

Speaking and Listening Assessment Project
Lesson Plan

Fundamentals of Communication
An Introduction to the Study of Communication

The introduction to the study of communication unit is intended for a beginning communication course and is designed to help students understand why they need to study communication and to give them a theoretical basis for how to study communication. The focus will be to help the students understand why it is important to study communication so that their personal and professional goals can be better achieved.

Probable Length: 2 standard class periods.

Illinois State Goals/Standards Covered: ELA Goal 4, Standards A and B.
Benchmarks 4.A. 3d, 4.A. 3b.

Knowledge Objectives: After this unit, students should know how to:

1. Define communication within a given set of terms
2. Recognize elements of the communication process
3. Identify internal and external interference

Behavioral Objective: After this unit students should be able to:

1. Explain how communication impacts their lives
2. Explain the impact that each element has on the communication process
3. Provide examples of noise and the impact it has on communication
4. Design a communication model with all basic component parts
5. Visually display the role of communication in their lives

Content:

Day One:

Definitions and justifications

1. Communication is any process in which people share information, ideas, and feelings. Provide a couple of official definitions for the students. What are the common elements of those definitions? (See resource section below)
2. Bridge to student activity: Let students find those similarities through getting acquainted with one another. **Getting Acquainted**
3. Use and impact of communication (home, work, school) group discussion
4. Bridge to student activity: Examples of what communication helps students achieve through communication poster. **Communication Poster**

Day Two:

- A. Give the students the portfolio assignment. Students should keep track of all notes, assignments, and other communication artifacts.

- B. The process of communication, some basic concepts. Use as an overview so that students can do more exploring on their own. Only introduce these concepts at this time.
 - 1. Basic elements of the communication process – a linear model (sender, message, channel, receiver)
 - 2. Bridge to student activity: Have students create their own communication model, see assessment item number one. **Student communication model**
 - 3. Elements of quality in the communication process (encoding, decoding, message systems, feedback, noise, environment)
 - 4. Introduce the concept that communication is non-linear (the on-going and transactional nature of communication).

- C. A focus on quality
 - 1. Noise
 - a. Internal noise (definition, types, examples)
 - b. External noise (definition, types, examples)
 - 2. Environment
 - a. Shared experiences and perception
 - b. Unshared experiences and perceptual differences

- D. Bridge to student activity. **Telephone**

Resources:

- A. Definitions of communication
 - Galvin and Cooper - Communication is the process of sending and receiving messages in order to share meanings. The communication process involves two or more persons attempting to share their ideas, feelings, and attitudes.
 - Verdeber - Communication is the process of sharing information by using symbols to send and receive messages.
 - Brooks - Speech communication is a process by which information, meanings, and feelings are shared by persons throughout the exchange of verbal and nonverbal messages.
 - O'Connor - Communication is the process of sending and receiving messages to achieve understanding.

- B. Communication models
 - Aristotle: speaker – message – audience; Schramm: SMCR; Transactional models (transactors rather than senders and receivers) - communication is continuous.