

Classroom Communication

Course Description

This course is designed for participants who wish to improve their skills and abilities related to effective classroom communication. When students are engaged in meaningful work where everyone contributes to classroom discussions and deep understanding, transfer of knowledge to real-life applications is more likely. Participants will explore ways to communicate clear directions and procedures and how to evaluate their effectiveness. They will also create and analyze instructional outcomes that represent high expectations and rigor. The verbal and nonverbal communication techniques offered in this course provide participants with ways to encourage, redirect, engage, and challenge students. In addition to facilitating effective communication with and among students, participants will explore how to increase their cultural sensitivity to facilitate conversations with families and students.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Define rules, directions, and procedures.
2. Develop a student-friendly rationale for adhering to established procedures.
3. Analyze strategies for communicating directions and ensuring clarity for all students.
4. Explain when and how to clarify the purpose of a lesson or unit.
5. Identify ways to link lessons and learning goals to key concepts and student interests.
6. Discuss how oral and written language can be used to explain content, clarify limits, and facilitate student choice.
7. Identify culturally responsive approaches designed to engage families in the instructional program.
8. Analyze strategies for responding to family concerns and inviting family participation.
9. Describe how clear explanations behind a lesson's purpose, the content, and connections to student interest promote deep understanding.
10. Explore strategies for writing clear and concise directions using age-appropriate vocabulary for classroom activities and assessments.
11. Analyze how effective classroom discussions deepen and extend understanding.
12. Implement strategies for increasing and sustaining student participation in whole-class and small-group discussions.
13. Develop strategies for structuring focused whole-class and small-group discussions.

14. Explore methods for teaching students to ask high-quality questions that incorporate their own ideas and provide opportunities for reflection, while focusing on deepening understanding.
15. Analyze and reflect upon approaches to fostering a culture of shared accountability for meaningful, respectful whole-class and small-group discussions.
16. Implement techniques that foster high-level questions and reasoning skills while simultaneously maintaining the momentum of student-led discussions.

Topical Outline

List of Concepts

Communicating Directions and Procedures

Define rules, directions, and procedures; effective communication; practice and reinforce classroom procedures; communicate directions

Setting Expectations for Learning

Clear lessons and units; key concepts; link to student interests; communicate importance of student learning

Classroom Communication

Engagement; clarity of expectations; student choice; accurate communication

Communicating With Families

Student progress; encourage family engagement; cultural sensitivity; student contributions

Effective Uses of Language

Clear spoken and written language; appropriate vocabulary; influence of language; clear and concise directions

Facilitating Classroom Discussions

Effective communication techniques; focused and engaging instructions; increased and sustained student participation

Preparing to Participate: Student Led Discussions

High-quality questions; foundation of responsibility; meaningful discussions; shared accountability; respectful discussions

Participating in Student Led Discussions

Contribution to classroom discussions; high-quality questions; student learning through discussion; meaningful student contributions

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple graded activities to be completed throughout the term.

Modules	Topics of Modules	Points
Module 1:	Communicating Directions and Procedures	38
Module 2:	Setting Expectations for Learning	34
Module 3:	Classroom Communication	25
Module 4:	Communicating With Families	25
Module 5:	Effective Uses of Language	25
Module 6:	Facilitating Classroom Discussions	35
Module 7:	Preparing to Participate: Student Led Discussions	30
Module 8:	Participating in Student Led Discussions	30
All	Final Paper	100
All	Course Project	155
Total		497

Hours by Module

Module 1: Communicating Directions and Procedures	
Readings	7 hours
Assignments	5 hours
Final Paper	1 hours
Contribution to Course Capstone	2 hours

Module 2: Setting Expectations for Learning	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours

Contribution to Course Capstone	3 hours
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Module 3: Classroom Communication	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 4: Communicating With Families	
Readings	7 hours
Assignments	5 hours
Final Paper	3 hours
Contribution to Course Capstone	2 hours

Module 5: Effective Uses of Language	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 6: Facilitating Classroom Discussions	
Readings	7 hours

Assignments	5 hours
Final Paper	3 hours
Contribution to Course Capstone	3 hours

Module 7: Preparing to Participate: Student Led Discussions	
Readings	7 hours
Assignments	5 hours
Final Paper	2 hours
Contribution to Course Capstone	3 hours

Module 8: Participating in Student Led Discussions	
Readings	7 hours
Assignments	5 hours
Final Paper	3 hours
Contribution to Course Capstone	2 hours

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the college-specific grading scale.

PLS 3rd Learning's Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

PLS 3rd Learning's Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

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