



## **ECE 9255 Communication Skills for Early Childhood Classrooms**

**3 Graduate-Level Credits/Units**

Instructor – Erin Mengeu

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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.

<b>MODULE 1: Identify the speaking &amp; listening standards that you are responsible for teaching.</b>	
<b>Objective</b>	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.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Research your state standards or required teaching standards and identify the speaking and listening standards for your grade level.</p> <p>Submit a paper that includes the following:</p> <ul style="list-style-type: none"> <li>• What grade level do you currently teach?</li> <li>• What standards do your school district or state mandate?</li> <li>• Identify (list) the speaking/listening standards that you will be responsible for teaching.</li> <li>• 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 on.</li> </ul>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 2: Discover why and how to teach speaking/listening.</b>	
<b>Objective</b>	The teacher will discover the importance of teaching speaking/listening and discover how to effectively do so in their classroom.
<b>Assignment(s) Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>• Read the article: <a href="#">Why should we teach speaking and listening in the classroom.</a></li> <li>• Read the article: <a href="#">How to teach speaking and listening in the classroom.</a></li> <li>• Watch the video: <a href="#">How to Teach Speaking and Listening Skills for Kindergarten, First, and Second Grade</a></li> <li>• Conduct and document 5-10 hours spent on your own research. Use the <b>Research Log and Submit it in Module 2 Dropbox</b></li> </ul> <p><b>Write a 1-page reflection.</b> How do you feel about teaching speaking/listening in your classroom? Why is it important? Share your thoughts on how you may plan to do this. What may be the obstacles?</p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 3: Exploring Specific Strategies to Teach Active Listening</b>	
<b>Objective</b>	The teacher will discover practical tools and strategies for teaching active listening in their classroom.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Read the following Blog Posts:</p> <ul style="list-style-type: none"> <li>• <a href="#">Active Listening in the Classroom</a>, <i>Be Their Difference</i></li> <li>• <a href="#">7 Listening Activities that Promote Attentiveness in the Classroom</a>, <i>Proud to Be Primary</i></li> <li>• <a href="#">5 Ways to Promote Active Listening in your Classroom</a>, <i>For the Love of Teaching</i></li> <li>• <a href="#">The Value of Listening in the Classroom: How to Teach your Students Active Listening</a>, <i>Waterford.org</i></li> <li>• Conduct your own research (5-10 hours) and document it on <b>the research log</b> (found in moodle)</li> </ul> <p><b>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</b> for implementation and assessment of the skill.</p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 4: Exploring Specific Strategies to Teach Speaking</b>	
<b>Objective</b>	The teacher will discover practical tools and strategies for teaching speaking skills in their classroom.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Read the following Blog Posts:</p> <ul style="list-style-type: none"> <li>• <a href="#">Speaking and Listening Strategies for the Elementary Classroom</a>, <i>The Core Teachers</i></li> <li>• <a href="#">30 Speaking Activities</a>, <i>Pedagogue</i></li> <li>• <a href="#">Developing and assessing speaking skills for young learners</a>, <i>English with Cambridge</i></li> <li>• <a href="#">Oracy in the Classroom: Strategies for Effective Talk</a>, <i>Edutopia</i></li> <li>• <a href="#">Classroom Strategies for Developing Speaking Skills</a>, <i>Be Their Difference</i></li> <li>• Conduct your own research (5-10 hours) and document it on the research log.</li> </ul> <p><b>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</b> for implementation and assessment of the skill</p>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

<b>MODULE 5: Make a plan of action for implementing speaking and listening in your classroom</b>	
<b>Objective</b>	Develop a plan for implementing listening and speaking lessons to help develop your students' communication skills.
<b>Assignment(s) Activities and Needed Materials</b>	<p>Develop a plan for implementing listening and speaking lessons to help develop your students' communication skills.</p> <p><b>Submit a Plan of Action that includes the following:</b></p> <ul style="list-style-type: none"> <li>• Specific Lessons you plan to teach that develop listening skills.</li> <li>• Specific Lessons you plan to teach that develop speaking skills.</li> <li>• 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? What will you use as an informal assessment of the skills being practiced</li> <li>• Speaking/Listening Project: This could be a play, reader's theater, speech meet, poetry reading, etc. Get creative. Explain how you will formally assess your students' speaking/listening skills from this project.</li> </ul>
<b>Assessment</b>	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

**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

<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
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](mailto: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](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>