



Communication Skills for Early Childhood Classrooms ECE 9255

3 Semester Credits/Units

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Course Syllabus

Course Overview:

Discover the importance of developing speaking and listening skills in early childhood and elementary classrooms to improve learning. Explore why these communication skills are important to develop in young learners and create a plan for implementing the practical tools and strategies you discovered for your classroom and/or school building.

Course Objectives: This course will give the student the opportunity to:

- Identify the speaking & and listening standards that you are responsible for teaching.
- Explore ways that speaking/listening supports learning in your current classroom, throughout students' education, and into their adult life and/or career.
- Research strategies and lessons that teach speaking/listening skills to foster learning, communication, collaboration, and problem-solving skills.
- Reflect on your current classroom and how you can plan to implement lessons/strategies for Active Listening.
- Develop a plan for implementing strategies that will support the development of speaking.

Course Relation to CCS or other Professional Standards

The National Board for Professional Teaching Standard Early Childhood Generalist:

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard VI: Managing the Environment for Development and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Modules

There are 5 modules which comprise this course. The modules will guide you through your current knowledge on the course matter, gaining new knowledge, exploring what the research says about the effects on learning, analyzing current students and best practices, and reflecting on how you will utilize these techniques in the classroom as well as provide support for parents to utilize strategies at home.

MODULE 1: Identify the speaking & listening standards that you are responsible for teaching.

Overview	You will explore the standards that you are required to teach. Identify any standards that fall under communication and/or speaking and listening.
Goal	The teacher will explore their required student learning goals/state standards. Identify the standards that you are required to teach your students in the category of communication, specifically speaking and listening.
Assignment	<p>Research your state standards or required teaching standards and identify the speaking and listening standards in your grade level.</p> <p>Submit a paper that includes the following:</p> <ul style="list-style-type: none">● What grade level do you currently teach?● What standards does your school district or state mandate?● Identify (list) the speaking/listening standards that you will be responsible for teaching.● Explain how these standards fit into your current curriculum and reflect on areas you do well in implementing speaking/listening and what areas you would like to improve.

MODULE 2: Discover why and how to teach speaking/listening.

Overview	Research the importance of teaching speaking/listening and different ways to teach speaking/listening in the classroom.
Goal	Throughout this module, the teacher will have discovered the importance of teaching speaking/listening and how to effectively do so in their classroom.
Assignment	<ul style="list-style-type: none">● Read the article: Why should we teach speaking and listening in the classroom.● Read the article: How to teach speaking and listening in the classroom.● Watch the video: How to Teach Speaking and Listening Skills for Kindergarten, First, and Second Grade● Conduct and document 5-10 hours spent on your own research. Use the Research Log and Submit it in Module 2 Dropbox● Write a 1-page reflection. How do you feel about teaching speaking/listening in your classroom? Why is it important? Share thoughts on how you may plan to do this. What may be the obstacles?

MODULE 3: Exploring Specific Strategies to Teach Active Listening

Overview	Discover specific strategies that can be used in the classroom to support and develop active listening.
Goal	The teacher will discover practical tools and strategies for teaching active listening in their classroom.
Assignment	<ul style="list-style-type: none">● Read the following Blog Posts: Active Listening in the Classroom, <i>Be Their Difference</i> 7 Listening Activities that Promote Attentiveness in the Classroom, <i>Proud to Be Primary</i> 5 Ways to Promote Active Listening in your Classroom, <i>For the Love of Teaching</i> The Value of Listening in the Classroom: How to Teach your Students Active Listening, <i>Waterford.org</i>● Conduct your own research (5-10 hours) and document it on the research log.● Describe 3 strategies from this module or from your own research that you plan to implement in your classroom. For each strategy, explain your plan for implementation.

MODULE 4: Exploring Specific Strategies to Teach Speaking

Overview	Discover specific strategies that can be used in the classroom to support and develop speaking skills.
Goal	The teacher will discover practical tools and strategies for teaching speaking skills in their classroom.
Assignment	<ul style="list-style-type: none">● Read the following Blog Posts: Speaking and Listening Strategies for the Elementary Classroom, <i>The Core Teachers</i> <i>Activities for speaking skills: Be Their Difference</i>● Conduct your own research (5-10 hours) and document it on the research log.● Describe 3 strategies from this module or from your own research that you plan to implement in your classroom. For each strategy, explain your plan for implementation.

MODULE 5: Make a Plan

Overview	Make a plan of action for implementing speaking and listening in your classroom
Goal	The teacher will be able to create a plan of action for developing communication skills.
Assignment	Develop a plan for implementing listening and speaking lessons to help develop your student's communication skills.

	<p>Submit a Plan of Action that includes the following:</p> <ul style="list-style-type: none">● Specific Lessons you plan to teach that develop listening skills.● Specific Lesson you plan to teach that develop speaking skills.● Daily Practice: What will you do daily to practice speaking/listening skills? Where will it fit into your day? How much time will it take?● Speaking/Listening Project: This could be a play, reader's theater, speech meet, poetry, etc. Get creative. Explain how you will assess you students speaking/listening skills from this project.
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Resources:

<https://thecorecoaches.com/speaking-and-listening-strategies-for-elementary-classroom/>

<https://www.naevc.org/resources/pubs/yc/mar2019/speaking-listening-primary-grades>

[Active Listening in the Classroom](#), *Be Their Difference*

[7 Listening Activities that Promote Attentiveness in the Classroom](#), *Proud to Be Primary*

[5 Ways to Promote Active Listening in your Classroom](#), *For the Love of Teaching*

[The Value of Listening in the Classroom: How to Teach your Students Active Listening](#), *Waterford.org*

[Speaking and Listening Strategies for the Elementary Classroom](#), *The Core Teachers*

Activities for speaking skills: Be Their Difference

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>