

COURSE IMPLEMENTATION DATE: January 2000
 COURSE REVISED IMPLEMENTATION DATE: September 2008
 COURSE TO BE REVIEWED: September 2009
(four years after UPAC approval)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CSM 208	Communications	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Learning Methodology		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is a continuation of the principles and skills learned in CSM 108, and introduces students to the next level of critical analysis and higher education learning. The course investigates critical thinking processes, effective thinking strategies across the disciplines, problem solving, resolving group conflicts, active learning through alternative ways of thinking, expository and persuasive presentations, presentation skills, meta-cognitive learning, and intellectual argument and reasoning.

PREREQUISITES: CSM 108 or one of the following: CMNS 115, CMNS 125, CMNS 145, CMNS 155, CMNS 165, CMNS 175, or ENGL 105

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 25 Hrs
 Seminar: 20 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 20
 Expected frequency of course offerings: Once every year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): Diane Luu

Department Head: Lynn Kirkland Harvey

Supporting area consultation (UPACA1)

Curriculum Committee chair: Moria Kloster

Dean/Associate VP: Eric Davis

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: Oct. 1, 2007

Date of meeting: Oct. 12, 2007

Date approved: Dec. 7, 2007

Date approved: Dec. 21, 2007

Date of meeting: Feb. 1, 2008

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Investigate and research the critical thinking process.
2. Develop scholarly perspectives through reasoning and problem solving.
3. Examine and evaluate text material, internet data, and various types of media.
4. Develop and/or enhance abilities to complete academic oral assignments in a group setting.
5. Articulate and apply discipline-specific cognitive approaches.
6. Sustain an ongoing system of learning independently and in groups.
7. Apply theoretical principles and models of critical thinking and learning to course work in the academic field.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, interdisciplinary groups, individual consultation, seminars.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): It is expected that students demonstrate/show evidence of positive and progressive behavioural changes in their ability to plan, develop, create, and present an oral presentation within a group framework.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Lovrik, P. (2006). Focus on Presentations. Toronto: Thomson Nelson.

Nosich: G.M. (2004). Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum. New Jersey: Pearson Prentice Hall.

SUPPLIES / MATERIALS:

Materials for assessment (optional)

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- | | |
|---------------------------------------|-----|
| 1. Discipline-specific project report | 20% |
| 2. Oral presentation | 20% |
| 3. Mid-term exam | 20% |
| 4. Reflective journal | 20% |
| 5. Research paper | 20% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Meta-cognitive learning
2. Components of the critical thinking process
3. Learning Modalities
4. Facilitating critical thinking through questioning
5. Assumptions, fallacies, and errors in argumentation
6. Active learning through alternative ways of thinking
7. Critical attitude – from negative focus to academic frame of reference
8. Intellectual argument and standards
9. Inductive and deductive reasoning
10. Theories and principles of group dynamics
11. Decision-making and the group process
12. Oral presentations – form, function, outcome, and evaluation
13. Theory, principles, and generic models of the critical-thinking process
14. Non-prose design and writing
15. Resolving group conflicts and emotional intelligence