

**BERNARD TOWNSHIP SCHOOL DISTRICT
BASKING RIDGE, NJ**

**COMMUNICATION FOR CLASSROOM,
COLLEGE & CAREER**

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Summer 2008

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Basking Ridge, New Jersey

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal education
opportunities regardless of color, creed, religion, gender, or handicap.*

2008/2009

COURSE DESCRIPTION

**2523 COMMUNICATION FOR CLASSROOM,
COLLEGE & CAREER** **ONE SEMESTER** **2 ½ CREDITS**

PREREQUISITES: None

Students will explore their communication skills and behaviors to maximize their ability to communicate in academic, professional, and personal arenas. Students will investigate their role as communicators through performance-based assessments including, but not limited to, classroom presentations, online blogging, group activities, and real-world simulations. Students will engage in various computer and technology applications, adding new dimensions and considerations to their communication experiences. Topics to be discussed include communicating in the *actual* versus *virtual* world, impression management, conflict resolution, interpersonal dynamics, and various oral and written communication skills.

COURSE GOALS

STUDENTS WILL BE ABLE TO:

1. Understand the communication process and its relevance to their academic, professional, and personal experiences.
2. Demonstrate their ability to work effectively with others in a variety of settings.
3. Demonstrate active listening skills.
4. Collect, analyze, and use information to develop and adapt messages for particular audiences, purposes, and settings.
5. Develop delivery skills by using voice, body, and gesture effectively in presenting speeches.
6. Speak competently, confidently, and ethically in various communication settings.
7. Differentiate between the various modes of communication including interpersonal, intrapersonal, small-group, and mass communication.
8. Present messages with the purpose of informing, persuading, or entertaining using various means to establish credibility.
9. Recognize the significance of communication apprehension within themselves and those with whom they are communicating.
10. Understand and use various types, techniques, and measures for evaluation of varying communication situations.
11. Evaluate their own presentations and the performance of others using valid and established criteria.
12. Understand how technology and computer-mediated communication impact their perception as communicators and their relationships with their audience.
13. Recognize the role of attire, language, and persona in their academic, professional, and personal relationships.

PURPOSE OF COURSE

Communication in the Classroom, College, and Career provides students the opportunity to engage in communication activities which will enable their success during their secondary and post-secondary lives. Topics and assignments range from traditional public speaking activities which will help them foster the presentation skills needed for their high school and college coursework, while providing an outlet to explore contemporary issues concerning their communication culture and trends in society. Assessment is primarily performance based, with a strong emphasis on differentiated instruction. Students should be allowed to choose topics and issues of primary concern to them, and voice their opinion in a respectful and audience-centered environment. The course allows teachers to incorporate all five language arts into the study of communication; however, speaking, listening, and viewing should be emphasized throughout each assignment and assessment. The use of internet sources, video streaming, and other media resources is highly suggested.

PREREQUISITES:

There are no prerequisites for this course.

REQUIRED TEXTBOOK:

Speech: Communication Matters (2nd edition). McCutcheon, Schaffer, & Wycoff
National Textbook Company, 2002.

ORDER OF INSTRUCTIONAL SEQUENCE / SUGGESTED TIMELINE

UNIT ONE: Introduction to Communication – 3 weeks

UNIT TWO: Who am I as a Communicator? - ongoing

UNIT THREE: Informative Speaking – 2 weeks

UNIT FOUR: Demonstrative Speaking – 2 weeks

UNIT FIVE: Ceremonial Speaking – 3-4 weeks

UNIT SIX: Persuasive Speaking – 2-3 weeks

UNIT: Oral Presentations – Overarching Concepts - throughout

Unit: *Introduction to Communication*

Suggested Length: 3 weeks

Objectives:

THE STUDENTS WILL BE ABLE TO

Identify and define the variables of the communication process.

Recognize the various genre of communication studies including interpersonal communication, intrapersonal communication, small-group communication, and mass communication.

Recognize the impact of the language arts (speaking, reading, writing, listening, and viewing) in their daily communication encounters.

Differentiate between elements of verbal, nonverbal, and written communication.

Analyze and adapt their communication behaviors to a specific audience in a communication setting.

Recognize and evaluate the significance of communication in their day-to-day lives and personal, social, and cultural benefits of developing improved communication skills in the 21st century.

<p>Suggested Activities:</p> <p>Communication Inventory & PRCA-24</p> <p>Overview of Presentation Assessment (rubric & criteria sheet)</p> <p>Presentations: Speech of Introduction</p> <p>Presentations: Object Speech</p> <p>Presentations: Moral of the Story</p> <p>Criteria for Evaluating Speeches</p>	<p>Suggested Readings:</p> <p><i>Speech: Communication Matters</i></p> <p>-- <i>Chapter 1 and 2</i></p>	<p>Supplemental Resources:</p> <p>Simons, Tad. "10 Steps to a great beginning."</p> <p>Genard, Gary. "Are you singing your speech or just mouthing the words?"</p> <p>Alsop, Ronald. "M.B.A. Recruiters' No.1 Pet Peeve: Poor Writing and Speaking Skills."</p> <p>Kituku, Vincent. "When using stories, capitalize on perspectives."</p> <p>Wofford, Monica. "You don't have to be perfect to be effective as a speaker."</p> <p>"A Physiological Approach to Nervousness"</p>
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Unit: Who am I as a Communicator?

Suggested Length: Ongoing throughout course. 3-5 days between each speech assignment

Objectives:

THE STUDENTS WILL BE ABLE TO

Evaluate their roles as communicators within the academic, professional, and personal spheres.

Recognize their communication behaviors as essential to their academic, professional, and personal development.

Accurately assess their own self-concept and role as a communicator.

Understand the role of effective communication in their academic and professional interviews.

Analyze and evaluate their own communication behaviors as they define and reflect their academic, professional, and personal identities.

Recognize the importance of first-impressions in their communication encounters and subsequent success.

Understand and implement vision statements as they plan and execute their academic, professional, and personal goals.

Analyze and evaluate the role of technology, attire, and language as they define communication and cultural and inter-cultural norms in the 21st century.

<p>Suggested Activities: Journals – Communication Behaviors Discussion Boards - Moodle Research – Contemporary Media Self-Reflections of Presentations The Vision of an Effective Communicator Interview Simulations PRCA-24</p>	<p>Suggested Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 6</i></p>	<p>Supplemental/Appendix Resources: Zielinski, Dave. “Body language myths.” Simons, Tad. “Enough Already!” Zielinski, Dave. “Cracking the dress code.” Simons, Tad. “Take the anecdote antidote.” Regrut, Brian. “Inject your voice, passion into manuscript speeches.” Stoller, Gary. “Doing business abroad? Simple faux pas can sink you.” Bremer, Jill. “Power of first impressions.”</p>
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Unit: Informative Speaking

Suggested Length: 2 weeks

<p>Objectives THE STUDENTS WILL BE ABLE TO</p> <p>Describe the types of informative speeches.</p> <p>Generate topics with the purpose of informing the audience.</p> <p>Recognize the roles and preparations associated with ‘group presentations,’ including teamwork, leadership, and effective small-group communication skills.</p> <p>Plan, develop, prepare, and deliver an effective informative group presentation utilizing the proper techniques of speechwriting and delivery.</p> <p>Thoroughly conduct an audience analysis for effective communication.</p> <p>Demonstrate effective use of visual aids, including advanced use of PowerPoint technology.</p> <p>Recognize the criteria for evaluating informative speeches and use them to improve one’s own informative speaking and evaluation of team members’ speeches.</p> <p>Recognize and evaluate real-life applications of informative speaking.</p>	<p>Preparation & Organization</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Delivery & Style</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Research & Finding Support</p> <p>See “Oral Presentations” Overarching Concepts</p>	
<p>Suggested Activities: Informative Group Presentation Self-Evaluation/Reflection Peer-Evaluation/Reflection Audience Analysis Audience Analysis Questionnaires Video Evaluation How Good Groups Work Visual Aids 101</p>	<p>Suggested Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 13</i></p> <p>Supplemental/Appendix Resources:</p> <p>Daley, Kevin. “Meeting the challenges of group presenting.” Paradi, Dave. “How to Avoid ‘Death by PowerPoint.’” Wall, Terry. “PowerPoint pitfalls that can kill an audience’s will to stay awake.” Simons, Tad. “The multimedia paradox.”</p>	<p>Supplemental (cont.): Susskind, Joshua. “PowerPoint’s power in the classroom: enhancing students’ self-efficacy and attitudes.” Simons, Tad. “Does PowerPoint make you stupid?” Apperson, et. al. “The impact of presentation graphics on students’ experience in the classroom.” “Is PowerPoint crippling our students?” Point/Counterpoint. Voss, Diana. “PowerPoint in the classroom, is it really necessary?” Paradi, Dave. “When</p>

		technology fails, be ready.”
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Unit: *Demonstrative Speaking*

Suggested Length: 2 weeks

<p>Objectives THE STUDENTS WILL BE ABLE TO</p> <p>Describe the types of demonstrative speeches.</p> <p>Generate topics with the purpose of instructing the audience.</p> <p>Plan, develop, prepare, and deliver an effective demonstrative presentation utilizing the proper techniques of speechwriting and delivery.</p> <p>Thoroughly conduct an audience analysis for effective communication.</p> <p>Demonstrate effective use of visual aids, including the use of props, models, and/or handouts.</p> <p>Recognize the criteria for evaluating demonstrative speeches and use them to improve one’s own demonstrative speaking and evaluation of others’ speeches.</p> <p>Recognize and evaluate real-life applications of demonstrative speaking.</p>		<p>Preparation & Organization</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Delivery & Style</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Research & Finding Support</p> <p>See “Oral Presentations” Overarching Concepts</p>
<p>Suggested Activities: Demonstrative Speech Self-Evaluation/Reflection Peer-Evaluation/Reflection Audience Analysis</p>	<p>Suggested Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 13</i></p>	<p>Supplemental/Appendix Resources: Delivery Criteria Sheet Delivery Rubric</p>

Unit: Ceremonial Speaking

Suggested Length: 3-4 weeks

<p>Objectives THE STUDENTS WILL BE ABLE TO</p> <p>Describe the types of ceremonial speeches.</p> <p>Generate topics reflecting special occasions.</p> <p>Evaluate the use of rhetorical technique and figurative language to accentuate message creation and delivery.</p> <p>Plan, develop, prepare, and deliver an effective ceremonial presentation utilizing the proper techniques of speechwriting and delivery.</p> <p>Thoroughly conduct an audience analysis for effective communication.</p> <p>Recognize the criteria for evaluating ceremonial speeches and use them to improve one’s own informative speaking and evaluation of others’ speeches.</p> <p>Recognize and evaluate real-life applications of ceremonial speaking.</p>	<p>Preparation & Organization</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Delivery & Style</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Research & Finding Support</p> <p>See “Oral Presentations” Overarching Concepts</p>	
<p>Suggested Activities: Ceremonial Presentation Self-Evaluation/Reflection Peer-Evaluation/Reflection Audience Analysis</p>	<p>Suggested Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 11 and 17</i></p>	<p>Supplemental/Appendix Resources: Delivery Criteria Sheet Delivery Rubric Elizabeth Glaser & Mary Fisher 1992 Speeches</p> <p>Cook, Jeff Scott. “Building Oratorical Power.”</p>

Unit: *Persuasive Speaking*

Suggested Length: 2-3 weeks

<p>Objectives THE STUDENTS WILL BE ABLE TO Describe the types of persuasive speeches.</p> <p>Identify and differentiate the different forms of appeals in persuasive speaking.</p> <p>Recognize and avoid various fallacies and propaganda techniques associated with persuasion.</p> <p>Generate topics with the purpose to persuade the audience.</p> <p>Plan, develop, prepare, and deliver an effective persuasive presentation utilizing the proper techniques of speechwriting and delivery.</p> <p>Thoroughly conduct an audience analysis for effective communication.</p> <p>Recognize the criteria for evaluating persuasive speeches and use them to improve one’s persuasive speaking and evaluation of others’ speeches.</p> <p>Recognize and evaluate real-life applications of persuasive speaking.</p>	<p>Preparation & Organization</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Delivery & Style</p> <p>See “Oral Presentations” Overarching Concepts</p> <p>Research & Finding Support</p> <p>See “Oral Presentations” Overarching Concepts</p>	
<p>Suggested Activities: Persuasive Presentation – Individual and/or Group Self-Evaluation/Reflection Peer-Evaluation/Reflection Audience Analysis</p>	<p>Suggested Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 14</i></p>	<p>Supplemental/Appendix Resources: Delivery Criteria Sheet Delivery Rubric</p> <p>Haseley, Ken. “Build bridges to make your Q&A session successful.” Weissman, Jerry. “The 7 toughest questions (and how to handle them).” Zielinski, Dave. “The Audience: Using Humor.” Gass & Seiter. “Why Study Persuasion?”</p>

Oral Presentations – Overarching Concepts

Suggested Length: Ongoing

<p>Preparation & Organization Objectives: STUDENTS WILL BE ABLE TO:</p>	<p>Delivery & Style Objectives: STUDENTS WILL BE ABLE TO:</p>	<p>Research & Finding Support Objectives: STUDENTS WILL BE ABLE TO:</p>
<p>Brainstorm and synthesize potential speech topics for consideration.</p> <p>Evaluate a potential speech topic according to a set criteria (purpose, audience, occasion) and apply the process involved in limiting a topic for final selection</p> <p>Differentiate between a general purpose statement, a specific purpose statement, and a thesis statement in their speech preparation.</p> <p>Effectively conduct an audience analysis (demographic and situational) to maximize communication of their chosen topics.</p> <p>Effectively present information utilizing the proper organizational structure (introduction, body conclusion, transitions).</p> <p>Evaluate an organizational pattern to maximize the comprehension and retention of information (chronological, spatial, topical, cause/effect, compare/contrast, etc.).</p>	<p>Synthesize the reasons good delivery behaviors are essential to effective communication.</p> <p>Identify and evaluate the four methods of delivering a speech.</p> <p>Identify and properly apply the five aspects of nonverbal communication (appearance, eye contact, facial expressions, gestures, posture) that are essential for effective communication to their own presentation style.</p> <p>Identify and properly apply the eight aspects of vocal usage (volume, pitch, rate, pauses, tone, pronunciation, articulation, enunciation) that are essential for effective communication to their own presentations style.</p> <p>Recognize the importance of effective language to the public speaker, including rhetorical strategies and figurative language.</p> <p>Design and create audio/visual aids which increase the creativity and effectiveness of their presentations.</p>	<p>Recognize incorporating their own knowledge and experience to enrich their presentations.</p> <p>Evaluate primary and secondary sources for use as support in their presentations.</p> <p>Recognize and utilize various print, non-print, and electronic sources and databases in their research of chosen speech topics.</p> <p>Utilize online databases to effectively research, evaluate, and incorporate data and other supporting details into their presentations.</p> <p>Evaluate “reliability” in their research methods, especially regarding online resources, to determine the most valid, integral, and trustworthy sources of information.</p>

<p>Suggested Textbook Readings: <i>Speech: Communication Matters (2nd Edition) – Chapters 9 and 10</i></p> <p>Supplemental Resources: Simons, Tad. “Great Beginnings.” Outline resources</p>	<p>Suggested Textbook Readings: <i>Speech: Communication Matters (2nd Edition) – Chapters 11 and 12</i></p> <p>Supplemental Resources: Matthews, Carmen. “Nine Ways to keep an Audience mesmerized and motivated.”</p>	<p>Suggested Textbook Readings: <i>Speech: Communication Matters (2nd Edition) – Chapter 8</i></p>
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APPENDIX:

UNIT ONE: Introduction to Communication – 3 weeks
Communication Inventory & PRCA-24
Overview of Presentation Assessment
(rubric & criteria sheet)

Presentations: Speech of Introduction

Presentations: Object Speech

Presentations: Moral of the Story

Cook, Jeff Scott. “Building Oratorical Power.”

Simons, Tad. “10 Steps to a great beginning.”

Genard, Gary. “Are you singing your speech or just mouthing the words?”

Alsop, Ronald. “M.B.A. Recruiters’ No.1 Pet Peeve: Poor Writing and Speaking Skills.”

Kituku, Vincent. “When using stories, capitalize on perspectives.”

Wofford, Monica. “You don’t have to be perfect to be effective as a speaker.”

UNIT TWO: Who am I as a Communicator? - ongoing

The Vision of an Effective Communicator

Zielinski, Dave. “Body language myths.”

Simons, Tad. “Enough Already!”

Zielinski, Dave. “Cracking the dress code.”

Simons, Tad. “Take the anecdote antidote.”

Regrut, Brian. “Inject your voice, passion into manuscript speeches.”

Stoller, Gary. “Doing business abroad? Simple faux pas can sink you.”

Bremer, Jill. “Power of first impressions.”

UNIT THREE: Informative Speaking – 2 weeks

Informative Group Presentation

Self-Evaluation/Reflection

Peer-Evaluation/Reflection

Audience Analysis

Video Evaluation

How Good Groups Work

Visual Aids 101

Daley, Kevin. “Meeting the challenges of group presenting.”

Paradi, Dave. “How to Avoid ‘Death by PowerPoint.’”

Wall, Terry. “PowerPoint pitfalls that can kill an audience’s will to stay awake.”

Simons, Tad. “The multimedia paradox.”

Susskind, Joshua. “PowerPoint’s power in the classroom: enhancing students’ self-efficacy and attitudes.”

Simons, Tad. “Does PowerPoint make you stupid?”

Apperson, et. al. “The impact of presentation graphics on students’ experience in the classroom.”

“Is PowerPoint crippling our students?”

Point/Counterpoint.

Voss, Diana. “PowerPoint in the classroom, is it really necessary?”

Paradi, Dave. “When technology fails, be ready.”

UNIT FOUR: Demonstrative Speaking – 2 weeks

Demonstrative Speech

UNIT FIVE: Ceremonial Speaking – 3-4 weeks

Ceremonial Presentation

Elizabeth Glaser & Mary Fisher 1992 Speeches

Jeff Scott Cook – “Building Oratorical Power”

UNIT SIX: Persuasive Speaking – 2-3 weeks

Persuasive Presentation – Individual and/or Group

Adapting to your Audience

Haseley, Ken. “Build bridges to make your Q&A session successful.”

Weissman, Jerry. “The 7 toughest questions (and how to handle them).”

Zielinski, Dave. “The Audience: Using Humor.”

Gass & Seiter. “Why Study Persuasion?”

UNIT: Oral Presentations – Overarching Concepts – throughout

Outline resources

Simons, Tad. “Great Beginnings.”

Matthews, Carmen. “Nine Ways to keep an Audience mesmerized and motivated.”