

Syllabus for  
**COM 110—Teaching Communication Arts**  
0.5 Credit Hours  
Spring 2014

**I. COURSE DESCRIPTION**

An investigation of and practice with specific methods in teaching secondary students speech, drama, debate, and related subjects. This class is designed to be taken 6 times for a total of 3 credit hours.

- A. Unit 1: The Basics: Through interacting with current speech, drama, debate educators, CAE majors discover practical resources and supplies, record keeping systems, and accommodation plans, while they simultaneously develop professional relationships, and plans for intern and career teaching.
- B. Unit 2: Practice Teaching: Through analysis of their recorded lesson presentations, the CAE majors evaluate their strengths and weaknesses in lesson planning and presentation, including various levels of objectives, strategies, and assessments for various communication subjects.
- C. Unit 3: Synthesis: Through a variety of projects, the CAE major verbalizes a philosophy of teaching communication arts to secondary students, plans a unit and a semester curriculum.

**II. COURSE GOAL**

The purpose of this course is to prepare the teacher candidate for a successful internship in secondary educational institutions.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

Upon successful completion of this course the student will be able to:

- A.
  - 1. Evaluate current, personal strengths and weaknesses in teaching. SDDSS\* 1, IS\*\* 1, 4
  - 2. Analyze the types of teaching positions to choose the most suitable for current, personal abilities. SDDSS\* 1, 4, IS\*\* 11
- B.
  - 1. Build foundational habits for professional relationships with students, parents, peers, and administrators. SDDSS\* 4, IS\*\* 10, 17
  - 2. Share contact information for suppliers of teaching materials. SDDSS\* 3, 4, 10, IS\*\* 3, 8
  - 3. Share examples and descriptions of record keeping systems to document academic, behavioral, and material transactions. SDDSS\* 4, 11, IS\*\* 3, 10, 14
- C.
  - 1. Plan lessons on all levels of Bloom's Taxonomy, using technology, behavioral objectives, Oklahoma Core Curriculum objectives, activity instructions,

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- materials, time estimations, student assessment, and lesson evaluation. SDDSS\* 1, 2, 3, 7, 8, 9, 10, 13, IS\*\* 2, 3, 4, 5, 6, 9, 13, 14, 15
  - 2. Design accommodations for students with individual differences. SDDSS\* 8, IS\*\* 3, 4, 5, 6, 7, 8, 9, 11, 12, 16
  - 3. Write a plan for each day of an 18 week semester's communication course (90 days) including specific units and four days for posting grades each 4.5 weeks SDDSS\* 11, IS\*\* 5, 6, 9, 12
- D. Verbalize a personal philosophy of speech and drama education in secondary schools incorporating the Oklahoma Core Curriculum objectives. SDDSS\* 11, IS\*\* 3, 4, 13
- E. Arrange and decorate a model classroom to maximize learning in a particular communication subject. SDDSS\* 7, IS\*\* 4, 5, 16

\*SDDSS: Speech, Drama, Debate State Standard (Oklahoma)

\*\*IS: Institutional Standard (ORU)

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Materials

- 1. Textbooks  
Tanner, F. 8<sup>th</sup> edition. Basic drama projects. Logan: Perfection Learning  
ISBN -10:0-7891-6175-3
- 2. Other  
Video recording materials, thank you notes, postage stamps, transportation to observation/interview destinations, professional wardrobe

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;

- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

#### B. Department Policies and Procedures

- 1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. Extended illnesses are handled on an individual basis and require a doctor's excuse.
- 2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
  - a. Inform the professor before the event.
  - b. Arrange to complete missed work within one week.
  - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
  - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
- 3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision of this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the

student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.

4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication, Arts, and Media Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the General Education WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **General Education Handbook**. Scroll down to pp. 180-181 and 189-190.

C. Course Policies and Procedures

1. Evaluation Procedures, the grade for this course is determined by projects and papers
2. Other policies and procedures
  - a. All project, quiz, teaching, and other assignments must be done on time to receive credit. Quizzes may be given at any time.
  - b. An acceptable lesson plan will be submitted prior to each teaching presentation.
  - c. Documents must be compatible with Microsoft 2003.
  - d. No credit is awarded for any document containing **MORE THAN THREE ERRORS ON THE FIRST PAGE**.
  - e. Students may be required to attend or present at events and submit evaluations for the purpose of meeting other professionals, and becoming aware of current issues and innovations.
  - f. Makeup teaching and testing is allowed only for academically excused absences (no late fee), for verified medical excuse (with payment of a \$15 late-test fee at the Student Accounts Office), and for other dire emergencies (payment of late-test fee). All late tests, regardless of reason, may require additional essay and true-false questions.
  - g. At least one visitation to a secondary classroom in the content area is required for observation of teaching styles and programs and for determining potential, mutually satisfactory placement for student teaching.

## VI. COURSE CALENDAR

This is a suggested calendar that may be modified.

Week	Date	Due today	In ClassTopic
1	1-8		Orientation
2	1-15		Intro to Method 1
3	1-22		Demonstration of Method 1 with lesson plan
4	1-29		Student presentations with Method 1 and lesson plan
5	2-5		Student presentations with Method 1 and lesson plan
6.	2-12		Student presentations with Method 1 and lesson plan
7	2-19		Group advisement: schedule, auditions APO, KDP, interview OGET, OSAT, OPTE
8	2-26		Student presentations with Method 1 and lesson plan
9	3-5		Student presentations with Method 1 and lesson plan
10.	3-12		Rehearse destination teaching
~~~	<b>3-19</b>	<b><i>Spring Break</i></b>	
11	3-26		Rehearse destination teaching
12	4-2		Rehearse destination teaching
13	4-9		Destination Teaching
14	4-16		Reflections and Thanks
15	4-23		Reflections and Thanks

## Course Inventory for ORU's Student Learning Outcomes

### COM 110 – Teaching Communication Arts Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		x		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	x			
4D	Responsible citizenship	x			
4E	Leadership capacity	x			