FRESNO PACIFIC
U N I V E R S I T Y

EDUC-922: Understanding Student Communication

Independent Study Online Course Syllabus

Instructor: Jon F. Morse, Sr.	**Number of Graduate Semester Units:** 3 units
Phone: (559) 908-1714	**Target Audience:** K - 12th grade teachers
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Course Description

This class will introduce skill sets that can be acquired and used in becoming an effective communicator with students, parents, and colleagues, increasing a teacher's ability to make significant connections with everyone. Tools discussed in this course are not always taught in a typical teacher training program, but once recognized and practiced, they can make a huge difference for anyone's effectiveness in their professional career and private life.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Churches, R. (2010). *Effective Classroom Communication Pocketbook*, Teachers Pocketbooks. ISBN-13: 978-1906610111 This book is currently out of print, but is available on-line as an eBook at: https://play.google.com/books/reader?id=wdXwCgAAQBAJ&hl=en&pg=GBS.PP1

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

California Social and Emotional Learning Competencies (http://www.casel.org/)
1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision making

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Describe, analyze and apply information on how brain development and social-emotional development affect communication and learning with regards to at-risk students.	NBPTS 2	CE 1-6
2. Demonstrate how tracking eye movements of students in the classroom can give them insight about the individual's personal learning style at any moment in time	NBPTS 4	CE 1-6
3. Examine all aspects of communication and use their own body language, voice tone, and predicates of language to build better rapport with the students, family members and staff with whom they work.	NBPTS 4	CE 1-6
4. Assess and describe their own personal learning style strengths.	NBPTS 4	CE 1-6
5. Listen to speech patterns and apply them to a student's learning style.	NBPTS 4	CE 1-6
6. Examine the meaning of communication as described in the Coaching Cognition videos and demonstrate the process in a live interaction with another person.	NBPTS 2	CE 1-6
7. Demonstrate, relate and apply each of the communication skills taught in this course to their own lives, and the teaching profession.	NBPTS 2	CE 1-6
8. Set rules for collegial discussions and decision making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed	NBPTS 2	CE 1-6
9. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and qualify or justify their own views and understanding to make new connections.	NBPTS 2	CE 1-6
10. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics	NBPTS 2	CE 1-6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Welcome Video • Course Syllabus	
Module 1 – Course Introduction and Orientation	• 1.1 Orientation Assignment: Write a 1-2-page narrative describing yourself, your teaching situation and explain what you hope to learn from this course. • 1.2 Class Introductions: Please update your profile and post an introduction of yourself for other students to help get acquainted with you. • 1.3 Introduction to Text – Effective Classroom Communication Pocketbook Chapter 1 Assignment • 1.4 Reading Text Chapters 2-4 Assignment	20 pts 5 pts 10 pts 20 pts
Module 2 – Conception to Two (2) Years of Age	• 2.1 Read and Reflect on Conception to Two (2) Years of Age by Harold Watkins. Discuss in a 1-2 page paper how this knowledge can be useful when communicating with a young person that is a product of negative social emotional in-utero experiences that affect their cognitive development and learning skills. • 2.2 Reflection Exercise	20 pts 10 pts
Module 3 – How We Think	• 3.1 Forum on How We Process and Retain Information	15 pts
Module 4 – Learning Style Inventory	• 4.1 Read and Reflect on Chapters 5 & 6	20 pts
Module 5 – Eye Accessing Cues and Visual Sensory Acuity	• 5.1 Eye Movement Exercise: In the Eye Movement Exercise you will be videotaping the assignment of asking questions of two different volunteers. Student will interact with instructor via phone call to evaluate the project • 5.2 Forum Exercise	35 pts 15 pts
Module 6 – Language Patterns	• 6.1 Matching Predicates Exercise: Study Matching and Mismatching Predicate examples. Complete the Matching Predicate Exercise. After meeting with the two volunteers write a 1-2-page narrative describing the experience and your ideas on how this skill set can further enhance your communicative ability with your students • 6.2 Journal Reflection: Complete the Forum Exercise by sharing your experiences in this topic with your colleagues as well as commenting on a post by a fellow colleague	40 pts 15 pts
Module 7 – How Humans Process and Retain Information	• Review the slide show about the 13 Neuro-Linguistic Programming (NLP) Presuppositions. • 7.1 Forum Exercise	 15 pts

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	• 7.2 Read Chapter 7 from the course text. Write 2 pages about how you can apply the principles from this chapter.	20 pts
Module 8 – Non-Verbal Communication	• Empowerment Pill video • 8.1 Observation and Narrative • 8.2 Read Chapter 8 and Complete Exercise	15 pts 20 pts
Module 9 – Culminating Activity	• 9.1 Culminating Activity: Select from a variety of ways to demonstrate what you have learned in this class. Select one of three options: Video, PowerPoint, or Unit Lesson Plan	200 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**495 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics
Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the

900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.