

## **ED 589 ENHANCING COMMUNICATIONS**

### **Syllabus**

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#### **CREDIT HOURS:**

Three Semester Hours

#### **PREREQUISITES:**

A baccalaureate degree is required for graduate level courses.

#### **CATALOG DESCRIPTION:**

This course uses some of the most respected tools in the field of communication today. The course will take the concept of communication to a new level and challenge the students to look at old ways of interacting with people. Students will gain an understanding of the power the spoken word can have on enhancing learning and self-esteem. The focus will be on building self-confidence in yourself and others through proactive communication.

#### **STUDENT LEARNING OUTCOMES:**

The student will:

- become skilled at communication techniques created by leading experts in the field of teacher-child communication.
- learn how to more effectively motivate children to succeed in school.
- be encouraged to engage their students in the process to illustrate each practical skill.
- examine his/her role in either encouraging or discouraging communication with children in the classroom setting.

#### **COURSE REQUIREMENTS:**

Students are required to submit seven Project Responses; one for each of the seven lessons.

There are written reactions and explanations of the concepts and skills being taught in each lesson and applied in the classrooms. I call these reaction papers Project Responses. The Project Responses need to demonstrate that the student read the material, processed the contents, and applied the techniques. No exams.

## **COURSE MATERIALS:**

### **Required Textbook:**

Faber, A., Mazlish, E., Nyberg, L., & Anstine Templeton, R.. *How To Talk So Kids Can Learn At Home And At School*. New York: Simon & Schuster. (1996)  
Trade Paperback ISBN-10: 0-684-82472-8, ISBN-13: 978-0-684-82472-7

### **Reference Books (not required):**

Dyer, Wayne W. *What Do You Really Want for Your Children?* New York: Harper Collins. (1985) ISBN-13: 9780380730476, ISBN-10:0380730472

Garbarino, James Ph.D. *And Words Can Hurt Forever: How To Protect Adolescents from Bullying, Harassment, and Emotional Violence*. New York: Simon & Schuster - Free Press. (2003) ISBN-13: 978-0-7432-2899-2, ISBN-10: 0-7432-2899-5

## **GRADE DISTRIBUTION AND SCALE:**

In alignment with ASC academic policies, no D may apply to a major or minor field.

### **Grade Distribution:**

Project Response (7)	100 points each	<u>700 points</u>
Total Points		700

### **Scale:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

## **COURSE INSTRUCTIONS**

Since children are not vessels that we can pour information into, all educators need support in getting kids to learn.

This course will introduce you to the basic skills needed to elicit cooperation from students. Studies have shown that teachers and those who work with children can sometimes fall into a pattern that actually stymies students' efforts. With a few adjustments in your approach to children, you can increase their self-esteem and simultaneously increase your effectiveness with them as an instructor.

Your job will be to read the chapter assigned and study the cartoon illustrations. I will be expecting you to then read the “Quick Reminder” cards emphasizing the key points. Your homework will be for you to give me feedback on what happened when you tried the technique described in the “Quick Reminder.” This will be the Project Response that you turn into me.

I expect that the Project Responses will be approximately one page in length. Please just make sure you communicate to me that you read the material, processed it for yourself, and attempted the skill. I will be assessing your project response on your understanding of the concept and your ability to communicate that to me. Be sure that you communicate how the skill worked for you in the classroom. I will evaluate your work on *process* (properly organized, acquired knowledge base, communication efforts with myself) and on the actual *product* (format, mechanics of writing, organization and structure, creativity, demonstration of knowledge). Each of the project responses is worth 100 points. I hope the Project Responses will serve as a useful tool for you and your students.

Please send your assignments to me as Microsoft® Word attachments. You may send them via U.S. Postal Service mail, too. When you send your work to me, please continue to follow our syllabus. I will return all your work as soon as possible. You can do the assignments all at once or one at a time. Remember, I want you to grow professionally from this class so I am willing to grade the assignments whenever and however you submit them.

This course is a tool kit to help you be a success. You’ll discover ways to handle kids that studies have shown are most effective. The premise is short on theory and long on pragmatic applicability. This course will give you ammunition to carry into the classroom. There is no test at the end. There is nothing to memorize. The goal is to help make your interactions with children more effective and more positive than before.

I hope you enjoy the course.

**ADA Statement:**

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.

**Note: Web sites are constantly changing and you may find that some have moved or are simply no longer available; contact your instructor with any questions.**