

I. COURSE DESCRIPTION:

This course provides the foundations of effective human communication. It focuses on three specific areas of competence: interpersonal communication, small group communication, and public speaking. Each of these areas will be taught through a variety of learning methods and media: interactive lectures, group discussions, group projects, readings, film analysis, and reflective learning portfolio.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss the complexity and the importance of the communication process.

Potential Elements of the Performance:

- Identify the essential components of the communication process.
- Discuss misconceptions around communication.
- Identify different types of communication and identify their distinctive features (intrapersonal, interpersonal, impersonal, group, public, mass, and mediated communication).
- Recognize the role of communication in our lives.
- Improve their communication competence and listening skills.
- Recognize factors that prevent one from listening actively.
- Evaluate one's ability to communicate effectively in a variety of situations.

2. Analyze interpersonal communication.

Potential Elements of the Performance:

- Define interpersonal communication and discuss its attributes.
- Define interpersonal attraction and distinguish short-term initial attraction from long-term maintenance attraction.
- Explain strategies of information seeking to reduce uncertainty.
- Define self-disclosure and explain its role in relationship maintenance.
- Discuss reciprocity, appropriateness, and risk in self-disclosure.
- Discuss how emotional expression affects relationship maintenance.

3. Effectively communicate in a group setting.

Potential Elements of the Performance:

- Define and note similarities and differences between a group and a team.
- Identify and describe types of small groups.
- Identify and appropriately perform task and social roles in groups and teams.
- Describe group roles and norms.
- Differentiate between status and power.
- List strategies to enhance group cohesiveness.
- Recognize group and team interaction patterns.
- Identify and describe stages of group development.
- Identify strategies to adapt to cultural differences in groups and teams.

4. Enhance group and team performance.

Potential Elements of the Performance:

- Identify functions of effective group performance.
- List and describe steps of group problem solving.
- Compare and contrast different types of group leadership.
- Explain why conflict occurs in small groups.
- Use an agenda to ensure that group meetings are focused.
- Identify strategies for managing different types of conflicts.
- Utilize strategies to maintain appropriate group discussions and interpersonal interaction.

5. Give effective public informative and persuasive speeches.

Potential Elements of the Performance:

- Identify the four main different types of speeches and their differences (informative, persuasive, demonstrative, and layout).
- Practice voice control and body language, and appreciate how they may change the effectiveness of a speech.
- Recognize evidence of speech anxiety and develop techniques to overcome it.
- Define speaker's credibility and analyze its factors.
- Use appropriate and audience-centered attention grabbers.
- Recognize, explain, and apply different organizational patterns of an informative and a persuasive message.
- Locate and use appropriate visual aids to enhance an oral presentation.

- Generate a detailed outline to plan an extemporaneous informative and persuasive speech.
 - List and explain the five steps of the motivated sequence.
 - Deliver well-researched, well-organized, and effective informative and persuasive presentations.
6. Provide and receive constructive feedback on speeches from the instructor and peers.

Potential Elements of the Performance:

- Distinguish between types and levels of feedback.
- Receive constructive feedback and incorporate feedback into speeches
- Apply constructive criticism while reviewing peers' speeches.
- Respond to peer's feedback.
- Reflect on peer's feedback.

III. TOPICS (*):

1. The communication process.
2. Interpersonal communication.
3. Foundations of group theory and group communication.
4. General principles of public speaking.
5. Informative and persuasive oral presentations.
6. Constructive criticism and constructive feedback.

(*) This list does not reflect chronological sequence. Topics will be interconnected.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

***No text is required. The professor will provide students with any handouts as needed.**

V. EVALUATION PROCESS/GRADING SYSTEM (*):

1. Class activities and assignments	30%
2. Tests (20% each)	40%
3. Speeches and Presentations	30%
Total	100%

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced in class.

NOTE: Because of the nature of this course, students must be present in class in order to complete the assignments. If a student is unable to attend class, students must notify the professor in advance of the class. Failure to do so, will result in a zero grade on the assignment.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.