UCFV
UNIVERSITY COLLEGE of the FRASER VALLEY

OFFICIAL COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 1996
COURSE REVISED IMPLEMENTATION DATE:	September 2008
COURSE TO BE REVIEWED:	March 2009
(four years after UPAC approval)	*(month, year)*

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

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.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:	**10**	Hrs
Laboratory:	**30**	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: 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**	Date approved:	**November 21, 2007**
Supporting area consultation (UPACA1)		Date of meeting:	**November 30, 2007**
Curriculum Committee chair:	**Moira Kloster**	Date approved:	**January 18, 2008**
Dean/Associate VP:	**Eric Davis**	Date approved:	**January 18, 2008**
Undergraduate Program Advisory Committee (UPAC) approval		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.

1. Overview of course. Role of a teacher/trainer. Teaching vs. presenting. Explanation of teaching cycles. Development of schedule and topics. Essentials of the lesson. Principles of feedback.
2. Instructional Design Theory. Learning Style Theory: concrete experience, reflective observation, abstract conceptualizing, and active experimentation. Designing affective, cognitive, and psychomotor lessons.
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.
5. Specific instructional techniques. Designing and testing classroom assessment techniques. Emerging design and learning outcomes. What to do when nothing's working? Responding to verbal and non-verbal signals. Breathing, pacing, glitches, and stage fright.
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.