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 the material will vary — see course syllabus available from instructor

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

CALENDAR DESCRIPTION:

This course provides an opportunity to design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. 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: Students must have completed 30 credits of university-transfer courses, including 3 credits of CMNS or ENGL with a C or better. The Communications Department strongly recommends taking CMNS 250, CMNS 251, or CMNS 235.

COREQUISITES:

SYNONYMOUS COURSE(S)

(a) Replaces:  
(b) Cannot take:  

SERVICE COURSE TO:

TOTAL HOURS PER TERM: 60

TRAINING DAY-BASED INSTRUCTION

LECTURES: 20 Hrs
SEMINAR: 10 Hrs
LABORATORY: 30 Hrs
FIELD EXPERIENCE: Hrs
STUDENT DIRECTED LEARNING: Hrs
OTHER (SPECIFY): Hrs

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: Mar. 2, 2007
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:]

- Micro-teaching 10 %, 15 %, 20 %
- Midterm assignment 10 %
- Peer feedback 10 %
- Learning styles assignment 10 %
- Final assignment 25 %

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 minute cognitive lesson. Each lesson will be followed by a small group instructional feedback session.
9. Course review.