Communication Studies 493
Teaching and Coaching Oral Communication


As community of learners, our professional education unit believes:

We exist to prepare professionals to continuously improve birth – grade 12 student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students’ learning by: (1) actively engaging in a culture of **reflective practice** and continuous improvement (2) demonstrating awareness of – and an ability to **respond** to – broader psychosocial and global contexts; and (3) **advocating** for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Course Objectives
This course will focus on helping students understand various methods of teaching high school and middle school oral communication courses. The course will emphasize the development of course objectives and competencies, the instruction of communication arts content, and the assessment of student performance. This course will also focus on helping students understand the value and philosophy of individual events and debate programs and how to coach and administer those programs. Lastly, this course will focus on the use of technology in teaching.

Late Assignments
I would advise you to make prior arrangements with me if you know you are going to turn in an assignment after the due date. (I reserve the right to take 10% off for every day an assignment is late.)

Incompletes
Incompletes will only be given in the case of emergencies.

Participation
Since this is a communication studies course, everyone needs to contribute orally.

Attendance
So much learning takes place during lectures, discussions, and presentations that cannot be made up by reading or copying someone else’s notes. If you are absent, you are responsible for getting class notes and class handouts. I will take
attendance during each class meeting. If you miss more than 3 classes, I will subtract 5 points for each missed class. (I will not take off points if you have written verification of an excused absence.)

Grades and Point Totals
A – 100-90%, B – 89.9-80%, C – 79.9-70%, D – 69.9-60%, F – 59.9-0%, P – 100-60%, N – 59.9-0%

Assignments and Points
Three Lesson Plans
Listening – 5th Grade Level (25 points)
Interpersonal – 8th Grade Level (25 points)
Media – 12th Grade Level (25 points)

Four Teaching Presentations
Listening – 20 minutes (20 points)
Interpersonal – 20 minutes (25 points)
Media – 20 minutes (30 points) (Powerpoint required.)
Public Speaking (Informative or Persuasive) – 50 minutes (40 points)

From Unit Plan
Unit Plan – 120 points
Public Speaking – Informative or Persuasive – 10th Grade

Curriculum List for Grades 5-12 including the main goals of each class – 30 points

4 Critical Bibliography Entries – 10 points each
These will be shared with peers on Desire 2 Learn.

2 Peer Critiques of Media Journal Article Critique – 20 points
Must demonstrate knowledge of functional, aesthetic, and ethical values of media communication (the two that weren’t in your journal article)

Evaluation of Informative/Persuasive Speeches – 20 points
Evaluation of Contest/Tournament Events – 20 points
Self-Evaluation of Teaching Demonstrations – 40 points (10 points each)
Four One-page Evaluations

Peer Teaching Evaluations – 60 points (15 points each)
These will be shared with peers on Desire 2 Learn.

Communication Anxiety/Apprehension Activities – 30 points
Forensics Assignments – 60 points
Computer Assignments – 60 points
Other Assignments

Tentative Schedule
Jan. 7 – Introduction to Course
Jan. 9 – Objectives/Lesson Plans – State Requirements for Licensure, National Communication Association Standards
Jan. 11 – Listening – Review 4 standards in the BOT standards (B4a, b, c, and d) for Teachers of Communication Arts and Literature pertaining to listening – Review materials from each standard by looking at Public Speaking textbooks. Talk about teaching at the 5th grade level.
Jan. 14 – Tutorial on Programs in Desire 2 Learn – Led by E-Learning Staff
Jan. 16 – Interpersonal Communication
Jan. 18 – Continue with Interpersonal Communication – Talk about teaching at the 8th grade level.

Jan. 21 – NO SCHOOL – MARTIN LUTHER KING, JR. Day
Jan. 23 – Lesson I – Teaching Listening
Jan. 25 – Lesson I – Teaching Listening

Jan. 28 – Lesson I – Teaching Listening
Jan. 30 – Media - Review 4 standards in the BOT standards (B5a, b, c, and d) for Teachers of Communication Arts and Literature pertaining to media – Review materials from each standard. Talk about teaching at the 12th grade level.

Feb. 4 – Small Group Communication
Feb. 6 – Small Group Communication
Feb. 8 – Media Lesson – Discussion of the integration of reading, writing, speaking, listening, and viewing in this lesson

Feb. 11 – Lesson II – Teaching Interpersonal
Feb. 13 – Lesson II – Teaching Interpersonal
Feb. 15 – Lesson II – Teaching Interpersonal

Feb. 18 – Public Speaking - Review 4 standards in the BOT standards (B3a, b, c, and d) for Teachers of Communication Arts and Literature pertaining to listening – Review materials from each standard by looking at Public Speaking textbooks. Talk about teaching at the 10th grade level.
Feb. 20 – Public Speaking
Feb. 22 – Public Speaking – Discussion of article reviews from Communication Education concerning philosophies and theories of communication arts instruction.

Feb. 25 – Public Speaking
Feb. 27 - Continue
Mar. 1 – Continue (Critical Annotated Bibliography Due)

Mar. 4 – Mar. 8 – SPRING BREAK

Mar. 11 – Communication Anxiety and Apprehension – Readings from McCroskey.
Mar. 13 – Teaching an activity on how to overcome communication anxiety and/or apprehension
Mar. 15 – Continue

Mar. 18 – Lesson III – Teaching Media – On functional, aesthetic, or ethical values of media communication.
Mar. 20 – Lesson III – Teaching Media
Mar. 22 – Lesson III – Teaching Media

Mar. 25 – Forensics – Discuss the speaking categories in a speech/drama tournament and how to coach students in these categories.
Mar. 27 - Forensics
Mar. 29 – Coaching or being a Faculty Sponsor of an Extracurricular Activity

Apr. 1 – Coaching – The state organizations that administer extracurricular activities for schools
Apr. 3 – Running a Speech/Drama Tournament
Apr. 5 – Continue

Apr. 8 – Communicating with Parents
Apr. 10 – Developing a 5-12 curriculum complete with goals and purpose.
Apr. 12 - TBA

Apr. 15 – Lesson IV – Teaching Public Speaking
Apr. 17 – Lesson IV – Teaching Public Speaking
Apr. 19 – Lesson IV – Teaching Public Speaking

Apr. 22 – Lesson IV – Teaching Public Speaking
Apr. 24 – Lesson IV – Teaching Public Speaking
Apr. 26 – Lesson IV – Teaching Public Speaking

Unit Plan Due – May 3 – 4 p.m.

**Critical Annotated Bibliography**

Article about Listening  
[International Journal of Listening]

Article about Media Criticism – Chosen by instructor to include functional, aesthetic, and ethical values of media communication.  
[Critical Studies in Media Communication]

Article about Philosophies and Theories of Communication Arts Instruction  
[Communication Education]

Article about Interpersonal Communication  
Taken from a journal that is referenced in Comm Abstracts

2 pages, double-spaced, typed

Summary of Main Points of Article  
Value to the 5-12 Speech Teacher

**Extracurricular Activities Letter**

You are applying for a teaching position at a school. The principal has asked you to write a letter in which you describe your potential ability to coach or direct two extracurricular activities connected to speech, English, or theater. In the coursework you have taken at WSU, you are qualified to coach the speech team. The specific courses that pertain to this requirement are public speaking, oral interpretation, argumentation, and teaching and coaching oral communication. Your qualifications for the other activity can come from junior high school or high school classes or experiences, college classes or experiences, or community experiences. This letter should be 1 to 1 ½ pages in length. It should be typed and double spaced. You should use specific examples to strengthen your arguments. You also need to include materials, like newspaper clippings, programs, etc, that show your work in the area outside of CMST and THAD courses required for the major.

These will be due during finals week.
Lesson Plan

Course Name
Grade Level
Length of Class

Objectives
Keep in mind what ACTIONS you want your students to be able to do
The students will know . . . – passive (avoid this)
The students will be able to identify. . . – Active (do this)

Introduction
Well-developed ideas as to how you will begin the class.
Should include a tie to the last lesson(s), a preview of what will take place
during the class period, and an attention getter or something to gain their
interest.

Body
Should be in outline or bullet form.
Should clearly identify the main points you will cover in class.
A substitute teacher should be able to pick this up and teach the class.

Conclusion
Well-developed ideas as to how you will end the class.
Should include a summary of what you covered in class, any assignment
reminders, and a preview of what you will be covering tomorrow.

Resources Needed

Bibliography

Teaching Demonstration

Introduction ___/8
Clear 1 2 3 4 5
Preview what will happen in class that day 1 2 3 4 5
Create interest in lesson 1 2 3 4 5
Summarize previous class materials, if applicable 1 2 3 4 5

Lesson ____/18
Organized 1 2 3 4 5
Clear 1 2 3 4 5
Active learning component 1 2 3 4 5
Age/ability appropriate 1 2 3 4 5
Knowledge of material being covered 1 2 3 4 5
Use of examples to illustrate ideas 1 2 3 4 5
Clear main points 1 2 3 4 5
Conclusion _____/8
  Clear 1 2 3 4 5
  Summarize what you covered during class 1 2 3 4 5
  Assignment 1 2 3 4 5
  Preview tomorrow’s class 1 2 3 4 5
Presentational Skills _____/8
  Eye contact 1 2 3 4 5
  Appropriate Tone 1 2 3 4 5
  Rate of Delivery 1 2 3 4 5
  Volume of Delivery 1 2 3 4 5
  Conversational Style Appropriate for the Classroom 1 2 3 4 5
  Appropriate Energy Level 1 2 3 4 5
  Distracting Mannerisms 1 2 3 4 5
  Uh, Ah, Er, Um, Etc. 1 2 3 4 5
  Control of Class 1 2 3 4 5
Power Point _____/8
  Use of Powerpoint 1 2 3 4 5
  Construction of Slides 1 2 3 4 5
  Main points of Slides 1 2 3 4 5
Media Lesson – Integration of reading, writing, speaking, listening, and viewing
  1 2 3 4 5

_____ + _____ + _____ + _____ + _____ = ______ Grade _____

CmSt 493 – Teaching and Coaching Oral Communication

Unit Plan

Construct a unit on either informative or persuasive speaking. This unit should be around 3 weeks long.

Cover Page
  Unit Title
  Grade Level
  Class Length
  Number of Students in Class
  Weeks/Days to Complete
  Author of Unit
  Date

Unit Goals
Lesson Plan for Each Day of Class
  Constructed like the lesson plans you have done this semester
  (You can make one lesson plan for all of research days and one lesson plan
An Oral Assignment with the Accompanying Evaluation Form
Oral Assignment Checksheet – Students will use this to make sure they have included all of the elements of a good speech.

A Test
Class Handouts
Bibliography

GRADING
I will use the grading format I used for individual lesson plans during the semester.
Are your unit goals appropriate? Are your unit goals included in the daily lesson plans? Does your test reflect your unit goals?
Does your unit include active learning?
Is your test comprehensive? Does it follow from your individual lesson plans?
Do you include an appropriate description of your oral assignment?
Does your checksheet(s) correlate with your oral assignment sheet and evaluation form?
Are your lessons in an appropriate order?
Do you include the appropriate amount of time for research and speeches?
I will take off points for spelling and grammatical errors.
Are your lessons in the appropriate order?

I expect you to put these materials in a folder.

PEPER Guidelines for Communication Arts and Literature 5-12

3. A. 3
Philosophy and theories of communication arts and literature instruction.
Read, discuss, and summarize articles from journal articles from the field, especially those in Communication Education.

Technological resources including software, databases and networks that can be used to gather, synthesize, create, and communicate knowledge
Learn how to use powerpoint and various programs in Desire 2 Learn.
Teach a media lesson using powerpoint. Show knowledge of this standard by sharing assignments via Desire 2 Learn.

The integration of reading, writing, speaking, listening, and viewing
Discuss the integration of reading, writing, speaking, listening, and viewing for the media lesson they will create and teach.

3. A. 16.
Communication arts and literature activities such as forensics, debate, journalism, literary journals, and related activities.
Discuss the various speaking categories in speech tournaments and how to coach
students in these categories, how to be a coach or faculty advisor for an extracurricular activity, how to run a speech/debate tournament or contest, and the workings of state programs in extracurricular activities.

Attend a speech/debate tournament/contest and rate student performances and turn in a portfolio outlining how they can coach or be a faculty advisor for two extracurricular activities

3. B. 3. c.
Methods of managing and overcoming communication anxiety and apprehension
   Discuss communication anxiety and apprehension and ways students can manage and overcome them.
   Team teach an activity in helping students overcome anxiety and apprehension.

3. B. 5. d.
Functional, aesthetic, and ethical values of media communication
   Review this standard and the current literature on these values.
   Critique articles from Critical Studies in Media Communication. Share these critiques with peers.

3. C. 3.
Develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline
   Discuss developing a curriculum for a middle to high school communication studies program, complete with goals and purposes.
   Construct a list of classes and include the main goals of each class for grades 5-12 in communication studies. Create a unit plan in which they list goals and demonstrate they can apply instructional materials and strategies for achieving those goals.