COURSE OUTLINE: GAS0106 - COMMUC:THEORY & PRAC

Prepared: General Arts and Science Department
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	GAS0106: COMMUNICATION: THEORY AND PRACTICE
Program Number: Name	1115: GAS-UNIV TRANSFER 1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20W
Course Description:	This course provides the foundations of effective human communication. It focuses on three specific areas of competence: small group competence, interpersonal communication, and public speaking. Each of these areas is reinforced through a variety of learning methods and media: lectures, group discussions, group projects, readings, film analysis, and reflective learning portfolio.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1115 - GAS-UNIV TRANSFER** VLO 1 Develop, through general knowledge gained in a wide range of subjects, insight into both self and society. VLO 2 Develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry. VLO 3 Understand and utilize critical thinking processes and problem solving techniques. VLO 5 Employ basic vocational, skills drawn from the areas of the Humanities, Social and Behavioural Sciences of Vocational Studies (Business, Technology).
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.

	EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding
	Personal Understanding
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	No Text is Required
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Discuss the complexity and the importance of the communication process.	1.1 Identify the essential components of the communication process. 1.2 Discuss misconceptions around communication. 1.3 Identify different types of communication and identify their distinctive features (intrapersonal, interpersonal, impersonal, group, public, mass, and mediated communication). 1.4 Recognize the role of communication in our lives. 1.5 Improve their communication competence and listening skills. 1.6 Recognize factors that prevent one from listening actively. 1.7 Evaluate one`s ability to communicate effectively in a variety of situations.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Analyze interpersonal communication.	2.1 Define interpersonal communication and discuss its attributes. 2.2 Define interpersonal attraction and distinguish short-term initial attraction from long-term maintenance attraction. 2.3 Explain strategies of information seeking to reduce uncertainty. 2.4 Define self-disclosure and explain its role in relationship maintenance. 2.5 Discuss reciprocity, appropriateness, and risk in self-disclosure. 2.6 Discuss how emotional expression affects relationship maintenance.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Effectively communicate in a group setting.	3.1 Define and note similarities and differences between a group and a team. 3.2 Identify and describe types of small groups. 3.3 Identify and appropriately perform task and social roles in groups and teams. 3.4 Describe group roles and norms. 3.5 Differentiate between status and power. 3.6 List strategies to enhance group cohesiveness. 3.7 Recognize group and team interaction patterns. 3.8 Identify and describe stages of group development. 3.9 Identify strategies to adapt to cultural differences in groups

Course Outcome 4	Learning Objectives for Course Outcome 4
Enhance group and team performance.	4.1 Identify functions of effective group performance. 4.2 List and describe steps of group problem solving. 4.3 Compare and contrast different types of group leadership. 4.4 Explain why conflict occurs in small groups. 4.5 Use an agenda to ensure that group meetings are focused. 4.6 Identify strategies for managing different types of conflicts. 4.7 Utilize strategies to maintain appropriate group discussions and interpersonal interaction.
Course Outcome 5	**Learning Objectives for Course Outcome 5**
Give effective public informative and persuasive speeches.	5.1 Identify the four main different types of speeches and their differences (informative,persuasive, demonstrative, and layout). 5.2 Practice voice control and body language, and appreciate how they may change the effectiveness of a speech. 5.3 Recognize evidence of speech anxiety and develop techniques to overcome it. 5.4 Define speaker`s credibility and analyze its factors. 5.5 Use appropriate and audience-centered attention grabbers. 5.6 Recognize, explain, and apply different organizational patterns of an informative and a persuasive message. 5.7 Locate and use appropriate visual aids to enhance an oral presentation. 5.8 Generate a detailed outline to plan an extemporaneous informative and persuasive speech. 5.9 List and explain the five steps of the motivated sequence. 5.10 Deliver well-researched, well-organized, and effective informative and persuasive presentations
Course Outcome 6	**Learning Objectives for Course Outcome 6**
Provide and receive constructive feedback on speeches from the instructor and peers.	6.1 Distinguish between types and levels of feedback. 6.2 Receive constructive feedback and incorporate feedback into speeches 6.3 Apply constructive criticism while reviewing peers```` ` speeches. 6.4 Respond to peer`s feedback. 6.5 Reflect on peer`s feedback.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Class Activities and Assignments	20%
Speeches	30%
Test One	25%
Test Two	25%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with

homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning

	outcomes
Date:	December 19, 2019
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.