CMNS 345  Communications  4  

**COURSE NAME/NUMBER**

**FACULTY/DEPARTMENT**

**UCFV CREDITS**

**Instructional Skills for the Workplace**

**COURSE DESCRIPTIVE TITLE**

**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.

This course is offered as CMNS 345 and ADED 345. Students may take only one of these for credit.

**PREREQUISITES:**

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:**

- PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: 
- (b) Cross-listed with: ADED 345
- (c) Cannot take: ADED 345 for further credit.

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Seminar</td>
<td>10 Hrs</td>
</tr>
<tr>
<td>Laboratory</td>
<td>30 Hrs</td>
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<tr>
<td>Field experience</td>
<td></td>
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<tr>
<td>Student directed learning</td>
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<tr>
<td>Other (specify)</td>
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**TRAINING DAY-BASED INSTRUCTION:**

- Length of course:
- Hours per day:

**OTHER:**

- Maximum enrolment: 20
- Expected frequency of course offerings: Twice per 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):** Lynn Kirkland Harvey and Ken Fernstrom

**Department Head:** Lynn Kirkland Harvey

**Supporting area consultation (UPACA1):**

**Curriculum Committee chair:** Moira Kloster

**Dean/Associate VP:** Eric Davis

**Undergraduate Program Advisory Committee (UPAC) approval:**

**Date approved:** November 21, 2007

**Date of meeting:** November 30, 2007

**Date approved:** January 18, 2008

**Date of meeting:** March 28, 2008
LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- incorporate instructional design theory into micro-teaching sessions.
- incorporate learning style theory into micro-teaching sessions.
- apply the concepts of Bloom’s three domains to micro-teaching sessions.
- demonstrate competence with common audio-visual aids.
- facilitate feedback to each other on micro-teaching.
- demonstrate competence in giving three micro-teaching sessions to an audience.

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

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

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): This is a process course in which students as a group move through a series of mini-lessons and are expected to incorporate what they have learned through ongoing mini-lessons. Simply having taught and being able to write lessons plans would not be sufficient PLAR as the process of learning to become a better teacher is the essence of the course.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:] Renner, P. (2005) 10th Edition The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator; Training Associates

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.