COURSE SYLLABUS

Course Number: EDA 5217
Course Title: Communication Techniques in Leadership
Prerequisite(s): None
Course Credit: 03 semester hours
Course Hours: 03 per week
College: Education
Department: Educational Leadership and Human Services
Supplies: APA Manual 5th Edition
Faculty Name: Dr. Rose Campbell
Term and Year: Fall 2010
Place and Time: Journalism Building RM. #117, 5:30 – 8:30
Office Location: Center for Faculty Development
636 Gamble Street, Office #2
Office Hours: Monday 1:00 – 5:00 Tuesday
Office 850 561-2295 Cell 850 321-9124
e-mail:

Course Description
This course focuses on communication as a critical leadership skill. Effective written and oral communication skills are part of organization dynamics. Candidates engagement assists in the development of effective communication.

Course Purpose
This course intends to provide experiences for the acquisition and manifestation of effective communication skills, and to identify the essence (methods, styles, technology) of communication in organizations. Course content is concerned with communication in its various manifestations, i.e., particularly written and oral. Leadership is a key ingredient in organizational contexts. Course content also focuses on leader behavior, and essential understandings (theories, roles, authority, types, competencies, strategies) of leadership in organizations. Attention is given to the various technologies that facilitates effective communication and to specific writing styles i.e. American Psychological Association (APA) and Chicago.

Leadership and Communication are essential elements in the organizational context. Hence, an understanding of the role these have in the dynamics of organizational life, and the relationship of leadership and communications to the goals and objectives of organizations are worth of examination. A purpose of this course is to provide perspective and analysis for understanding leadership and communication in the organizational context. This course also seeks to prepare individuals with leadership and communication skills to assume organizational roles and to contribute to the accomplishment of organizational goals.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

### DIVERSITY

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.2 (S,D)</th>
<th>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</th>
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</table>

### TECHNOLOGY

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

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VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F: 4,7</th>
</tr>
</thead>
</table>

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
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</table>

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 6.4 (S)</th>
<th>Communicate effectively with students’ parents and the community.</th>
<th>F: 5,11</th>
</tr>
</thead>
</table>

URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
</tr>
</thead>
</table>

Overall Goals of the Course

A. Knowledge of the communication process

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1. Recognize or state the purpose of a particular communication task.
2. Identify techniques for building rapport.
3. Identify effective oral communication skills.
4. Select techniques for developing and enhancing effective communication.
5. Recognize the impact of nonverbal communication.
6. Identify optimal communication conditions.
7. Identify probable reactions to the form and content of communication.

B. Knowledge of the relationship between effective communication and interpersonal relationships
1. Identify the role of communication in building relationships.
2. Recognize appropriate concern for cultural diversity when planning and implementing communications.
3. Recognize sensitive interactions.
4. Identify strategies to encourage and preserve diverse opinions.
5. Select appropriate provisions for feedback in the communication process.
6. Identify elements associated with promoting an individual’s self-esteem.

C. Knowledge of the effects one’s behavior and decisions have on other individuals and on the culture and climate of groups and organizations
1. Recognize role differences (formal and informal) by position in organizations.
2. Recognize the impact of organizational norms on the communication process.
3. Recognize the role of communication in organizational behavior and change.

D. Knowledge of the purpose, presentation, and management of information
1. Identify procedures for collecting, verifying, and compiling relevant information.
2. Recognize proper interpretation of information.
3. Select and organize information according to the target audience.

E. Knowledge of a variety of communication techniques
1. Identify the appropriate use of technology in the communication process.
2. Select media appropriate to a given situation.
3. Select methods appropriate to a given situation.

F. Knowledge of effective communication skills in school-community relationships
1. Identify information to promote school-community relationships.
2. Assess educational needs and aspirations of the school community.
3. Select strategies to promote community cooperation and partnerships.
4. Select techniques to manage controversial or negative information and/or situations.
5. Select appropriate methods and tools for building public understanding of and support for the school.

G. Ability to write effectively on a topic
1. Demonstrate a sense of purpose.
2. Write in a logical, clear style.
3. Use appropriate grammar and sentence structure.
4. Use language appropriate for the topic and reader.
5. Correctly apply mechanics of writing: spelling, capitalization, and punctuation.
6. Organize written material effectively.
7. Use standard English in written communication

Specific Behavioral Objectives

Candidates will:
1. Acquire an understanding of the influence of organizational contexts on leadership. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/FELE CORE Competencies Communications A- Acquire an understanding of the role of communication in organizations. /FELE Subtest 3 SL 1,7,8,9/FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3 Develop and enhance personal written and oral communication skills. [CF 6.46.2A/FELE Subtest 3 / FELE CORE Competencies Communications A-G FEAP 2.0 Communication]

2. Analyze the impact of various leadership styles in organizations. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/FELE CORE Competencies Communications A-G]. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/FELE CORE Competencies Communications A-
G/ Demonstrate the ability to use at least one of several writing styles such as APA. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3] Demonstrate competence in using computer technology and applications to communicate with an audience. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ Become familiar with various sources of information and utilize these sources for research and to communicate with audiences. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3] Develop an understanding of the writing process to compose efficiently. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ 9.1, 10.2, 10.3] Demonstrate an ability to make effective oral presentations. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/]

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>ELCC</th>
<th>Professional Organization</th>
<th>FELE</th>
<th>FPLS</th>
<th>PEU Conceptual Framework</th>
</tr>
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<tbody>
<tr>
<td>Article Critique</td>
<td># 3, #5, &amp; #6</td>
<td>3.1b,c;3.3a</td>
<td>ST#3 Core</td>
<td>3.6, 3.8</td>
<td>3.1,10.5</td>
<td>5.1</td>
</tr>
</tbody>
</table>

3. Sensitivity to words and multiple meanings they convey. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3]

4. Demonstrate an ability to read, interpret, and present information in written, oral, and diagrammatic forms. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/]

5. Acquire an understanding of leadership as a personal quality, a type of behavior, dependent on the situation, a relationship, an organizational feature, and a moral quality. [CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/]

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**Standard Crosswalk**

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Competencies and Skills Addressed During the Course

National and State Standards

ELCC—Standard 1.0—Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Element</th>
<th>Standards for School Building Leadership</th>
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</table>
| 1.2 Articulate a Vision | a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.  
   c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. |

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1.4 Steward a Vision

Candidates demonstrate an understanding of the role effective communication skills play in building shared commitment to the vision.

1.5 Promote Community Involvement in the Vision

Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

<table>
<thead>
<tr>
<th>ELCC –Standard 3.0—Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Manage Operations</td>
</tr>
<tr>
<td>a. Candidates demonstrate an understanding of the role effective communication skills play in building shared commitment to the vision.</td>
</tr>
<tr>
<td>b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.</td>
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<table>
<thead>
<tr>
<th>Element</th>
<th>Standards for School Building Leadership</th>
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<tbody>
<tr>
<td>6.2 Respond to the Larger Context</td>
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<tr>
<td>a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</td>
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</table>

| Florida Education Leadership Standards (FELS) |
| --- | --- |
| FELS Standards | Indicators |
| 8. Vision | 8.3 Knowledge of vision standard as related to effective use of written English, appropriate word choice. |
| 9. Community and Stakeholders Partnerships | 9.1 Knowledge of community stakeholders partnership standard as related to community relations. |
| 10. Diversity | 10.2 Knowledge of diversity standard as related to organizational communication. 10.3 Knowledge of diversity standard as related to conceptual and organizational skills in written and oral communication. |

| Florida Educational Leadership Examination FELE Competencies and Skills—2008 |
| --- | --- |
| FELE Subtest 3 School Leadership | Competencies and Skills |
| 1. Knowledge of community and stakeholder partnerships standard as related to community relations | (1) Select strategies to promote community cooperation and partnerships. |
| 7. Knowledge of vision standard that works to relate State standards, the needs of the students, the community, and the goals of the school | (1) Identify effective strategies for communicating relevant information about State standards, student needs, community needs, and the goals of the school to appropriate stakeholders. (2) Identify effective strategies for communicating relevant information |

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about the instructional program to the community, staff, and district personnel.
(3) Identify practices and implications of effective communication and interpersonal relationships.

8. Knowledge of vision standard as related to data analysis

(1) Given school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.

9. Effective writing and data analysis for a school-based application

(1) Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
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<tr>
<td>Communication 2.0</td>
<td>2.3 Tailors communication styles to the nature and needs of individuals and groups.</td>
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<tr>
<td>2.5 Communicates to all students high expectations for learning.</td>
<td>2.10 Communicates with colleagues, school and community specialists, administrators, and families.</td>
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<tr>
<td>2.11 Develops short- and long-term personal and professional goals relating to communication.</td>
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</table>

**Florida Educator Accomplished Practice (FEAP) Communications 2.0**
The Accomplished teacher Uses effective communication techniques with students and all other stakeholders.

**William Cecil Golden School Leadership Resources**

Students will utilize the Effective Communication Skills materials at the William Cecil Golden School Leadership area at [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)

**Topical Outline**

1. Knowledge of the communication process
2. Knowledge of the relationship between effective communication and interpersonal relationships
3. Knowledge of the effects one’s behavior and decisions have on other individuals and on the culture and climate of groups and organizations
4. Ability to write effectively on a topic
5. Knowledge of the purpose, presentation, and management of information
6. Knowledge of a variety of communication techniques
7. Knowledge of effective communication skills in school-community relationships

**Teaching Methods**

A. Instructor and other Educators’ Presentations
B. Individual presentations
C. Group Presentations
D. Instructor/Student Interactions
E. Readings
F. Field Experiences

**Course Evaluation**

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Assignments are coded to standards determined by Professional Education Unit (PEU) Conceptual Framework Standards = CF, NCATE = National Council for the Accreditation of Teacher Education; Florida Educational Leadership Examination Core Competencies = FELE, and Florida Educational Leadership Standards = FELS, Florida Educational Leadership Examination Competencies and Skills = FELE C&S.

**Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:**

1. Article Critique (25%). Access a peer reviewed or refereed journal for an article with content on communication issues in education. The article should be substantial in substance, more than 5 pages. This document should be uploaded to your College Livetext portfolio. **[CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3]**

2. Field Experience Interview with a school Principal (25%). The candidate should identify a school Principal for the interview. The protocol for this interview will be provided by the Professor. The document submitted for a grade must be written according to APA writing style 5th edition. Also see the FAMU grading rubric. This document should be uploaded to your College Livetext portfolio. **[CF 6.4/FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3]**

3. Communication Research paper/Essay (25%). Access a peer reviewed or refereed journals for an article with content on communication issues from the list provided in class. The paper should be substantial in substance, more than 12 pages. The document submitted for a grade must be written according to APA writing style 5th edition. Also see the FAMU grading rubric. This document should be uploaded to your College Livetext portfolio. **[CF 6.4/ FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3]**

4. Participation (25%) You participation in class discussion both in face-to-face and on the Blackboard discussion forums is vital to this class, your classmates and your professional growth. When posting to Blackboard you will be expected to make an initial posting of at least 250 words and respond to your classmates post in a timely fashion. **[CF 6.4/ FELE Subtest 3 SL 1,7,8,9/ FELE CORE Competencies Communications A-G/ FELS 8.3, 9.1, 10.2, 10.3]**

A. Documents must be written with clarity and preciseness. All written documents must conform to 5th edition APA writing style. Document must be free of substantial grammatical errors. Document must identify the core objective of the article. What is(are) the author’s premise(s). Document must identify useful practical skills or competencies (if delineated).

B. Oral Presentations: Ability to make the subject matter relevant to listeners. Show evidence of elements of persuasion to a perspective and point of view. Show evidence of elements of dissuasion to a perspective or point of view. Highlight practical aspects of the resources used. Attention to delivery style.

Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity.

Laboratory/Field Experiences: Yes

**College TaskStream:** All specified assignments must be completed in College TaskStream. **Code #5217**

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A=100-90</th>
<th>B=89-80</th>
<th>C=79-70</th>
<th>D=69-60, F=Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Rubric</td>
<td>F=Favorable</td>
<td>A=Acceptable</td>
<td>M=Marginal</td>
<td>U=Unsatisfactory</td>
</tr>
</tbody>
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Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statues. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

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**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Course Calendar:**

Week 1  8/25/10  Course Overview / Curriculum History

Week 2  9/1/10  Article Critique Due

Week 3  9/8/10  Introduce effective communication techniques

Week 4  9/15/10  Communication Skills for highly effective teams

Week 5  9/22/10  Powerful presentations

Week 6  9/29/10  Team communication / Group & individual presentations. Field Experience with a school principal due

Week 7  10/6/10  Develop and maintain professional networks

Week 8  10/13/10

Week 9  10/20/10  Mid Term Exam

Week 10  10/27/10  Communication Research Paper Due

Week 11  11/3/10  Oral Presentations

Week 12  11/10/10  Group Presentations

Week 13  11/17/10

Week 14  11/24/10  Thanksgiving Observance

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Week 15  12/1/10

Week 16  12/8/10 Final Exam

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Professional Behavior

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

_________________________________________  ______________________
Signature                                                                             Date

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