

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

2. Demonstrate effectively stating own needs and opinions.

Measure: tests, performance, homework

PLO:

ILO: 1,4,2,6

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

3. Examine four roadblocks to good listening.

Measure: homework, tests, projects

PLO:

ILO: 2,4,6,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

4. Compare four basic personality types.

Measure: homework, tests

PLO:

ILO: 2,1,4,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

5. Illustrate three methods of active listening.

Measure: performance, tests, homework

PLO:

ILO: 2,1,4,5

GE-LO:

Year assessed or anticipated year of assessment: 2009-10

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 10/23/2017

WEEKS 1-3 3 HOURS

Introduction to Interpersonal Communication.

Identify the four basic personality types.

Identifying your personality style.

Homework:

List reasons good communication is necessary for employment.

Find examples of the different personality types in people you know.

List professionals where particular personality styles are common or useful.

Identify your primary and secondary personality style.

Performance objectives:

Students will be able to identify the four basic personality types.

Students will be able to identifying their primary and secondary personality style.

Students will be able to list personality styles useful in particular professions.

WEEKS 4-6 3 HOURS

How to adapt to different people and styles.

How to build trust with other people and other styles.

Observing body language and speech in others and yourself.

Homework:

List ways to adapt to people with different personality styles.

List good ways to build trust and ways that will reduce trust.

List 6 signs that the other person is agreeing or disagreeing with your statement.

Observe your own body language when talking to others.

Performance objectives:

Students will be able to list methods to adapt to different people and styles.

Students will be able to list methods to build trust with other people and other styles.

Students will be able to interpret body language.

WEEKS 7-9 3 HOURS

Starting hard conversations. Words to use and avoid.

Stating your feelings. Words to use and avoid.

Feelings and body language, a crucial connection.

How to involve the other person.

Homework:

List five steps to starting hard conversations.

List two words that will often cause trouble in hard conversations.

List ways to get the other person involved in the problem.

Performance objectives:

Students will be able to list methods to start hard conversations.

Students will be able to identify good and bad ways to state feelings.

Students will know four methods to involve the other person.

WEEKS 10-12 3 HOURS

Active listening introduction.

Using more than your ears.

Simple signals and body language in active listening.

Comparing facts and feelings while listening

Homework:

Identify ways to use more than your ears when doing active listening.

List examples of facts, feelings, or both while listening.

List ways that people show active listening.

Performance objectives:

Students will be able to explain and use active listening.

Students will be able to list ways to use body language signals for active listening.

Students will be able to list ways to demonstrate active listening.

WEEKS 13-15 3 HOURS

Methods to help active listening: signals, mirroring, and paraphrasing.

Roadblocks to good listening.

Handling poor listening

Using active listening to understand directions.

Homework:

Provide examples of signals, mirroring, and paraphrasing for good listening.

List 4 roadblocks to good listening.

List 5 ways to handling poor listening.

Give four examples, how active listening can clarify directions.

Performance objectives:

Students will be able to demonstrate active listening, mirroring, and paraphrasing.

Students will be able to list ways to avoid roadblocks to good listening.

Students will demonstrate active listening techniques when receiving directions.

WEEKS 16-17 2 HOURS

Listening blockers.

Dealing with conflict.

Handling insults: baseballs (minor insults) or bullets.

Deflecting baseballs and bullets (serious insults).

How to stay calm in conflict.

Getting agreements.

Homework:

Provide 4 examples of listening blockers.

Provide 4 conflict situations and a way to deal with each.

Give examples of four baseballs and methods to handle them.

Give examples of four bullets and methods to handle them.

Performance objectives:

Students will be able to list examples of listening blockers and how to handle conflicts.

Students will be able to identify and handle baseballs and bullets when listening.

Students will be able to list ways to stay calm in conflict.

WEEK 18 2 HOURS

Final exam.

ASSIGNMENTS:

Each week students will complete the required assignments including reading and workbook exercises.

METHODS OF INSTRUCTION:

Lecture, AV presentation, theoretical and skills evaluation, quizzes/exams

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Lab reports

The problem-solving assignments required:

Homework problems

Field work

Quizzes

Exams

The types of skill demonstrations required:

Class performance

Field work

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 20% - 40%

Problem-solving demonstrations: 20% - 45%

Skill demonstrations: 20% - 45%

Objective examinations: 20% - 45%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Donaldson, Cindy and Farley, Dan. Communicating in the Workplace, Work Skills Associates, 2014. Or other appropriate college level text.

ISBN: 13: 9780966086928 (if available)

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200370

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: BOT

CSU Crosswalk Course Number: 191A
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000106298
Sports/Physical Education Course: N
Taxonomy of Program: 051400