CMNS 345
Communications
Instructional Skills for the Workplace

COURSE NAME/NUMBER
CMNS 345

FACULTY/DEPARTMENT
Communications

UCFV CREDITS
4

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-level courses, including 3 credits of CMNS or ENGL. The Communications department strongly recommends taking CMNS 250, CMNS 251, or CMNS 235.

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:
- Lectures: 20 Hrs
- Seminar: 10 Hrs
- Laboratory: 30 Hrs
- Field experience:
- Student directed learning:
- Other (specify):

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: February 6, 2009
Supporting area consultation (UPACA1)
Date of meeting: February 27, 2009
Curriculum Committee chair: Moira Kloster
Date approved: March 13, 2009
Dean/Associate VP: Eric Davis
Date approved: April 7, 2009
Undergraduate Program Advisory Committee (UPAC) approval
Date of meeting: April 24, 2009

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.

Course IMPLEMENTATION DATE: September 1996
Course REVISED IMPLEMENTATION DATE: September 2009
Course TO BE REVIEWED: March 2009 (four years after UPAC approval)

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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:]

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.