

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:

- Understand the essential components of the communication process.
- Identify misconceptions around communication.
- Identify different types of communication and identify their distinctive features (intrapersonal, interpersonal, impersonal, group, public, mass, and mediated communication).
- Understand 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 five functions of effective group performance.
- List and describe five 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:

- Explain why a group could benefit from feedback.
- Distinguish between types and levels of feedback.
- Help your group to initiate and design a feedback system.
- 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:

- Beebe, S., Beebe, S., Ivy, D., & Watson, Sh. (2004). Communication. Principles for a lifetime. Canadian Edition. Pearson Allyn & Bacon.
- A duotang or binder to hold your class exercises for the learning portfolio.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

Learning portfolio of class activities	20 %
Informative speech	25 %
a. Consultation meeting based on written outline	10 %
b. Oral presentation (informative speech)	10 %
c. Instructional activity	5 %
Comprehensive test	20 %
Persuasive speech	20 %
a. Consultation meeting based on written outline	10 %
b. Oral presentation	10 %
Film analysis	15 %
Total:	100 %

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment are attached to this course outline, and will be posted on LMS.

Important class rules

ATTENDANCE will be recorded every class. As in this course students will be learning in class through class activities, the instructor encourages students to attend class and to participate actively in class activities. Their level of preparation for each class will also influence their learning process.

CLASS ACTIVITIES TO BE INCLUDED IN THE LEARNING PORTFOLIO have to be completed in class because their completion requires active participation, peer collaboration, and guidance from the professor. Each student may include in his/her portfolio up to a maximum of 4 assignments completed before or after class on days that s/he missed class. After the fourth missed class, when a student misses a class, the class assignment that he/she missed will not be considered part of the portfolio for grading purposes.

DUE DATES OF ASSIGNMENTS will be announced in the course syllabus and circulated during the first weeks of class.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM. Students are responsible for submitting assignments on time. The professor will not grade assignments left in her mailbox or under her office door. If a student misses the class when an assignment is due, s/he is responsible for making arrangements to deliver the corresponding assignment personally to the professor.

ELECTRONIC SUBMISSIONS OF ASSIGNMENTS ARE NOT ACCEPTABLE AND WILL NOT BE GRADED.

LATE SUBMISSION of assignments will be accepted but subtracting 5 % of the corresponding grade per day past the due date.

DATES OF CONSULTATION MEETING BASED ON WRITTEN OUTLINE WILL NOT BE RE-SCHEDULED and missing the corresponding meeting will result in not getting credit for this component.

DATES OF DELIVERY OF ORAL PRESENTATIONS WILL NOT BE RE-SCHEDULED and missing the corresponding class will result in not getting credit for this component.

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.	

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.