English 290      Classroom Communication Skills

Credit Hours:  3
Scheduled hours per week
   Lecture: 3
   Lab: NA
   Other: NA

Catalog Course Description: A review of both verbal and written communication skills needed by public school teachers with an emphasis on basic grammar and effective speaking (Individualized as much as possible)

Pre-requisites: Geared toward, but not limited to, education majors.

Co-requisites: None

Course Learning Outcomes:
At the conclusion of English 290, students should be able to:

1. Communicate orally with their students, their students’ parents, their colleagues, and their administrators.
   - Give clear directions.
   - Present themselves credibly through appropriate vocabulary.
   - Control tone and meaning.
   - Maintain control of the classroom in a pleasant manner.

2. Communicate in written form with their students, their students’ parents, their colleagues, and their administrators.
   - Write clear instructions.
   - Write clear, concise, accurate memos/letters/reports/announcements.

3. Communicate non-verbally with their students, their students’ parents, their colleagues, and their administrators.
   - Listen/Hear/Remember
   - Eliminate barriers to listening
   - Control facial expressions, gestures, body movements

Topics to be studied:
1. Characteristics
   - Voice
   - Person
   - Tense
   - Case
   - Number
   - Tone
• Sentence Patterns/Diagramming
• Gender
• Punctuation
2. Dictionary Usage
3. Computer Usage
4. Vocabulary

Relationship of Course to Program or Discipline Learning Outcomes:

Student Outcomes for English Composition
1. Select appropriate topic and language for a specific writing assignment and/or audience.
2. Provide adequate support for thesis and assertions.
3. Write with unity and coherence.
4. Write using correct grammar and punctuation.
5. Identify and choose traditional writing patterns appropriate for academic writing.
6. Evaluate own and others’ writing.
7. Understand and internalize writing as a process.
8. Be familiar with various forms of research, documentation, and their uses.

Relationship of Course to General Education Learning Outcomes:

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<tr>
<th>Composition and Rhetoric</th>
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<tr>
<td>Science &amp; Technology</td>
<td>Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.</td>
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<td>Mathematics &amp; Quantitative Skills</td>
<td>Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.</td>
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<td>Society, Diversity, &amp; Connections</td>
<td>Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.</td>
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<tr>
<td>Human Inquiry &amp; the Past</td>
<td>Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.</td>
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<tr>
<td>The Arts &amp; Creativity</td>
<td>Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.</td>
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Special projects or requirements of the course: Instructor’s choice based upon diagnosis

Additional information: Use of tutoring in the Learning Assistance Center, audio-visual materials, software, etc. as deemed necessary by the instructor.

Prepared by: Danielle Kelly

Date: 10/20/17