



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **September 19, 2001**
 B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** New Course Revision
 If Revision, Section(s) Revised: **Section J, L, P, R**
 Date Last Revised: **May 8, 1998**

C: **CMNS 124** D: **SPOKEN COMMUNICATIONS** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course examines the diversity of spoken communications in the workplace, focussing on routine formal and informal communication, communication etiquette and meetings of many kinds. Special attention will be paid to the influences of power, gender, language, technology and culture on spoken communication.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Seminar Number of Contact Hours: (per week / semester for each descriptor) <p style="text-align: center;">4</p> Number of Weeks per Semester: 14	H: Course Prerequisites: <p style="text-align: center;">NONE</p>	
	I: Course Corequisites: <p style="text-align: center;">NONE</p>	
	J: Course for which this Course is a Prerequisite: <p style="text-align: center;">CMNS 216: Recommended but not required</p>	
	K: Maximum Class Size: <p style="text-align: center;">28</p>	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input checked="" type="checkbox"/> <u>or</u> Granted <input checked="" type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

Knowledge

Within the context of spoken communications, students will be able to:

1. describe dominant perspectives of spoken communications
2. discuss definitions, terminology and concepts related to gender, culture and power in spoken communications
3. explain how gender-based, power-based, and culture-based differences affect spoken interactions
4. describe the attributes of effective spoken interactions
5. describe the elements of effective meetings both formal and informal
6. discuss the role of the chairperson in meetings.

Skills

With the context of spoken communications, students will be able to:

1. use theory to discuss spoken interactions
2. demonstrate basic communication etiquette
3. demonstrate strategies for enhancing communication climates
4. use language responsibly and accurately to convey meaning
5. use communication skills that show sensitivity to gender, power and cultural differences
6. prepare agendas, articulate motions and compose minutes for different kinds of meetings.

Attitudes

Within the context of spoken communications, students will be able to:

1. appreciate the diverse functions of and diversity of meanings in spoken communications
2. appreciate the effects of confirming and disconfirming communication climates
3. enhance their awareness of the impacts of language, gender, power, culture and technology on spoken interactions.

N: Course Content

I. What are Some Functions of Spoken Communications in the Workplace Setting?

- a. setting and meeting goals
- b. disseminating information: giving instructions, giving and receiving feedback
- c. building relationships
- d. developing career paths
- e. managing conflict: encouraging, making decisions, problem-solving, making and refusing requests

II. What Theory Helps us Understand Spoken Communications?

- a. selected communications theory:
 - e.g. Interactionist Theories
 - Social Exchange Theory
 - Standpoint Theory
 - Speech Community Theory
 - Systems Theory
- b. Transaction Model
- c. communications principles
- d. communications networks:
 - formal networks
 - informal networks

III. What are Some Dominant Perspectives on Spoken Communication?

- a. historical perspectives:
 - Classical Perspective
 - Human Relations Perspective
 - Contingency Perspective
 - Teamwork Perspective
 - Human Potential Perspective
- b. contemporary considerations:
 - concept of excellence
 - cultural diversity
 - technology

IV. What are Some Basics of Communication Etiquette?

- a. greetings
- b. contexts, timing and privacy needs
- c. clarity: preparing for the exchange, being mindful of purpose, having appropriate information, and succinctly conveying ideas
- d. communication process: listening, taking turns, being alert to verbal and nonverbal cues, avoiding communication jammers
- e. responding promptly
- f. bringing closure

V. How does Communication Climate Influence Workplace Interactions?

- a. definition of communication climate
- b. how communication climate develops
- c. nature and effects of confirming and disconfirming messages
- d. strategies for enhancing communication climates

VI. How Does Language Influence Spoken Communication?

- a. language is symbolic
- b. language can be concrete or abstract
- c. language can be general or specific
- d. language can be inflammatory or respectful
- e. euphemisms alter meaning
- f. fact and opinion can be differentiated
- g. language can be used responsibly

VII. How Does Gender Influence Spoken Communication?

- a. definitions and terminology related to gender and sex roles
- b. development of gender-focused communication studies
- c. communication variance between and within gender groups
- d. content differences
- e. style differences
- f. differences in purpose
- g. addressing gender-related challenges:
 - using inclusive language
 - being aware of style differences
 - making efforts to shift from preferred style
 - making efforts to combine communication styles

VIII. How Does Culture Influence Spoken Communications?

- a. definitions of culture and diversity
- b. Sapir-Whorf Hypothesis
- c. broad paradigms for understanding culture
 - high and low contexts
 - formal and informal styles
 - individualistic and collectivistic groups
- d. communicating across diversity
 - being aware of differences
 - being aware of cultures and subcultures
 - being sensitive to nonverbal behaviour
 - interpreting behaviour from a broad perspective
 - adopting a mindful perspective

IX. How Does Power Influence Spoken Communications?

- a. definitions and terminology related to power
- b. categories of power
- c. language and power
- d. nonverbal behaviour and power
- e. power differential, power dynamics and respect
- f. power politics:
 - using power effectively
 - dealing with the inappropriate use of power

X. What do We Need to Know to Conduct Effective Meetings?

- a. kinds and purposes of meetings: formal and informal
- b. when to hold a meeting
- c. meeting skills:
 - preparing an agenda
 - organizing a meeting
 - managing a meeting
 - following up

XI. How Does Technology Influence Spoken Communications?

- a. is technology-assisted communications interpersonal communications?
- b. possible communication channels
 - rich and lean channels
- c. advantages and disadvantages of using technologically-assisted communication
- d. selecting appropriate channels

O: Methods of Instruction

This highly interactive course provides students with opportunities to examine the nature and effects of gender, culture, power, and technology in spoken communications. Much of class time will be spent in small group discussions. Students will analyze and evaluate a variety of case studies, verbatim transcripts, and video and audio scenarios. Active participation is expected.

P: Textbooks and Materials to be Purchased by Students

Adler, R.B. and Elmhorst, J.M. (1999). Communicating at Work: Principles and Practices for Business and the Professions (6th edition) New York: McGraw-Hill.

Gaut, D.R. and Perrigo, E.M. (1998). Business and Professional Communication for the 21st Century. Needham Heights, MA.: Allyn and Bacon.

Q: Means of Assessment

Evaluation

Pre-assessment	10%	
Analysis of communication: theory, etiquette & climate	20%	
Critical incident analysis: gender, power, culture and language		
- critical incident analysis	20%	
- group consultation	10%	
Meeting skills quiz		10%
Post-assessment	<u>30%</u>	
	100%	

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar