COURSE OUTLINE

GAS106

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

Course Code: Title	GAS106: COMMUNICATION: THEORY AND PRACTICE
Program Number: Name	1115: GAS-UNIV TRANSFER
Department:	GENERAL ARTS & SCIENCE
Semester/Term:	18W
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
Substitutes:	ENG145
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#1. Develop, through general knowledge gained in a wide range of subjects, insight into both self and society. #2. Develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry. #3. Understand and utilize critical thinking processes and problem solving techniques. #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):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and

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	the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Evaluation Process and Grading System:	(see table below)

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

Books and Required Resources:	No Text is Required
Course Outcomes and Learning Objectives:	

Course Outcome 1.

Discuss the complexity and the importance of the communication process.

Learning Objectives 1.

- 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.

Course Outcome 2.

Analyze interpersonal communication.

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Learning Objectives 2.

• 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.

Course Outcome 3.

Effectively communicate in a group setting.

Learning Objectives 3.

• 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.

Course Outcome 4.

Enhance group and team performance.

Learning Objectives 4.

*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.

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- 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.

Course Outcome 5.

Give effective public informative and persuasive speeches.

Learning Objectives 5.

- 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

Course Outcome 6.

Provide and receive constructive feedback on speeches from the instructor and peers.

Learning Objectives 6.

- 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.

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Date:	Wednesday, August 30, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.