INSTRUCTOR INFORMATION
Instructor: Dr. Amy Oneal-Self
Phone: 812-239-1389 (cell)
SPH 201-D01
410-334-2832 (office)
Spring 2017
Email: aoneal-self@worwic.edu
Office: BH 211
Office Hours: Mondays 9:30-10:30 a.m. & 5:15-6:15 p.m.
Tuesdays & Thursdays 10:45-12:15 p.m.

SYLLABUS for SPH 201: Instructional Communication
Wednesdays, 6:30-9:45 p.m., BH 314

Text
This class does not require a traditional textbook. Instead, we will utilize The Public Speaking Project’s website to read and study various modules freely provided online. These digital resources will guide and inform our shared understanding of course material; they are also easy to download and printer-friendly. Since you will be held accountable for this online content through each week’s assigned readings and course assignments, regular and reliable Internet access is critical to your success in this class.

Blackboard
You will use Blackboard to access The Public Speaking Project’s website, download copies of assignments and view helpful PowerPoint presentations. To access Blackboard you need to have access to a computer with an Internet connection (other requirements may apply). Computers that meet these requirements are available on campus in AHB 108, FOH 305, GH 204, and HH 100. Should Blackboard be unavailable, you can access the textbook by going to www.publicspeakingproject.org.

To log in to Blackboard: Above Quick Links on the college homepage (www.worwic.edu), click on myWor-Wic. Enter your username and password to login to your myWor-Wic student portal. In the “My Blackboard Classes” box, click on our class, and you will be directed to our Blackboard site (if you experience difficulty logging in through the portal, you can also access Blackboard through Quick Links on the college homepage).

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:
- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members or any unauthorized individuals

Violators are subject to college disciplinary procedures.
**Course Description:**
This course covers the communicative factors involved in the teaching-learning process. The communication concept applicable to classroom instruction is explored, and the communication skills essential in teaching groups of students are developed. Special focus is placed on communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. *Hours: 39 lecture. Usually offered in the fall and spring.*

**Upon completion of this course, students should be able to:**

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and deliver effective classroom presentations using various teaching methods. (GEO 1,7, 9)</td>
<td>A. Recognize the variables affecting information processing.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>B. Recognize the advantages and disadvantages of the lecture method.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>C. Plan and demonstrate a lecture.</td>
<td>Lecture micro-teaching presentation and lesson plan Test questions</td>
</tr>
<tr>
<td></td>
<td>D. Recognize the characteristics of the discussion method.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>E. Recognize the advantages and disadvantages of the discussion method.</td>
<td>Discussion micro-teaching presentation and lesson plan Test questions</td>
</tr>
<tr>
<td></td>
<td>F. Design and arrange a class discussion.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>G. Recognize the necessary elements for effective collaborative learning.</td>
<td>Small group proposal and presentation Test questions</td>
</tr>
<tr>
<td></td>
<td>H. Recognize the advantages and disadvantages of the small group method.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>I. Design and arrange a small group activity.</td>
<td>Test questions</td>
</tr>
<tr>
<td></td>
<td>J. Recognize the components of communicative reading.</td>
<td>Storytelling micro-teaching presentation and lesson plan.</td>
</tr>
<tr>
<td></td>
<td>K. Recognize the advantages and disadvantages of communicative reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L. Prepare and arrange a selection for communicative reading or storytelling.</td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Evaluate presentations for a variety of teaching methods. (GEO 1) | A. Recognize the five different types of communication acts of the competent communicator.  
B. Recognize the characteristics of a supportive climate in the classroom.  
C. Identify guidelines for effective feedback in the classroom.  
D. Recognize communication variables in interpersonal relationships.  
E. Identify techniques of active listening.  
F. Recognize functions of nonverbal communication in the classroom.  
G. Recognize categories of nonverbal communication in the classroom.  
H. Appraise the content and/or delivery of a lecture, a discussion, a small group activity and a communicative reading. | Test questions  
Test questions  
Test questions  
Test questions  
Test questions  
Test questions  
Test questions  
Critical listening forms for peer evaluation of lectures, discussions, and communicative readings, self-evaluation paper |
|---|---|---|
| 3 | Express increased confidence in communicative situations in the classroom. (GEO 1) | A. Apply strategies of organization and preparation.  
B. Employ methods of reducing anxiety.  
C. Practice educational communication skills by delivering micro-teaching presentations. | Scores on public speaking confidence pre- and post-survey |

**Attendance**

Attendance in every class is expected. Because of the nature of the course, it is imperative that you attend classes, participate in the peer and video evaluations, and contribute to the discussions. Therefore, attendance will be taken every class, and students are expected to attend every class. **Frequent absences result in a lowered course grade.** YOU are responsible for finding out what you may have missed and for keeping your assignments current. **Absence is not an excuse for being unprepared for the next class. Since we will do many in-class activities worth points, regular attendance and participation are the best ways to ensure your success in this course.**

**Tardiness**

This course is designed to prepare you for the business and professional world. You should not be late for work, so don’t be late for class! **Frequent tardiness results in a lowered course grade. You will lose peer or video evaluation points for any speeches that you are not present for. If you arrive late and someone is delivering a speech, DO NOT enter the classroom until that speech has been completed.**
Responsibilities
Each student is responsible for adhering to his or her scheduled dates for assignments as indicated on the syllabus. Late assignments must be submitted no later than the end of the next class meeting. All late assignments will be graded with a 10% penalty. If you are not present on the day your speech is due, your speech must be presented at the next class meeting and will be graded with a 10% late penalty. No late work will be accepted after the next class meeting past the original due date unless arrangements are made with me; otherwise, all late work must be submitted by the next class. Because they are materials that help you prepare for your speech and should be completed before you present your speech, outlines and works cited pages will not be accepted late.

Written Assignments
Many of your presentations require a written lesson plan and at least one electronically-retrieved source. These submissions should follow MLA guidelines, and the two outlines should follow the format of the models provided with each assignment. If you need extra help with these assignments, I’m happy to meet with you.

Writing Conferences
If you wish to have additional help on a writing assignment, writing conferences are available on a walk-in basis during regular business hours. All conferences are held in the Reading and Writing Center (MTC 204).

Tutoring Services
Additionally, Wor-Wic offers free, drop-in tutoring in AHB 205 & 305. I strongly encourage you to utilize this service. It’s a great way to have another set of eyes look over your submissions before you send them to me for a grade.

Library Requirements
This course requires library research. You must use at least one electronically-retrieved source for your research this semester. Through its many databases, the Media Center offers access to encyclopedias, journals, magazines, and many other source materials.

MLA Research Guides
A quick guide to MLA is available in the Media Center or online through Wor-Wic’s webpage. You can access the guide by clicking Quicklinks>Library Services>Citing Sources>MLA Style or by clicking here.

Academic Honesty Policy
Academic honesty is expected of all students. Students should refer to the “Student Conduct” section of the college catalog for an explanation of the violations of academic values and the procedures that will be followed if a student is charged with one of these primary offenses, which include:

- Cheating
- Plagiarism
- Facilitating academic dishonesty
- Fabrication
- Other forms of academic dishonesty
STUDENT CONDUCT STATEMENT (AS FOUND IN THE COLLEGE CATALOG):
“In addition to following other student conduct regulations, all students are expected to exhibit appropriate classroom behavior. In order to adhere to the guidelines for civility in the classroom, students should:

1. Use electronic devices only for emergency situations or instructor-directed educational purposes in the classroom. Any inappropriate use of electronic devices that disrupts the learning environment will be subject to the student code of conduct.
2. Arrive to class on time and avoid leaving early;
3. Remain attentive throughout the entire class session;
4. Listen actively and avoid side conversations while the instructor or another student is presenting information;
5. Demonstrate a respectful attitude toward the instructor and other students during discussion or debate;
6. See their instructor during office hours instead of during class time if they need clarification of course material missed due to absence;
7. Consume food in the classroom only with permission of the instructor; and
8. Leave a clean environment for the next class.”

I am committed to providing you with an excellent course experience within an atmosphere of mutual respect and trust. In creating such an environment, I want you to know that I value academic excellence, academic integrity, and respect for one another. As such, I expect all course participants to abide by Wor-Wic’s policies concerning academic integrity, anti-harassment, and anti-discrimination.

SERVICES FOR STUDENTS WITH DISABILITIES
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic's Services for Students with Disabilities web page.

EMERGENCY PREPAREDNESS STATEMENT
In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College's website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.

FINAL NOTES
I strongly encourage you to contact me if you are experiencing difficulty with an assignment, if you need clarification on specific guidelines, or if you simply would like to talk about the work involved in this class. You will find me very willing to help any way I can. However, please do not wait until the last minute to remedy a troubling situation. The best way to reach me is by cell phone (812-239-1389) or Wor-Wic email; I will always do my best to respond in a timely fashion.
Grading: Final grades will be computed as follows

- Introduction to class: 100 points
- 5-7 minute lecture: 100 points
- Typed lecture lesson plan: 50 points
- 3-5 minute storytelling (based on lecture topic): 50 points
- Presentation of Small Group Activity to peer group: 50 points
- 5-7 minute communicative reading: 100 points
- Typed communicative reading lesson plan: 10 points
- 5-7 minute discussion presentation (based on comm. reading): 100 points
- Typed discussion presentation lesson plan: 35 points
- Video evaluations (4@10pts.): 40 points
- Peer evaluations (6@10pts.): 60 points
- Journal entries (4@20 pts. each): 80 points
- Capstone project poster session: 100 points
- Poster sessions reflection paper: 25 points
- Final exam: 100 points

**Total** 1000 points

900-1000=A  800-899=B  700-799=C  600-699=D  less than 600=F
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics/Assignments</th>
<th>Read in preparation for class</th>
</tr>
</thead>
</table>
| 1      | January 18 | Course introduction  
Speaking anxiety  
Classroom communication  
Discuss introduction assignment  
**Video evaluation #1**                                                                                                                                   | Chapter 11                    |
| 2      | January 25 | Listening  
Language  
Information sharing and using technology  
Delivery  
Communication Climates—Supportive and Defensive  
**Video evaluation #2**                                                                                                                                   | Chapter 4  
Chapter 10  
Chapter 13  
Chapter 12 |
| 3      | February 1 | **Introductions due**  
**Peer evaluation #1**                                                                                                                                                                                             |                               |
| 4      | February 8 | Bloom’s taxonomy  
Roles of formative and summative assessment and feedback in the classroom  
Lecturing  
Storytelling  
Assign lecture and storytelling  
**Video evaluation #3**  
**Journal #1 due (submit on Blackboard before class)**                                                                                           | Review Bloom’s taxonomy handout |
| 5      | February 15| Small group communication  
Communicative reading  
Leading classroom discussions  
Discussion vs lecture  
Assign presentation of small group activity  
**Video evaluation #4**  
**Journal #2 due (submit on Blackboard before class)**                                                                                           |                               |
| 6      | February 22| **Lecture and storytelling due—Last names A-L**  
**Peer evaluation #2**                                                                                                                                 |                               |
| 7      | March 1    | **Lecture and storytelling due—Last names M-Z**  
**Peer evaluation #3**  
Assign communicative reading & class discussion                                                                                                                                                           |                               |
| 8      | March 15   | **Presentation of small group activities due**  
**Peer evaluation #4**  
Assign capstone project  
**Journal #3 due (submit on Blackboard before class)**                                                                                           |                               |

**No Class March 8**  
**Spring Break 😊**
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>March 22</td>
<td>Communicative readings &amp; class discussions due—Last names M-Z</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer evaluation #5</td>
</tr>
<tr>
<td>10</td>
<td>March 29</td>
<td>Communicative readings &amp; class discussions due—Last names A-L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer evaluation #6</td>
</tr>
<tr>
<td>11</td>
<td>April 5</td>
<td>Capstone project poster sessions</td>
</tr>
<tr>
<td>12</td>
<td>April 12</td>
<td>Final exam review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal #4 due (submit on Blackboard before class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poster session reflection paper due</td>
</tr>
<tr>
<td>13</td>
<td>April 19</td>
<td>Final exam presentations</td>
</tr>
<tr>
<td>14</td>
<td>April 26</td>
<td>Final exam multiple choice portion 6:30-8:30 p.m.</td>
</tr>
</tbody>
</table>