1. Course Title: Effective Communication Skills
2. Instructor: Vickie Houser
3. Address:
4. Phone:
5. E-mail:
6. Credit:
   a. Total Contact Hours: 15
   b. Number of Students: Maximum: 30 Minimum: 10
   c. Credit Type: ___ Graduate ___Licensure Renewal ___Both
   d. Number of Credit hours: 1
   e. Graduate Credit through: ___ Drake ___Morningside ___ Viterbo
7. Semester: ___ Winter ___ Summer ___ Fall Year: 2018
8. Dates and Times: Saturday, April 28th from 8:00am-4:00pm & Sunday, April 29 from 8am-4:00pm
9. Location of Course: NICC RAMS Center, Oelwein
10. Additional Fees:
    a. Lab Cost: NONE
    b. Materials: NONE
    c. Description: NONE
    d. Printing Costs: NONE
    e. A.V. Equipment Needed: Computer/Laptop; Projector
11. Required Text/Other Materials: NONE
12. Vita: ___ Will submit online ___ On File
13. Syllabus: ___ Not Completed means you need to continue completing the form. Go on to # 14 through # 22.
   ___ On File means you have taught the course before and it has previously been approved for licensure renewal credit or graduate credit. **Stop now**, save this form, and email it as an attachment with “Syllabus” in the subject line to kwessel@aea1.k12.ia.us (Please note: If you have taught the course and been approved through Drake with only 15 hours of course time you will need to review, rewrite, and have it reapproved for any course starting July 1, 2015 and after.)

Even though I have taught this before, it was before July 1, 2015, so I have updated the course content and syllabus and have attached it here in hopes of it being approved for recertification only this time. Thank you for considering my request.

14. Rationale:

Having worked in school systems for many years, I know first-hand how important communication skills are to teachers. They need to be experts in the art of communication since they spend their entire day communicating in one way or another to students, parents,
colleagues and administrators. According to the article, "Why Is It Important for Teachers to Have Good Communication Skills", by Freddie Silver, teachers need to be highly skilled in the art of communication to excel at their profession. Mr. Silver goes on to say, “Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn.”

Reference - [http://work.chron.com/important-teachers-good-communication-skills-10512.html](http://work.chron.com/important-teachers-good-communication-skills-10512.html)

15. Course Description:

This course is an overview of the broad topic of Human Relations with a specific focus on Communication and Conflict Resolution, which are two of the seven major themes of Human Relations. The other major themes- Self-Awareness, Self-Acceptance, Motivation, Trust, and Self-Disclosure will be looked at briefly during this course. This course will look at understanding your own Communication Style, which will in turn help to improve your communication with others; such as your students, their parents, and your co-workers. It will also help you to improve the communication within your classroom, which will lead to increased student achievement. In addition, this course will look at how to resolve conflicts and deal with difficult people.

16. Iowa Teaching Standards Addressed:

- [ ] Content knowledge
- [ ] Planning and preparation for instruction
- [ ] Multiple learning needs of students
- [ ] Monitoring of student learning
- [X] Classroom management
- [ ] Fulfills professional responsibilities of school district
- [ ] Engages in professional growth
- [ ] District’s student achievement goals

17. Course Objectives:

1. Participants will be able to gain an understanding of the scope and nature of human relations.
2. Participants will be able to gain knowledge of the major themes of effective human relations, with a specific focus on communication and conflict resolution.
3. Participants will be able to develop a better understanding of one’s own behavior and the behavior of others through thinking critically about concepts related to human relations.
4. Participants will be able to develop an enhanced level of communication within one’s classroom by studying the psychology of human relations.
Participants will be able to incorporate 21st Century Skills of Health Literacy of the Iowa CORE into their classrooms. Specifically, the following concepts and/or skills fit best within the objectives of this class:

**Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health** - This is an essential concept and/or skill at all levels

**For Primary (K-2):**
Demonstrate social and communication skills to enhance health and increase safety.
- Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately.
- Choose effective conflict management strategies.
- Show how to ask for help.
- Identify ways to communicate care, consideration, empathy and respect for self and others.

**For Intermediate (3-5):**
Demonstrate social and communication skills that enhance health and increase safety.
- Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others.
- Practice strategies to manage or resolve conflict.
- State methods of obtaining help for self and others.
- Demonstrate ways to communicate care, consideration, empathy and respect for self and others.

**For Middle (6-8):**
Demonstrate social and communication skills to enhance health and increase safety.
- Apply appropriate communication skills to enhance health of self and others.
- Utilize effective conflict management strategies.
- Demonstrate proper methods of obtaining help for self and others.
- Generate ways to communicate care, consideration, empathy and respect for self and others.

**For High School (9-12):**
Demonstrate communication skills to enhance health and increase safety.
- Communicate effectively to enhance health of self and others.
- Employ effective conflict management strategies. Utilize methods of obtaining help for self and offer assistance to others.
- Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.

18. Outline of Course:

**Class #1:**
- The concept of Human Relations will be defined and we will look at the challenge of it.
- In regards to having good work/life balance, we will look at the concept of the “total person”.
- The seven basic themes that serve as the foundation for effective human relations will be identified and discussed.
- Students will complete a Human Relations Abilities Assessment Questionnaire.
• We look to understand the communication process and the filters that effect communication.
• We will identify ways to improve personal communication, including developing good, active listening skills.
• There will be in-class activities on active listening and communication.
• We look to understand the concept of communication style bias and its effect on interpersonal relations.
• Activities will be incorporated within the class time that will utilize both small group and large group interactions.
• Instructor will also use powerpoints and other visual aids to emphasize the topics of the day.
• Participants will complete a daily reflection and will participate in all activities of the class.
• Objectives #1, #2, #3, #4 & #5 will be covered during the class. Specifically for Objective #5, this class will cover the 21st Century Skills of:
  o Understand and use interactive literacy and social skills to enhance personal, family, and community health

Class #2:
• We will look at the major elements of the communication style model and will identify each student’s preferred communication style.
• We will look to improve our communication with others through style flexing.
• We will look at how constructive self-disclosure contributes to improved interpersonal relationships and teamwork.
• We look to understand the benefits and barriers to constructive self-disclosure.
• We will identify the root causes of conflicts.
• We will learn strategies for dealing with difficult people.
• We look to understand when and how to implement effective negotiation skills.
• We will identify the key elements of the conflict resolution process.
• Activities will be incorporated within the class time that will utilize both small group and large group interactions.
• Instructor will also use powerpoints and other visual aids to emphasize the topics of the day.
• Participants will complete a daily reflection and will participate in all activities of the class.
• Objectives #1, #2, #3, #4 & #5 will be covered during the class. Specifically for Objective #5, this class will cover the 21st Century Skills of:
  o Understand and use interactive literacy and social skills to enhance personal, family, and community health

19. Course Requirements:
• **Objectives #1, #2, #3, #4 & #5** - There will be a brief written assignment/reflection for the participants to complete during class time as well as one to complete Friday evening, for a total of four written assignments. These reflections will incorporate ideas as to how they will implement what has been learnt during this course with their students in their classrooms. There will be various readings handed out at the beginning of the course for the students to read as the course is taught as well as the required textbook for the course.

• **Objectives #1, #2, #3, & #4** - Class discussion on effective communication skills as well as role plays will be implemented to help participants prepare to use the communications skills they have learnt in their classrooms.

20. Method of Evaluation/Grading Criteria:
• This class is for recertification.
• Class will be graded on the pass or fail scale which will require no less than "B" level work to pass with the following scale kept in mind:
  - A = 90% = Pass
  - B = 80% = Pass
  - F = Below 80% = Fail
• Each reflection is worth 10% of their grade for a total of 40%. To be graded on pass/fail, the participant must complete the reflection by including information on how it affects them as a teacher as well as how they plan to implement the strategy within their classes or how it will be beneficial to their students. If participants include both of these parts, the reflection will receive a pass grade, if not, that reflection will receive a fail grade.
• Lesson plan for their students on effective communication is worth 50% of their grade. To be graded on pass/fail, the participant must complete the lesson plan by the end of class on the 2nd day and share their lesson with the rest of the class. If their lesson is complete and makes sense to me as well as the other participants, they will receive a pass grade, if not, they will receive a fail grade.
• Class participation is worth 10% of their grade. If participants participate in each discussion, they will pass this part of the course. If a participant never speaks up in class or shares their ideas, they he or she will fail this part of the course.

21. Attendance Policy:

Participants are expected to attend all sessions; however, illness and family emergencies are acceptable excuses. Conflict in scheduling is not acceptable unless course dates were changed from advertised dates. If an individual knows in advance that they can’t attend one or more sessions, they should not register for the class. In the event of an excused absence approved by the instructor, the participant must make arrangements with the instructor to make up the time and content missed.

22. Follow-up:
One resource will be me. I like to make myself available for students that have taken this class before, if they ever need to talk about their stress or get ideas for different strategies they can try to cope. I will provide new resources to participants as I find them. I will encourage them to “Like” my Facebook page on Academic Success where new resources are shared regularly on effective communication skills as well as other strategies to help students to be successful. There will also be an exchange of emails (for anyone that wants to participate) so that students can provide additional support to each other as needed in the coming months.