



VILLANOVA UNIVERSITY

The Program Leading to Teacher Certification in Communication (Grades 7 -12) – Communication major option Option 1 Program Self-Study

I. Knowing the Content

The professional education program provides evidence that Communication certification candidates complete a program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in the application of Communications in public school settings. The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of Communications planning and applications at the secondary level (7-12) and shall include:

**I.A. Communication process and theory including:
historical development, etymology, and present characteristics of the English language, language learning and the development of language and communication skills, interpersonal and intercultural communication, effective professional and technical speech communication, writing process, skills, and semantics, communications rights, freedoms, and responsibilities**

Courses that include this preparation include:

COM 1000 Survey of Communication Studies introduces students to 33 current theories and provides a framework that allows comparisons among them. The ethical implication of each theory is analyzed and the rights, freedoms, and responsibilities of public communication emphasized. Topics include gender and communication, inter-cultural and inter-personal messages, organizational and media communication.

Students keep an Application Log relating the theories they are studying to their own experience, constituting 15% of their grades, in addition to quizzes and a final exam.

COM 1100 Public Speaking prepares students in effective professional and technical speech preparation and delivery, and again, prepares them to “be sensitive to ethical choices and responsibilities involved in public speaking.”

COM 3245 Voice and Diction focuses on improving vocal quality and articulation through the study of vocal anatomy, phonetics, projection, and expressiveness. Emphasis is on live and taped performance of readings.

ENG 2101 British Literary Tradition I offers an historical and critical overview of English literature from the beginnings to the mid-eighteenth century. The readings and discussions are meant to provide candidates with a sense of both continuities and changes in the forms, genres, and functions of early English language and letters. This course is also designed to help candidates confidently use the tools and vocabulary for textual study and to introduce a range of ways to think about literature.

Throughout the course, we will address the relations of the written word to power, gender, history, religious belief, and nationality. We'll also explore the implications of the literary canon, the values it reflects, what it omits, and how implied definitions of "literature" correspond to other social and cultural values. While we'll be reading a number of texts from the Anglo-Saxon, Medieval, Renaissance, and Restoration periods, we'll focus particular attention on *Beowulf*, *The Canterbury Tales*, the poetry of John Donne, and Milton's *Paradise Lost*. Three short exams and three short papers will be required.

Or *ENG 3101 Early British Literature* surveys the literature of England, Ireland, and Scotland from the beginnings through the 15th century.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

I.B. Speech and language including:

public speaking, debate and oral interpretation, critical analysis of speeches, formal and informal group presentations, language variation, instructional theories and teaching models, learner characteristics, developmental levels, and individual differences as related to communication, access and use telecommunications tools for communication and information sharing, including electronic mail and Internet resources

Courses that include this preparation include:

COM 1000 Survey of Communication Studies introduces students to 33 current theories and provides a framework that allows comparisons among them. The ethical implication of each theory is analyzed and the rights, freedoms, and responsibilities of public communication emphasized. Topics include gender and communication, inter-cultural and inter-personal messages, organizational and

media communication. Candidates keep an Application Log relating the theories they are studying to their own experience, constituting 15% of their grades, in addition to quizzes and a final exam.

COM 1100 Public Speaking prepares students in effective professional and technical speech preparation and delivery, and again, prepares them to “be sensitive to ethical choices and responsibilities involved in public speaking.”

COM 2240 Theories of Performance Studies explores the theory surrounding the embodied and aesthetic elements of solo and group performance. Candidates evaluate key approaches to performing literature, performance art, performance for social change, oral traditions, performance ethnography, and performance in everyday life.

COM 2300 Theories of Mass Communication traces the evolution and structure of core theoretical approaches to understanding mass communication phenomena. Both behavioral and critical approaches and their related research traditions are explored.

COM 3241 Performances of Literature requires solo and group performance of poetry, prose, and drama, combining elements of theatre, literature, and communication. Candidates focus on rhetorical power of performed literature.

COM 3245 Voice and Diction focuses on improving vocal quality and articulation through the study of vocal anatomy, phonetics, projection, and expressiveness. Emphasis is on live and taped performance of readings.

COM 3301 Introduction to Film and Video Production is an in-studio workshop that deals with basic television production techniques, including producing and directing short interview programs, news, demonstrations and short dramatic pieces. Candidates discuss current problems in the management and operation of a television broadcasting station.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students’ work will be available in the evidence room.

I.C. Literature including:

recognition and critical analysis of major works from American, British, and world literature, historical and contemporary literary movements, authors and genres, characteristics of literary types, forms, elements, and devices

Courses that include this preparation include:

COM 3241 Performances of Literature requires solo and group performance of poetry, prose, and drama, combining elements of theatre, literature, and communication. Candidates focus on rhetorical power of performed literature.

COM 1050 The Literary Experience examines three genres of literature--short fiction, drama, and poetry--interspersed with pertinent essays. It encourages a close reading of the text, a consideration of various techniques of fiction (e.g., characterization, narrative viewpoint, setting, imagery, structure), and the application of methods of literary analysis in order to give students broader knowledge, confidence, and expertise in other literature courses and their private reading. Although not a survey, the course draws on literature from different ages and cultures to demonstrate the interrelation of reader, society, and other literary works in the interpretation of an individual work. Thoughtful student discussion, analysis, and critical writing are emphasized.

ENG 2101 British Literary Tradition I offers an historical and critical overview of English literature from the beginnings to the mid-eighteenth century. The readings and discussions are meant to provide candidates with a sense of both continuities and changes in the forms, genres, and functions of early English language and letters. This course is also designed to help candidates confidently use the tools and vocabulary for textual study and to introduce a range of ways to think about literature.

Throughout the course, we will address the relations of the written word to power, gender, history, religious belief, and nationality. We'll also explore the implications of the literary canon, the values it reflects, what it omits, and how implied definitions of "literature" correspond to other social and cultural values. While we'll be reading a number of texts from the Anglo-Saxon, Medieval, Renaissance, and Restoration periods, we'll focus particular attention on Beowulf, The Canterbury Tales, the poetry of John Donne, and Milton's Paradise Lost. Three short exams and three short papers will be required.

Or ENG 3101 Early British Literature surveys the literature of England, Ireland, and Scotland from the beginnings through the 15th century.

ENG 3250 Shakespeare studies all four genres of Shakespeare's work (history, comedy, tragedy, and romance (or tragic-comedy)). Theatrical background and dramatic conventions of Shakespeare's time are presented as students read, discuss, watch videos, and write about his plays, including *Titus Andronicus*, *Richard II*, *Henry IV, Part 1*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Measure for Measure*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, and *The Tempest*. Evaluation includes a mid-term and a final exam.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

I.D. Theatre including:

history of the theatre and of dramatic literature, stage production, directing and basic acting, critical analysis of dramatic literature

Courses that include this preparation include:

COM 2240 *Theories of Performance Studies* explores the theory surrounding the embodied and aesthetic elements of solo and group performance. Candidates evaluate key approaches to performing literature, performance art, performance for social change, oral traditions, performance ethnography, and performance in everyday life.

COM 3241 *Performances of Literature* requires solo and group performance of poetry, prose, and drama, combining elements of theatre, literature, and communication. Candidates focus on rhetorical power of performed literature.

COM 3245 *Voice and Diction* focuses on improving vocal quality and articulation through the study of vocal anatomy, phonetics, projection, and expressiveness. Emphasis is on live and taped performance of readings.

THE 2019 *Theatrical Experience* is an introduction to theatre, how it functions, how it has developed, and how it interacts with and enhances society. Candidates study the various theories and styles of theatrical performance. Through readings, discussions, and video and live performances, they learn the roles of the playwright, director, designers, actors and audience and how the interaction of all of these create a finished performance. Candidate evaluations include class discussion and presentations, a final delivery of a monologue, critiques written on professional theatre attended, and practical volunteer experience on a production.

ENG 3250 *Shakespeare* studies all four genres of Shakespeare's work (history, comedy, tragedy, and romance (or tragic-comedy)). Theatrical background and dramatic conventions of Shakespeare's time are presented as students read, discuss, watch videos, and write about his plays, including *Titus Andronicus*, *Richard II*, *Henry IV, Part 1*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Measure for Measure*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, and *The Tempest*. Evaluation includes a mid-term and a final exam.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

I.E. Media including:

history of various media, basic techniques of broadcasting media, print media and film, functions of mass media, critical analysis of mass media

Courses that include this preparation include:

COM 2300 *Theories of Mass Communication* traces the evolution and structure of core theoretical approaches to understanding mass communication phenomena. Both behavioral and critical approaches and their related research traditions are explored.

COM 3301 Introduction to Film and Video Production is an in-studio workshop that deals with basic television production techniques, including producing and directing short interview programs, news, demonstrations and short dramatic pieces. Candidates discuss current problems in the management and operation of a television broadcasting station.

COM 3352 Media and Technology surveys the development of communication technologies from the printing press through the internet and beyond. Technological development is used as a way to explore critical issues about economic development, the nature of meaning, technological determinism and globalization.

COM 3354 Media Criticism analyzes contemporary film, television, music, print media and electronic media from a cultural studies perspective.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

II. Performances

The professional education program provides evidence of the candidate's participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in communications, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Communications certification program are assessed during the field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

**II.A. Managing the instructional environment including:
managing the classroom and student behavior, creating an environment of respect and rapport with all staff and students, communicating high learning expectations, creating a safe physical environment that is conducive to learning**

Communications candidates learn about classroom management and creating an environment that is conducive to learning in:

EDU 3254 Principles and Techniques of Instruction, a 4-credit course combining methods theory with required field experiences which include teaching in area classrooms. Candidates learn the variety of methods, teacher-centered and student-centered, including inquiry, discovery, valuing, project, problem solving, case study, etc., (see syllabi). Field experience varies with the instructor, either teaching classes in collaboration with Junior Achievement in area schools, or collaborating with regular high school classroom teachers in area high schools to prepare, teach, and evaluate lessons based on these techniques.

Candidates create lessons with an opportunity to make corrections based on evaluations of students, cooperating teacher and peers. They also work with classroom teachers in an area high school to prepare lessons geared to a particular class, teach the lesson, and then are evaluated by the students, the cooperating teacher, self-evaluation and the instructor. Candidates incorporate a variety of techniques into their lessons. Following their teaching experience, they reconstruct the lesson plans, incorporating changes they would make based on the feedback.

EDU 4281 Methods of Teaching English/Communications in Secondary Schools

Candidates are placed in area schools with cooperating teachers who mentor them the semester prior to student teaching, and then, for their fourteen-week long student teaching experience. Field observations during the methods course take place weekly for eight weeks. Candidates are asked to prepare oral and written reports on their field observations which are shared and discussed in class, with 20% of their grade credited to this participation.

EDU 4291 Student Teaching

This fourteen-week long experience is the culmination of the teacher preparation program. Cooperating teachers, university supervisors, and the *Senior Seminar* professor work together to ensure a pre-service experience that prepares student teachers for the various roles, duties, and expectations of a practicing teacher.

EDU 4292 Senior Seminar

In Senior Seminar, candidates share their reflective journals on their actual teaching experiences. An important element of this process is class discussion of techniques for teaching content or “covering the material” as the cooperating teachers put student teachers under pressure to do, by using a variety of techniques besides lecturing. Some of these techniques might be asking students to read historical journals, primary sources and to research topics on the internet and evaluate their accuracy. They may ask students to write and present vignettes, assuming the identities of historic figures. They may ask them to storyboard an event, to write a newspaper report of an event in the style of the period, or to give an event or topic a contemporary rendering a la CNN, such as reporting a geographic calamity and its after effects. Villanova encourages candidates to abandon the lecture technique wherever possible for more creative and effective learning processes.

Master’s Plus Graduate Program:

See Master’s plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.

**II.B. Planning of instruction based upon:
Pennsylvania Academic Standards, strengths and needs of learners at all levels,
subject matter, instructional goals and methods to achieve them, print and non-
print resources**

This guideline is addressed in the following required courses:

EDU 3263 Diversity & Inclusion

The *Diversity and Inclusion* course seeks to provide a framework for understanding cultural and community diversity and special education and to engage candidates in critical reflection on learning differences and creating learning environments which meet the needs of diverse learners. Candidates research at least one category of special learner to become expert on the category and how to teach students falling into this category effectively. This expertise is then shared in Villanova classroom presentations. Please see the syllabus to view the extensive learning objectives in this area.

EDU 4245 Reading and Current Issues in Education

The *Reading and Current Issues in Education* course specifically focuses on the importance of students' literacy across academic disciplines. Candidates work to understand how the reading, writing, and thinking abilities of adolescents contribute to their mastery of content in the classroom. Candidates observe several classes in the school where they will student teach the following semester. During these observations, they interview three students of differing abilities to learn and understand the need for and challenges associated with differentiated instruction. A brief profile of the class and each student and an action plan for improving student learning are among the assignments due for this course. Please see the syllabus to view the extensive learning objectives in this area.

EDU 4281 Methods of Teaching English/Communications in Secondary Schools

Candidates are placed in area schools with cooperating teachers who mentor them the semester prior to student teaching, and then, for their fourteen-week long student teaching experience. Field observations during the methods course take place weekly for eight weeks. Candidates are asked to prepare oral and written reports on their field observations which are shared and discussed in class, with 20% of their grade credited to this participation.

EDU 4291 Student Teaching

This fourteen-week long experience is the culmination of the teacher preparation program. Cooperating teachers, university supervisors, and the *Senior Seminar* professor work together to ensure a pre-service experience that prepares student teachers for the various roles, duties, and expectations of a practicing teacher.

EDU 4292 Senior Seminar

During the Student Teaching semester, candidates are encouraged by their Villanova supervisors to vary their instructional methods and to develop creative techniques for teaching the PA Academic Standards, with the cooperation of the mentoring teacher. In the accompanying Senior Seminar, which is a Writing Intensive course, candidates keep a Reflective Journal of their teaching experiences which is shared with the class and become topics of discussion (page 2 of EDU 4292 *Senior Seminar* syllabus, Dr. Schussler).

Master's Plus Graduate Program:

See Master's plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners.

This guideline is addressed in the following required courses:

EDU 3251 Psychology of Learning

The *Psychology of Learning* course views the educational learning environmental through a psychological lens by focusing on issues of human development, learning/cognition, assessment, and awareness of individual differences. In cooperating with area schools, candidates observe and teach short mini-lessons through the Junior Achievement program. A paper relating educational psychology theory to their Junior Achievement experience accompanies this course. Please see the syllabus to view the extensive learning objectives in this area.

EDU 3263 Diversity & Inclusion

The *Diversity and Inclusion* course seeks to provide a framework for understanding cultural and community diversity and special education and to engage candidates in critical reflection on learning differences and creating learning environments which meet the needs of diverse learners. Candidates research at least one category of special learner to become expert on the category and how to teach students falling into this category effectively. This expertise is then shared in Villanova classroom presentations. Please see the syllabus to view the extensive learning objectives in this area.

EDU 3254 Principles and Techniques of Instruction

In *Principles and Techniques*, candidates study modes of learning, teaching methods and planning that promote positive behaviors and motivate learners. Candidates develop their own unit and lesson plans, teach a lesson in area schools, and revise their plans based on cooperating teacher and student evaluations. An important component of the course is a unit on student grouping, involving planning for average, gifted, and students with learning difficulties, including talking with parents and developing study skills with students.

EDU 4245 Reading and Current Issues in Education

The *Reading and Current Issues in Education* course specifically focuses on the importance of students' literacy across academic disciplines. Candidates work to understand how the reading, writing, and thinking abilities of adolescents contribute to their mastery of content in the classroom.

Candidates observe several classes in the school where they will student teach the following semester. During these observations, they interview three students of differing abilities to learn and understand the need for and challenges associated with differentiated instruction. A brief profile of the class and each student and an action plan for improving student learning are among the assignments due for this course.

To further understand literacy issues facing educators and schools of today, candidates work together to research specific topics. They then relay their findings to their classmates. Please see the syllabus to view the extensive learning objectives in this area.

EDU 4281 Methods of Teaching English and Communications

In the methods course, working with diverse learners is a requirement of over 30 hours of required field experience. Candidates are asked to study social interaction, including identifying students who appear to be isolated and learning problems. Identifying individual needs is studied in relation to other aspects of the field observations, including teaching techniques and classroom control.

EDU 4291 Student Teaching

This fourteen-week long experience is the culmination of the teacher preparation program. Cooperating teachers, university supervisors, and the *Senior Seminar* professor work together to ensure a pre-service experience that prepares student teachers for the various roles, duties, and expectations of a practicing teacher.

During the student teaching experience, candidates are evaluated according to the INTASC Standards, including Principle # 3: “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.” This standard is incorporated into Villanova’s Exit Criteria (see Exit Criteria Instrument, Standard 3).

Master’s Plus Graduate Program:

See Master’s plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students’ work will be available in the evidence room.

II.D. Developing, utilizing and communicating appropriate measurement, assessment and evaluation procedures in the instructional program.

This guideline is addressed in the following required courses:

EDU 3251 Psychology of Learning

The *Psychology of Learning* course views the educational learning environmental through a psychological lens by focusing on issues of human development,

learning/cognition, assessment, and awareness of individual differences. In cooperating with area schools, candidates observe and teach short mini-lessons through the Junior Achievement program. A paper relating educational psychology theory to their Junior Achievement experience accompanies this course. Please see the syllabus to view the extensive learning objectives in this area.

EDU 3254 *Principles and Techniques of Instruction*, a 4-credit course combining methods theory with required field experiences which include teaching in area classrooms. Candidates learn the variety of methods, teacher-centered and student-centered, including inquiry, discovery, valuing, project, problem solving, case study, etc., (see syllabi). Field experience varies with the instructor, either teaching classes in collaboration with Junior Achievement in area schools, or collaborating with regular high school classroom teachers in area high schools to prepare, teach, and evaluate lessons based on these techniques.

EDU 4281 *Methods of Teaching English & Communications*

Candidates incorporate a variety of teaching methods into mini-lessons which they demonstrate for class discussion and feedback. They reconstruct the lesson, incorporating the suggestions of their peers and instructor, and teach in their assigned cooperating school classrooms, receiving the critiques of students and cooperating teacher. They may incorporate simple evaluation techniques such as quizzes or class essays into the experience to evaluate student learning.

EDU 4291 *Student Teaching*

This fourteen-week long experience is the culmination of the teacher preparation program. Cooperating teachers, university supervisors, and the *Senior Seminar* professor work together to ensure a pre-service experience that prepares student teachers for the various roles, duties, and expectations of a practicing teacher.

EDU 4292 *Senior Seminar*

Villanova supervisors require candidates to develop ongoing techniques for assessing their students' progress. Under Standard 8: Assessment (Villanova's Exit Criteria Instrument), candidates know that they will be evaluated on their performance of these assessment criteria, and are encouraged to use various techniques throughout their fourteen-week experience. Assessment is one of the topics of research and discussion in the Senior Seminar (see Schussler syllabus, page 4, Day 10). It is topic that typically reappears throughout the course in conjunction with Teaching Philosophy, Classroom Management, Working with Parents, School Law and others.

Candidates incorporate this work into their required electronic portfolios. Portfolio items, including the above case studies and papers, have to address each of the ten INTASC Standards, and Standard 8, Assessment, is addressed in each portfolio.

Master's Plus Graduate Program:

See Master's plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.

III. Professionalism

The professional education program provides evidence that the Communication certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, career opportunities and resources

As ethical behavior is the cornerstone of professionalism, Pennsylvania's Code of Conduct and the National Education Association code of ethics is published in the *Undergraduate Student Teaching Handbook*, is frequently references in the education courses, and studied *in toto* in EDU 4290 *Philosophy of Education*, and again in the *Senior Seminar*, EDU 4292. In addition, the Department has developed an annual Case Study Contest where competing teams of education candidates respond to various "real" scenarios including, frequently, ethical issues involving classroom honesty, privacy and parental involvement issues, and others.

Once accepted into the certification program, all pre-service teachers are required to join the Villanova chapter of Student PSEA. The Department funded travel to the Student PSEA conference in April 2005 for three candidates and the Field Placement Coordinator.

This guideline is addressed through EDU 2201 *Social Foundations of Education I*, EDU 2202 *Social Foundations of Education II*, EDU 3251 *Psychology of Learning*, EDU 3254 *Principles and Techniques of Instruction*, EDU 3263 *Diversity and Inclusion*, EDU 4245 *Reading and Current Issues in Secondary Schools*, EDU 4281 *Methods of Teaching English and Communications in Secondary Schools*, EDU 4290 *Philosophy of Education*, EDU 4291 *Student Teaching*, and EDU 4292 *Senior Seminar*.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

This guideline is addressed through EDU 3263 *Diversity and Inclusion*, EDU 4245 *Reading and Current Issues in Secondary Schools*, EDU 4281 *Methods of Teaching English and Communications in Secondary Schools*, EDU 4291 *Student Teaching*, and EDU 4292 *Senior Seminar*.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning

This guideline is addressed through EDU 2202 *Social Foundations of Education II*, EDU 3251 *Psychology of Learning*, EDU 3254 *Principles and Techniques of Instruction*, EDU 3263 *Diversity and Inclusion*, EDU 4245 *Reading and Current Issues in Secondary Schools*, EDU 4290 *Philosophy of Education*, EDU 4291 *Student Teaching*, and EDU 4292 *Senior Seminar*.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

Master's Plus Graduate Program:

See Master's plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students

This guideline is addressed through EDU 3251 *Psychology of Learning*, EDU 3263 *Diversity and Inclusion*, EDU 3254 *Principles and Techniques of Instruction*, EDU 4245 *Reading and Current Issues in Secondary Schools*, EDU 4281 *Methods of Teaching in English and Communications in Secondary Schools*, EDU 4291 *Student Teaching*, and EDU 4292 *Senior Seminar*.

Syllabi for these courses are included with this self-study and will be available in the evidence room. Samples of students' work will be available in the evidence room.

Master's Plus Graduate Program:

See Master's plus Communication Education program matrix for a complete listing of what courses address this guideline and how the courses assess competency.