

I. COURSE DESCRIPTION:

The CICE student, with assistance from a Learning Specialist, will develop a fundamental proficiency relative to 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate a fundamental 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:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

NOTE: Mid-term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the mid-term grade is an interim grade and is subject to change.

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.

Addendum:

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.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.