

I. COURSE DESCRIPTION:

This course provides advanced training for aviation students to organize and present information, using a teamwork approach. Emphasis will be placed on recognizing audience needs, using persuasive techniques, practicing interpersonal skills, and enhancing presentation skills. A major component of the course will consist of career exploration, preparation of a resume and cover letter, and interview skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Recognize and use the elements of communication theory (verbal and non-verbal) to respond to specific audiences and purposes
2. Produce clear, concise, accurate, well-organized, professional, computer-generated documents
3. Demonstrate, practice, and evaluate individual effort in a collaboration and teamwork environment
4. Analyze, develop, and practise communication strategies as they apply to cockpit management
5. Design a resume, cover letter, and/or other related career communication
6. Produce and evaluate a videotaped, practice, career interview
7. Give well-organized, coherent, effective oral presentations, ranging from impromptu talks to prepared, collaborative, persuasive presentations, using traditional and/or electronic visual aids where appropriate

B. Learning Outcomes and Elements of the Performance:

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

1. Recognize and use the elements of communication theory (verbal and non-verbal) to respond to specific audiences and purposes.

Potential elements of the performance:

- Assess audience's needs, knowledge level, language level, characteristics, and attitude
- Anticipate audience's response to the message
- Define the purpose of the communication
- Apply the communication model and theory
- Recognize and interpret non-verbal communication
- Identify barriers to effective communication
- Develop strategies to overcome communication barriers
- Identify the most effective communication strategies for the purpose and audience

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. Produce clear, concise, accurate, well-organized, professional, computer-generated documents.

Potential elements of the performance:

- Produce a report, proposal, or other analytical or persuasive report appropriate to audience and purpose
 - Design and/or keep an accurate log, journal, or other record appropriate to aviation technology.
 - Locate, gather, summarize, apply, and document information, including graphics, from both primary and secondary sources.
 - Design and produce a brochure appropriate to aviation technology
3. Demonstrate, practice, and evaluate individual effort in a collaboration and teamwork environment.

Potential elements of the performance:

- Collaborate with peers on projects, reports, role-playing, discussions, or other assigned activities
 - Recognize stages of team development and growth
 - Practice team skills within a working environment
 - Participate in peer editing of writing projects
 - Evaluate individual role within group
 - Complete assigned tasks within group
 - Demonstrate responsibility toward group success
4. Analyze, develop, and practise communication strategies as they apply to cockpit management.

Potential elements of the performance:

- Focus on active listening
- Recognize influence styles
- Recognize effective cockpit communication
- Analyze effective and ineffective communication models
- Recognize key communication elements
- Research scenarios where cockpit communication is essential

**III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

5. Design a resume, cover letter, and/or other related career information.

Potential elements of the performance:

- Employ elements of document design theory to generate a resume and cover letter
- Research and define potential employment possibilities
- Inventory and relate education and skills to current job market
- Produce portfolio, business cards, and/or other supports for employment
- Demonstrate essential presentation skills

6. Produce and evaluate a videotaped, practice, career interview.

Potential elements of the performance:

- Demonstrate presentation skills essential to job application and interview
- Research and demonstrate essential interviewing skills
- Analyze and interpret communication behavior
- Research and analyze various ways to present resume packages via Internet, video, teleconference, etc.

7. Give well-organized, coherent, effective, oral presentations ranging from impromptu talks to prepared, collaborative, persuasive presentations using traditional and/or electronic visual aids where appropriate.

Potential elements of the performance:

- Recognize audience and purpose
- Present an organized thesis
- Recognize and present the elements of persuasiveness, i.e. define the topic, provide evidence, and make the case
- Select the most appropriate evidence to achieve purpose and persuade
- Design and present appropriate visual support
- Recognize strengths and participation in collaborative presentations

IV. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below. The professor may add, delete, or change the order of the topics in response to constraints of time, number of students, and other considerations. A syllabus designed in collaboration with students will be produced near the beginning of the course.

1. Communication Theory
2. Elements of Persuasion
1. Collaboration and Teamwork
4. Documents and Design
5. Oral Presentations
6. Communication for Employment

V. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Language and Communication Guidelines (provided)
2. One blank videotape; one or two blank disks
3. Any technical communication textbook to be used as a resource

**V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING**

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|--|-----|
| 1. Personal Resume and Cover Letter | 20% |
| 2. Evaluative Summary | 15% |
| 3. Personal Summary/ Log of Major Group Activity | 10% |
| 4. Short, Impromptu, Oral Report | 10% |
| 5. Group, Collaborative Log | 5% |
| 6. Group Presentation | 10% |
| 7. Mini-research/teaching presentation | 10% |
| 8. Support Document — brochure, PowerPoint, etc. | 10% |
| 9. Videotaped Interview | 10% |

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**METHOD OF ASSESSMENT (GRADING METHOD)**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	3.75
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%)	0.00
CR Credit exemption		
X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements		

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

TIME FRAME

Communication Skills CMM400 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

VI. SPECIAL NOTES:Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

The Learning Centre

Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and other services.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar’s office.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.

