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 the material will vary; see course syllabus available from instructor.

<table>
<thead>
<tr>
<th>FACULTY/DEPARTMENT:</th>
<th>Communications</th>
<th>CMNS 345</th>
<th>N/A</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td></td>
<td>Instructional Skills for Professionals</td>
<td>UCFV CREDITS</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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

**Note:** Students with ADED 345 may not take CMNS 345 for further credit.

**PREREQUISITES:**

C or better in: (CMNS 250 or CMNS 251, and one of CMNS 125, 155, or ENGL 105) or (ENGL 105 and one of ENGL 120 to 170), or CMNS 165.

**COREQUISITES:**

**SYNONYMOUS COURSE(S):**

(a) Replaces: ([Course #])

(b) Cannot take: ([Course #]) for further credit.

**SERVICE COURSE TO:**

(a) ([Course #]) ([Department/Program])

(b) ([Course #]) ([Department/Program])

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

<table>
<thead>
<tr>
<th>Lectures: 20 Hrs</th>
<th>Seminar: 10 Hrs</th>
<th>Laboratory: 30 Hrs</th>
<th>Field Experience: Hrs</th>
<th>Student Directed Learning: Hrs</th>
<th>Other (Specify): Hrs</th>
</tr>
</thead>
</table>

**MAXIMUM ENROLLMENT:** 20

**EXPECTED FREQUENCY OF COURSE OFFERINGS:**

- 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 ☐

**AUTHORIZATION SIGNATURES:**

Course Designer(s): Lynn Kirkland Harvey/Ken Fernstrom

Chairperson: Raymond Welch (Curriculum Committee)

Department Head: Raymond Welch

Dean: Dr. Virginia Cooke

PAC Approval in Principle Date: PAC Final Approval Date: April 29, 2005
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

- To incorporate instructional design theory into micro-teaching sessions.
- To incorporate learning style theory into micro-teaching sessions.
- To apply the concepts of Bloom's three domains to micro-teaching sessions.
- To demonstrate competence with common audio-visual aids.
- To facilitate feedback to each other on micro-teaching.
- To demonstrate competence in giving three micro-teaching sessions to an audience.

METHODS:
Course activities include lecture, microteaching, small group assignments, written and oral feedback.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR (Please check:)  □ Yes    ☒ No

METHODS OF OBTAINING PLAR:

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

SUPPLIES / MATERIALS:

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

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-teaching</td>
<td>10%, 15%, 20%</td>
</tr>
<tr>
<td>Midterm assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Peer feedback</td>
<td>10%</td>
</tr>
<tr>
<td>Learning Styles Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
COURSE CONTENT:

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

General Method

Students will be responsible for designing and teaching three lessons using a variety of instructional techniques and instructional media. Feedback from the instructor and fellow students will be provided. Students will design and use classroom assessment techniques. A synthesis assignment will allow the student to develop modules, training materials, manuals, course materials, or similar teaching method.


3. Lesson design and collaboration. (This is a workshop evening, where students experiment with equipment and discuss their lesson plans with colleagues.) Giving and receiving feedback. Self-evaluation.

4. Instructional cycle one. Each student will teach a 10-15 minute psychomotor lesson. Each lesson will be followed by a small-group instructional feedback session.


6. Instructional cycle two. Each student will teach a 15 minute affective lesson. Each lesson will be followed by a small group instructional feedback session.

7. The reflective practitioner. Learning from teaching experiences. Putting it all together. Final project discussion time.

8. Instructional cycle three. Each student will teach a 20 cognitive minute lesson. Each lesson will be followed by a small group instructional feedback session.

9. Course Review.