

COM 281: Principles of Speech Education

Spring 2016

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READINGS:

Book, C. L. (1989). Communication education: Pedagogical content knowledge needed. *Communication Education*, 38, 315-321.

Dallimore, E. J., Hertenstein, J. H., & Platt, M. B. (2008). Using discussion pedagogy to enhance oral and written communication skills. *College Teaching*, 56, 163-172.

Hobbs, R. (2004). Media literacy, general semantics, and K-12 education. *ETC*, 1, 24-29.

Hunt, S., Wright, A., & Simonds, C. (2014). Securing the future of communication education: Advancing an advocacy and research agenda for the 21st century. *Communication Education*, XX.

Palmer, E. (2014). *Teaching the core skills of listening and speaking*. Alexandria, VA: ASCD. [Chapter 7]

Stephens, E. C. & Brown, J. E. (2005). Content literacy: Identifying the issues. In *A handbook of content literacy strategies: 125 practical reading and writing ideas* (2nd ed., pp. 1-11). Norwood, MA: Christopher-Goradon.

Viadero, D. (2009). Researchers try to promote students ability to argue; A little-developed skill gets fresh recognition for school life. *Education Week*, 29(3), 14.

COURSE DESCRIPTION AND COURSE OBJECTIVES:

The general objective of the curriculum is to provide tools for the teacher candidate to develop as a competent teacher. Specifically, this class will explore theories and principles of effective instructional strategies and oral communication content to teach fundamentals of communication and to assist the teacher candidate in meeting the English Language Arts Content Standards for Teachers and the Illinois Professional Teaching Standards related to reading instruction.

Additionally, this course, in conjunction with the Communication Education pedagogical sequence, is designed to support Illinois State University's historic and enduring commitment to prepare teachers who will be responsive to the ethical and intellectual demands of a democratic society. This course contributes to this mission by providing a framework for understanding the varying strategies available for helping all students, regardless of background or ability, improve their oral and written communication skills, and enable them to participate more effectively in the democratic process.

The general course objectives:

- To understand the purpose of the Communication Education program, what we teach and how we fit into the educational process
- To identify, understand, and implement secondary level communication and Language Arts standards and competencies established by state and professional organizations
- To establish instructional content areas designed to accomplish the English Language Arts Content Standards especially in reading, written and oral communication
- To increase knowledge and skills in co-curricular activities and professional development including speech, debate, and drama
- To determine various instructional methods of presenting those content areas effectively in a multi-delivery and educationally-viable manner
- To explore recognition and resolution strategies of dealing with special communication needs in a multi-cultural classroom
- To implement reliable and relevant student/faculty assessment mechanisms to determine if competencies have been achieved
- To understanding the power of communication and the ethical responsibilities of being a teacher

COURSE REQUIREMENTS:

Why Teach Communication Essay. Write an essay arguing why communication should be taught at the high school level. Essay should be double spaced, at least two full pages, and denote specific reasons or ways that oral com helps student learning. Quality essays will cite data or published conclusions, demonstrate appropriate conventions of written communication, and build a compelling argument as to why oral communication is a necessary skill for students.

Resource File. You will begin creating a resource file that you can use throughout your schooling and education. The resource file will be a collection on lesson plans and teaching resources you acquire during your time in this program. You are responsible for having 50 resources.

Philosophy of Teaching. One to two page explanation of the principles that are guiding you in how you intend to teach your classes. You may use the Philosophy of Teaching you created in Com 283, but it must be rewritten. Keep updating ones that you have previously written – you will update this again in Com 381.

Lesson Plan 1-Speech. This lesson will be on any basic speech topic taught in a high school. Each student will be responsible for choosing one of those topics aligned to a standard, and no topics can be repeated. You can begin brainstorming lesson plan ideas together. Design a full lesson plan with all necessary components. You should link this lesson to other classes and life concepts. You must micro teach the lesson and after completing that you will complete the “Analyzing Teaching” portion of the lesson plan template.

Lesson Plan 2-Group. This lesson will be on group communication. Each student will be responsible for choosing one standard related to group communication, and no topics can be repeated. You will design a full lesson plan with all necessary components. You should link the lesson to other classes and life concepts. You must micro teach the lesson and after completing that you will complete the “Analyzing Teaching” portion of the lesson plan template.

Lesson Plan 3-Persuasion. This lesson will be on persuasion. Each student will be responsible for choosing one standard related to persuasion, and no topics can be repeated. You will design a full lesson plan with all necessary components. You should link the lesson to other classes and life concepts. This lesson should include some diversity component or multicultural segment. You must micro teach the lesson and after completing that you will complete the “Analyzing Teaching” portion of the lesson plan template.

Lesson Plan 4–Media Literacy. This lesson will be on media literacy. Each student will be responsible for choosing one standard related to media literacy, and no topics can be repeated. You will design a full lesson plan with all necessary components. You should link the lesson to other classes and life concepts. This lesson should demonstrate appropriate use of instructional technology. You must micro teach the lesson and after completing that you will complete the “Analyzing Teaching” portion of the lesson plan template.

Urban Ed Trip and Reflection. During this semester an Urban Education clinical experiences trip will be planned. You are to attend the trip and write an extensive reflection on what you learned from the experience including the different demographics and classrooms needs you saw.

Grade Defense. Because one objective of this course is for you to have quality resources when you begin teaching, you will be given the opportunity to draft on each assignment. I will not put grades on assignments. Instead, I will give you feedback and potentially ask for resubmission until the quality reflects that of a professional teacher. I am looking for quality work and to see improvement over the semester. Your final grade in this class will be based on a grade defense paper that you write as well as a meeting with me where we discuss your paper, grade, and agree on a final grade. This should be based on the professional standards set forth in the syllabus and the quality of work you produce. If you have questions about this grading policy at any point, please ask.

TENTATIVE SCHEDULE:

Week	Day	Topic(s) Covered	Readings	Assignment Due
1	T	Course Overview		
	R	Defining Ourselves	Book 1989; Hunt, Wright & Simonds 2014	
2	T	Standards	CCSS, IPTS	Why Teach Communication Essay Bring CCSS & IPTS
	R	Standards in Communication; Components of Communication Class		
3	T	Teaching Speech Lessons		
	R	How to Lesson Plan		
4	T	Lesson Plan 1 Presentations		Lesson Plan 1
	R	Lesson Plan 1 Presentations		
5	T	Content Literacy	Stephens and	

			Brown 2005	
	R	Facilitating Discussion	Dallimore, Hertenstein, & Platt 2008	
6	T	Teaching Group Communication		
	R	Lesson Plan 2 Presentations		Lesson Plan 2
7	T	Lesson Plan 2 Presentations		
	R	Students with Various Needs		
8	T			
	R	Assessment		
9	T	Spring Break		
	R			
10	T	Media Literacy	Hobbs 2014	
	R	Lesson Plan 3 Presentations		
11	T	Lesson Plan 3 Presentations		Lesson Plan 3
	R	Using Technology in the Classroom	Palmer 2014, Chapter 7	
12	T	Teaching Technologies		
	R	Lesson Plan 4 Presentations		Lesson Plan 4
13	T	Lesson Plan 4 Presentations		
	R	Competitive Debate		
14	T	Debate in the Classroom		
	R	No Class – CSCA Conference		
15	T	Speech Team		
	R	Speech Team		
	T	Writing a Teaching Philosophy		Resource File
16	R	Student Teachers on Campus to Present		Teaching Philosophy
		Final Exam Period – Individual Meetings		Grade Defense Paper