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 and material will vary - see course syllabus available from instructor.

FACULTY/DEPARTMENT: COMMUNICATIONS DEPARTMENT

CMNS 345

COURSE NAME/NUMBER: INSTRUCTIONAL SKILLS FOR PROFESSIONALS

INSTRUCTIONAL SKILLS FOR PROFESSIONALS

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an opportunity to design and teach using a variety of media, to a variety of audiences, in a variety of situations. Developing lesson plans, using instructional technologies, developing and using evaluation techniques, and conducting on-the-job training are the focus of the course. This course is the same as CMNS 345.

Note: Some public speaking skills are assumed in this course.

Note: Students cannot receive credit for both CMNS 345 and ADED 345.

PREREQUISITES: (CMNS 125 and 225) or (ENGL 105 and one of the 110 to 150) or (CMNS 155 and 255)

COREQUISITES: None

SYNONYMOUS COURSE(S)

(a) Replaces:

(b) Cannot take ADED 345 for further credit

SERVICE COURSE TO:

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

LECTURES: 45 hrs

SEMINAR: hrs

LABORATORY: hrs

FIELD EXPERIENCE: hrs

STUDENT DIRECTED LEARNING: hrs

OTHER (Specify): hrs

MAXIMUM ENROLMENT: 15

EXPECTED FREQUENCY OF COURSE OFFERING:

WILL TRANSFER CREDIT BE REQUESTED? YES NO X

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: YES NO X

AUTHORIZATION SIGNATURES:

Course designer(s): Wendy Burton

Department Head: Wendy Burton

Chairperson: (Curriculum Committee)

Dean: W.R. Bate

PAC Approval in Principle Date: PAC Final Approval Date: December 17, 1997
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

- To become familiar with four approaches to instructional design
- To demonstrate competence with common audio-visual aids
- To facilitate feedback to each other on micro-teaching
- To demonstrate competence with formative and summative evaluation
- To demonstrate competence in small group instruction
- To develop strategies for multi-cultural instructional situations

METHODS:

Lecture, micro-teaching, small group assignments, written and oral feedback on micro-teaching, and collaborative activities.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR  YES _____ NO _____

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

Peter Renner, Instructor’s Survival Kit, 2nd Ed., 1990
Daniel Pratt, Five Perspectives on Teaching in Adult and Higher Education, 1996

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-teaching</td>
<td>10%, 15%, 20%</td>
</tr>
<tr>
<td>Midterm assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Instructional unit</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom research</td>
<td>15%</td>
</tr>
<tr>
<td>Peer feedback</td>
<td>10%</td>
</tr>
</tbody>
</table>

Department criteria:

- <60 Fail
- 60-62 Pass
- 63-65 C-
- 66-70 C
- 71-74 C+
- 75-77 B-
- 78-81 B
- 82-85 B+
- 86-88 A-
- 89-93 A
- 94-100 A+

COURSE CONTENT:

- Teaching objectives
- System design theory