to 5-minute speech – I will set a timer ☺

*Tonight:*

1. [**Take** the Free Speech quiz in preparation for tomorrow’s discussion](http://www.splc.org/page/first-amendment-quiz): <http://www.splc.org/page/first-amendment-quiz>
2. Read: NCA Credo for Ethical Communication (handout on Moodle)
3. Read DTE – 2. Interpretation; 3. Ideation; 4. Experimentation; 5. Evolution

**Wednesday, Jan 16 – 12:00 – 3:00**

Discuss the results of the Free Speech quiz. What surprised you? Did you read more about the First Amendment? What are the ramifications of free speech for teachers, students, parents, and administrators?

Read/Review/Discuss: Supreme Court Case List on Moodle -- Free Speech – identify one or two that interest you as you. Choices will be finalized today. Presentation of your court case – Thursday.

Discuss: NCA Credo for Ethical Communication (handout on Moodle).

Discuss & Workshop: DTE – 2. Interpretation; 3. Ideation; 4. Experimentation; 5. Evolution: Today, you will begin your DTE project by identifying potential topics and like-minded team- mates during class.

## Thursday, January 17 – 12:00 – 3:00

Presentations: Supreme Court Cases

*Tonight:* Read the articles listed below. Note what struck you about each as it relates to communicating with others -- how you speak to parents, students, colleagues, and administrators, etc.

**Friday, January 18 – 9:00 – 12:00**

[Discuss Gorman article: Like, Upspeak?](https://www.nytimes.com/1993/08/15/magazine/on-language-like-uptalk.html)

https://www.nytimes.com/1993/08/15/magazine/on-language-like-uptalk.html

[Discuss Seaton article: Wordup](https://www.theguardian.com/books/2001/sep/21/referenceandlanguages.mattseaton)

https://www.theguardian.com/books/2001/sep/21/referenceandlanguages.mattseaton

[Discuss Fresh Air piece on Moodle. *Terry Gross:* *From Upspeak to Vocal Fry*](https://www.npr.org/templates/transcript/transcript.php?storyId=425608745)

https://www.npr.org/templates/transcript/transcript.php?storyId=425608745

Discuss Generation Z Characteristics: 5 Infographics on the Gen Z Lifestyle

<https://www.visioncritical.com/generation-z-infographics/>

Discuss 8 Ways Generation Z Will Differ From Millennials In the Workplace

<https://www.forbes.com/sites/deeppatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/#71df15aa76e5>

Discuss Get Ready for Generation Z

<https://www.forbes.com/sites/causeintegration/2016/11/28/get-ready-for-generation-z/#30f00da02204>

**Review Assignment**: Interview Based Informative Speech Handout (on Moodle): Identify one or two people you are interested in interviewing – for your Interview Based Informative Speech (no peers, parent, siblings, grandparents, etc. please).

**Workshop**: Design Thinking for Educators project! Phase 1 – form teams and topics.

**Week 2**

## Monday, Jan 21 – 12:00 – 3:00

**Note**: Be sure to read about the characteristics of the generation of the person you are interviewing!!!

Bring Draft/Workshop: Interview Based Informative Speech 10 minutes maximum time – (Presentation Due Tuesday, Jan 22). We will workshop your draft of your Interview Based Informative Speech! COME PREPARED!

Workshop: DTE project. Phase 1. Begin planning Phase 2.

## Tuesday, Jan 22 – 12:00 – 3:00

Due: Presentations Interview-Based Informative Speech. Bring Hard Copy of your interview questions and speech outline (word processed) to class!

## Wednesday, Jan 23 – 12:00 – 3:00

Wednesday we’ll meet in the children’s section of Cole Library to choose a book for your book talk.

We will review the Book Talk assignment and rubric.

Discuss: YouTube: Find a “good” and a “bad” example of a book talk. Analyze characteristics of both. Bring notes to class in library.

Teams will report on the progress of DTE project and problem-solve any issues that have come up.

## Thursday, Jan 24 – 12:00 – 3:00

Workshop: Book Talk

Workshop: DTE project: Phase 1 and Phase 2. Begin planning Phase 3.

## Friday, Jan 25 – 9:00 – 12:00

Due: Presentations Book Talk

**Week 3**

## Monday, Jan 28 – 12:00 – 3:00

Discuss: “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.

Discuss: “Using Active Listening to Improve Collaboration with Parents: The LAFF Don’t Cry Strategy” by McNaughton and Vost (articles on Moodle).

Discuss: PPT – Conflict Resolution

Discuss: Top Communication Mistakes Educators Make

Discuss: Parent Scenarios (on Moodle)

Workshop: DTE Project – Phase 3. Begin planning Phase 4.

## Tuesday, Jan 29 – 12:00 – 3:00

Articles (on Moodle):

Discuss: *Do Grades Tell Parents What They Want and Need to Know?* Response –see handout

Discuss: *What Teachers Should Say and How They Should Say It.* Response –see handout

Discuss: *Involving the Parents of English Language Learners in a Rural Area: Focus on the Dynamics of Teacher-Parent Interactions. Response – see handout*

Discuss: *Friday Letters. Response – see handout*

Workshop: DTE project. Share plans for your workday tomorrow.

## Wednesday, Jan 30 – NO Class! Workday for your DTE project

## Thursday, Jan 31 – 12:00 – 3:00

Discuss**:** Parent Conferences you found on YouTube.

Skit: You and a partner will choose a skit to perform for the class.

Brainstorm: Questions for visiting teacher(s) tomorrow based on the skits and any other questions you have about communicating with parents.

## Friday, Feb 1 – 9:00 – 12:00

Conversations with Visiting Teacher(s): communicating with parents.

**Week 4**

## Monday, Feb 4 – 12:00 – 3:00

Read: PPT Principles and Techniques of an Effective PowerPoint Presentation.

Workshop: DTE project

## Tuesday, Feb 5 – 12:00 – 3:00

Workshop: DTE project

## Wednesday, Feb 6 – 9:00 – 12:00

Presentations: DTE Teams present their research results!