MLED 404.71E - Developing Communication Skills
COURSE SYLLABUS: Spring 2013

Instructor: Carol Smith, Ed.D.
Office Location: Navarro Partnership/Corsicana
Office Hours: Monday and Tuesday 2:00–5:00, or by appointment
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Office Fax: 901-872-2019
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COURSE INFORMATION

Materials – Information from the following websites:
http://www.4teachers.org; http://www.aimsedu.org; http://www.coolmath4kids.com;
http://www.educationworld.com; http://www.eduref.org/cgi-bin/res.cgi/Subject/Science;
www.tea.state.tx.us; www.ed.gov

Course Description:

A field-based course that focuses on instructional strategies and practices to develop the written, verbal, non-verbal, and technical communication skills of the middle-level learner. Also examines the culture and dynamics of communication within the classroom and the school. Foci will include: process writing; writing in all areas of the curriculum; communication assessment; communicating with technology; and how to guide the middle-level learner in asking critical questions.

Prerequisite: Successful completion of internship in a NETCPDT center, minimum overall GPA of 2.5, and TSI passing score.

Course Objectives:

This course will focus on instructional strategies to develop the written, verbal, non-verbal, and technical communication skills of middle-level students. MLED 404 will be taught in conjunction with MLED 410 Fostering School, Family, and Community Relationships and the field-based residency experience.
Competencies are extracted from Preparation Manual: 160 Pedagogy and Professional Responsibilities EC-12 at the State Board of Educator Certification (SBEC) ETS website:

http://www.texas.ets.org/assets/pdf/testprep_manuals/83640_unlweb_revs_dj.pdf

Review will target the Domains for EC-12 teachers and all Competencies and Indicators.

**Student Learning Outcomes:**

By the conclusion of the course the student will:

1. Know how to establish a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.

2. Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.

3. Provide appropriate instruction that actively engages students in the learning process.

4. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

5. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

6. Understand the importance of family involvement in children’s education and will know how to interact and communicate effectively with families.

**COURSE REQUIREMENTS**

**Instructional Methods / Activities / Assessments**

1. Classroom attendance and participation 20%
2. PowerPoint Presentation 40%
3. Peer Leadership Discussion 40%

Note: Dates in parentheses will be designated for preparation of class projects.

Based on total possible points, grades will be earned according to the following percentages:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59 or lower
Details of specific points listed for each project:

Peer Leadership Discussions
- Attendance at all classes (see section on Attendance)
- Participation in Peer Leadership Discussions
- Use of clear, concise, appropriate language with classmates
- Development of positive body language in the classroom

PowerPoint Presentation
- Title page with full author information
- Visual presentation of written research
- Use of multiple resources such as clip art, jpeg inserts, sounds, movement, multiple backgrounds to stress section of information
- Any other advanced tool to assist in the presentation of information
- Written handout prepared for instructor and classmates
- Lesson plan that includes the use of the PP presentation

Partial List of topics for Peer Leadership Discussions and PowerPoint Presentations:

<table>
<thead>
<tr>
<th>Homework</th>
<th>Cooperative Learning Techniques</th>
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<tbody>
<tr>
<td>Classroom and General Discipline</td>
<td>Student Assessment Techniques</td>
</tr>
<tr>
<td>Use of Technology in the Classroom</td>
<td>Grading Procedures (Homework, Test, etc.)</td>
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<tr>
<td>Lesson Planning</td>
<td>Classroom Management (Seating, Grouping, etc.)</td>
</tr>
<tr>
<td>Parent and Community Involvement</td>
<td>Motivation (Praise, Reinforcement, Etc.)</td>
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<td>Use of Bloom’s Taxonomy in the Classroom</td>
<td>Teaming with Grade Level Colleagues</td>
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<td>School Climate (Safety, Cooperation, etc.)</td>
<td>Diversity in the Classroom</td>
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<td>Classroom Environment</td>
<td>Modifications for Special Needs Students</td>
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<tr>
<td>Use of Thematic Units</td>
<td>Other as approved by the instructor</td>
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TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2003 or 2007)
Presentation Software (PowerPoint - 2003 or 2007)
Data Projector (Provided by University)
Access to Internet Resources
Access to University Library Site
Access to an Email Account

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

In addition to the information listed on page 1 of this syllabus, I may be contacted using
my home email: drcarolsmith@aol.com,
my home phone: 903.778.2207, or
my cell phone: 903.880.3222.
University Specific Procedures:

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade. Arrive on time and remain until class is dismissed. Written, official documentation for an excused absence must be provided (according to university policy).

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:
1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

### COURSE OUTLINE / CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>January 15 (&amp; 22)</td>
<td>♦ Introductions, Overview, Course Requirements&lt;br&gt;♦ Overview of Effective Teaching Practices - Communications&lt;br&gt;♦ PowerPoint: Professional Résumé&lt;br&gt;♦ Demonstration of Examples of PP and PLD Notes</td>
<td>(Note: Dates in parentheses will be designated for preparation of class projects.)</td>
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<tr>
<td>January 29 (&amp; Feb 5)</td>
<td>♦ Student Presentations of Communications with Public&lt;br&gt;♦ Peer Review and Submission of Draft of “Professional Résumé”&lt;br&gt;♦ PowerPoint Presentations with Peer Leadership Discussions – Students 1, 2, &amp; 3&lt;br&gt;♦ PowerPoint: Philosophy of Education</td>
<td>♦ Example of Communications with Public – 1 copy&lt;br&gt;♦ Draft of “Professional Résumé” – 2 copies&lt;br&gt;♦ Students 1, 2, &amp; 3 - Peer Leadership Discussions with PowerPoint</td>
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<td>February 12 (&amp; 19)</td>
<td>♦ Peer Review and Submission of Draft of “Philosophy of Education”&lt;br&gt;♦ PowerPoint Presentations with Peer Leadership Discussions – Students 4, 5, &amp; 6&lt;br&gt;♦ PowerPoint: Lesson Cycle&lt;br&gt;♦ Compare and Contrast 5E Lesson Planning with Madeline Hunter</td>
<td>♦ Draft of “Philosophy of Education” – 2 copies&lt;br&gt;♦ Students 4, 5, &amp; 6 - Peer Leadership Discussions with PowerPoint</td>
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<td>February 26 (&amp; Mar 5)</td>
<td>♦ Final “Professional Résumé” Due&lt;br&gt;♦ PowerPoint Presentations with Peer Leadership Discussions – Students 7, 8, 9 &amp; 10</td>
<td>♦ Final copy of Résumé&lt;br&gt;♦ Students 7, 8, 9 &amp; 10 - Peer Leadership Discussions with PowerPoint</td>
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<td>March 19 (&amp; 26)</td>
<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 11, 12, 13 &amp; 14&lt;br&gt;♦ PowerPoint: Requirements of Portfolio&lt;br&gt;♦ PowerPoint: Maslow’s Hierarchy of Needs</td>
<td>♦ Final copy of “Philosophy of Education”&lt;br&gt;♦ Students 11, 12, 13 &amp; 14 - Peer Leadership Discussions with PowerPoint</td>
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<td>April 2 (&amp; 9)</td>
<td>♦ Initial Review of Portfolios (With Peer Review and Discussions)&lt;br&gt;♦ PowerPoint Presentations with Peer Leadership Discussions – Students 15, 16, 17 &amp; 18</td>
<td>♦ Draft of Portfolio&lt;br&gt;♦ Students 15, 16, 17 &amp; 18 - Peer Leadership Discussions with PowerPoint</td>
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<tr>
<td>April 16 (&amp; 23)</td>
<td>♦ Final Review of Portfolios</td>
<td>♦ Final Portfolio</td>
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<td>April 30</td>
<td>♦ Mock Interviews&lt;br&gt;♦ Make-ups if Needed&lt;br&gt;♦ Closure</td>
<td>♦ Portfolios Returned to Students</td>
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