

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

**COURSE TITLE:** Communication: Theory and Practice.

**CODE NO. :** GAS106 **SEMESTER:** Winter

**PROGRAM:** General Arts & Science

**AUTHOR:** General Arts & Science Department

**DATE:** Jan. 2015 **PREVIOUS OUTLINE DATED:** Jan. 2014

**APPROVED:** *"Angelique Lemay"* *Dec. 19/14*

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**DEAN** **DATE**

**TOTAL CREDITS:** 3 (three)

**PREREQUISITE(S):** CMM110

**HOURS/WEEK:** 3 (three) hours per week

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**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 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:

- 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:**

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

**V. EVALUATION PROCESS/GRADING SYSTEM (\*):**

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

(\*) 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%	
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.	

**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:****1. 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.

**2. 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.

**3. 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.

**4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

**5. Communication:**

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

**6. Academic Dishonesty:**

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. 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>.

9. Recording 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.