

Course Title: COMM 1100 Introduction to Communication

Year and Semester: 1.1

Course Description and Content Outline:

This course introduces the fundamental concepts of communication theory and practice and will provide an overview of the field as defined by the various communication courses included in this BA degree. It will examine how theoretical concepts, knowledge of how communication takes place, and good communication skills can all be applied to successful and efficient communication practice. It will include case studies, team projects, and communication workshops.

Note: This first course serves as the foundational course for the entire program. It will touch on most major areas that will be covered during the next four years but will focus mainly on providing a comprehensible and useful theoretical base upon which the more academic courses can build. It is hoped that the entire faculty will participate in the planning of this course and perhaps deliver short guest lectures in their field of specialization / teaching area.

Em Griffith calls theories the “maps of reality”. This course will begin the process of guiding you through the unfamiliar territories of communication theory. It will introduce the nature and scope of the field and will offer you an opportunity to relate what you learn about verbal and nonverbal communication to the realities of the world you live in.

Course Outline:

1. Introduction to Communication
2. Communication Practice: applied communication
3. Introduction to Research Methods I
4. Introduction to Research Methods II – These sessions provide a preliminary introduction to quantitative and qualitative research methods, to data banks of available materials and to the planning and execution of a research project.
5. The Traditions of Communication Theory I
6. The Traditions of Communication Theory II – these sessions give an overview of prevalent theories in the field of communication, based on the first sections of Em Griffith’s textbook
7. Communication Theory in Practice: case study – teams will prepare and present on a relevant case study
8. Interpersonal Communication - introduction
9. Group Communication - introduction
10. Organizational Communication - introduction
11. Mass Communication - introduction
12. Media I
13. Media II – will introduce main theories and issues of media
14. Review

Delivery Mode and Teaching Method(s):

Lectures (2 hrs) Tutorials (1 hr) This course will be delivered by a team of faculty members. The lead teacher (Director of program?) will give the main lectures and will invite guest lectures / segments on some topics by other faculty as well as by a few professionals in the field. All faculty will share in conducting the tutorials in the first years, but MA and PhD students can be used later, as the program matures.

Student Evaluation:

Essays (2) 2 x 15	30%
Research project	15%
Attendance, participation and quizzes	20%
Mid-term test	15%
Exam	20%

Resources to be purchased by students:

Textbook requirements / suggestions:

Em Griffin: *A First Look at Communication Theory*, 5th edition, McGraw-Hill, 2003.

Course material package compiled by course director and faculty team

Learning Outcomes:

Program outcomes: # 1.3, 2.1, 2.5, 2.10, 3.4, 3.5, 4.1, 4.3, 4.4, 4.5,

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.10 Critically evaluate current communication issues and problems.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
- 4.5 Demonstrate independent research skills.

<p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Appreciate how the theoretical components of their program will provide a foundation for the more practical and applied aspects of their work in communication • Describe some major communication theories and explain how they can be used in practice • Design a small research project • Work with a team to prepare and present a case study
<p>Information About Course Designer/Developer: tba</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will be preserved. Later, when the program has reached full strength, an online version of this course can be created.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline. Tutoring by faculty at first and later by PhD students</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access. Large classroom needed.</p>
<p>Equipment requirements: ---</p>

Course Title: COMM 1110 Developments in Human Communication**Year and Semester: 1.1****Course Description and Content Outline:**

This course examines the origins and historical development of human communication from early civilization to the beginning of the Internet. It will provide a comprehensive overview of how communication has been shaped by social, political, and economic forces. It will also seek to put the development of communication forms and technologies in their proper historical context, using case studies to analyze how they were received and used.

Note: this course will run parallel to the Introductory course and will provide the historical context for the program. It will serve as a foundation for all later courses but especially those on language, culture and society, media, and technology. The second year course "Communication and Technology" will build directly upon this course.

Topics to be covered:

The course will be presented in chronological fashion beginning with ancient forms of communication and concluding with the most recent. Expositions on key historical developments will alternate with discussions and case studies on the effects of these developments on human communication and society:

- The birth of language and writing
- Human and non-human communication
- Verbal and non-verbal communication
- Institutions and communication: society, education system, etc.
- Technology and change: print, electricity, telegraph, radio
- Technology and culture
- Development of technology continued: digital technologies.
- The new age: mass media and global culture – its implications
- The internet and personal development
- Television and hegemony
- Understanding McLuhan

Delivery Mode and Teaching Method(s):

Lectures for 2 hours each week and tutorials for one hour. Students will work in groups to prepare and present case studies.

Student Evaluation:

Essay 20%

Case study & presentation	20%
Reading report	10%
Participation	10%
Tests and Exam	40%

Resources to be purchased by students:

Textbook requirements / suggestions:

Textbook: David Crowley & Paul Heyer, eds. *Communication in History: Technology, Culture, Society*. 5th edition. New York & Don Mills: Allyn & Bacon, 2006. ISBN: 0205483887

Also perhaps:

Ruth Finnegan *Communicating: The Multiple Modes of Human Communication* Routledge 2002

Course readings of key concepts as presented by people like Innis, McLuhan, Sonntag etc.

Learning Outcomes:

Program outcomes: 2.1, 2.2, 2.4, 2.5 2.6, 2.10, 3.3, 3.4, 5.2

- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.6 Describe the evolution of communication technologies. Assess how various modern technologies affect communication.
- 2.10 Critically evaluate current communication issues and problems.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 5.2 Recognize how globalization has affected communication and industry.

Course-specific outcomes:

- Demonstrate knowledge of the history of human communication in the context of human history and society
- Demonstrate knowledge of the effects of modernization and technology on human communication

Information About Course Designer/Developer: --
Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired
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Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing communication professional with relevant credentials
Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.
Equipment requirements:

Course Title: COMM 1220 Reading Our World**Year and Semester: 1.2****Course Description and Content Outline:**

This course offers an introduction to the reading and analysis of various kinds of contemporary texts. It examines the links between language and contemporary social and political issues and emphasizes the close relationship between critical thinking, critical reading and critical writing. The choice of texts is designed to promote close engagement with works that address issues of importance (e.g. cultural and ethnic diversity, ecology, politics, and terrorism) in our contemporary world.

Note: This course introduces the critical thinking and interpretation of text and culture threads in the program. It will build upon the introductory lectures in the Introduction to Communication course and will in turn be elaborated upon in the Communication and Culture, Intercultural Communication, Persuasion, Rhetoric, and Interpretive Practice courses, as well as some options such as Language, Culture & Society; Communicating Diversity, etc.

Syllabus Outline:

The first week will provide an introduction to interpretation and will discuss how audiences can be manipulated by cultural products. How to make your audience laugh and cry, love and hate.

The next weeks will cover topics such as:

- how language works – introduction to semantics
- how to read critically and intelligently – critical thinking techniques – brief introduction to modes of reasoning
- reading the numbers – first introduction to simple statistics
- close reading techniques – getting below the surface of the text
- deep analysis – Canadian novel that deals with important issues
- one story: many versions – what is “truth”? – analysis of several short stories and photographs. This section will introduce students to immigrant and Native writers such as Mistry, Lee, Ondaatje, Selvadurai, Vassanji, King, Maracle,

Brand, and Sakamoto -- and their writings will serve as a basis for later discussions in Intercultural Communication and in Conflict Management.

- analysis of – newspaper article (local), magazine (popular), serious magazine (eg New Yorker) academic journal (eg. Communication). One event or theme will be discussed and students will critique the treatment of each approach and style, from demotic to hieratic. The focus will be on manipulation of audience and this thread will be picked up in the Persuasion course later.
- analysis – video / film – and discussion of mass culture and media. This thread will be picked up in optional courses on Media, TV, Film, Mass Communication and International Communication later in the program.

Delivery Mode and Teaching Method(s):

Lectures (2 hrs) and tutorials (1 hr) each week. Tutorials will provide an opportunity to work in small groups and present findings. Students will also be expected to debate and articulate responses to text and picture.

Student Evaluation:

Book report	10%
Essay	20%
Participation	10%
Journal	20%
Quiz and mid-term	10%
Exam	30%

Resources to be purchased by students:

Textbook requirements / suggestions:

Either one of:

Kamboureli, Smaro. Ed. *Making a Difference: Multicultural Literatures in English Canada*. 2nd edition, 2006. Toronto: OUP.

Linda Hutcheon & Marion Richmond. *Other Solitudes: Canadian Multicultural Fictions*. Toronto: OUP. 1990.

Course reading package of short stories, essays and poems and some photographs
Current newspapers and magazines
Videos
TV programs

Learning Outcomes:

Program outcomes: 2.2, 2.8,3.1, 3.2, 3.4, 5.1, 5.5

- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.8 Examine how different models of interpretation can be applied to various cultural products.
- 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 5.1 Recognize the interconnectedness of local and global issues.
- 5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.

Course-specific outcomes:

- Demonstrate ability to critique text, pictures, new media products

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will be preserved. An online version of this course will be developed later.

Faculty qualifications required to teach/supervise the course:

PhD in Communication or English or related discipline.

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Film projector one week.

Course Title: COMM 1310 Fundamentals of Professional Writing**Year and Semester: 1.1****Course Description and Content Outline:**

This course introduces the elements of skillful professional writing: clarity, coherence, style, grammar and punctuation. It will cover the fundamental principles of business, scientific, technical, and scholarly writing. A series of writing projects will help students improve their writing skills.

Note: this course will provide the foundation for all professional writing courses that follow. Every graduate of the program must write clear, correct and, if possible, elegant English. The weaker students should be provided with remedial help at this early stage. The course will also serve as an introduction to the various kinds of writing needed by communication professionals. Several more specifically focused courses will follow later in the program.

Topics to be covered:

- What is “professional” writing? Discussion of standards, codes, deadlines and such
- Audience and subject
- Business, scientific, technical, scholarly writing
- Documentation of academic writing: APA and intro to CP and MLA
- How to write: memos, reports, press releases, etc.
- Using the Writing Handbook, discuss and work through exercises on:
 - Grammar and punctuation
 - Vocabulary, word choice, spelling and precision
 - Style, voice, tone
 - Editing (introduction)

At least one of the exercises for this course should be an essay under preparation for COMM 1100 or 1110. Others will address the writing of a news release, a profile (eg a classmate) and a summary.

Delivery Mode and Teaching Method(s):

This course will be delivered to small class groups (35) and will be run as two 1.5 hour seminars a week. Students will work in teams to help each other progress through a series of assignments (both in and outside class). At least one remedial tutor should be available to ensure all students in the program can keep up with the work.

Student Evaluation:

Written assignments 3 x 15	45%
Quizzes 2 x 10	20%
Exam	25%
Participation	10%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Troyka and Hess, *Handbook for Writers* 4th Canadian edition. Toronto: OUP, 2006.

Canadian Oxford Dictionary. Toronto: OUP.

Also

William Strunk. *The Elements of Style* 4th ed. Boston: Allyn and Bacon, 2000.

Or

Joseph Williams, *Style: the basics of clarity and grace*. Chicago: University of Chicago Press, 2003.

Various electronic web sources will also be used.

Learning Outcomes:

Program outcomes: 1.1, 1.4, 1.7, 4.5

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 4.5 Demonstrate independent research skills.

Course-specific outcomes:

- Identify the components of good and bad writing
- Identify – and avoid – weak expressions and commonly misused words and phrases
- Show familiarity with the common formats used in professional writing

Information About Course Designer/Developer:**Identify faculty to teach the course and/or statement “faculty to be hired”:**

Faculty to be hired

If the method of instruction includes on-line delivery (technology-

based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved. An online version of this course may be developed in future.

Faculty qualifications required to teach/supervise the course:

PhD in law or related discipline or practicing legal professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 1320 Oral Communication & Public Speaking**Year and Semester: 1.2****Course Description and Content Outline:**

This workshop-based course covers the fundamentals of oral communication, public speaking, successful debating, and speech writing. Students will learn to present their ideas effectively and professionally. They will learn to prepare and structure presentations, deliver written texts and impromptu speeches, use appropriate gestures and body language, develop a well-modulated voice, and eliminate distracting mannerisms. They will also learn how to chair meetings, debate ideas, and present opinions effectively. Finally, they will learn how to draft and edit informative, engaging, and persuasive speeches. The workshop will provide constructive analysis of both live and videotaped performance experiences. Listening and peer evaluation are an integral part of this course.

Note: this course could possibly be offered as an elective to students in other faculties also – if there are resources to cover the costs of hiring extra teachers. It could be useful for Engineering and Science and Health Science students.

Topics to be covered:

- Getting started: determining your purpose and topic
- Analyzing your audience and adapting your presentation
- Supporting your presentation
- Organizing and outlining your presentation
- Creating credibility and interest
- Delivering your presentation
- Speaking to inform and persuade
- Speaking in special contexts
- Teaching and persuading
- Group presentations
- Discussing and Debating
- Running a meeting – facilitating a workshop/ project
- Skills workshops

Syllabus outline:

1. Introduction. Oral communication. Non-verbal communication. Language: how to use it well.
2. Preparing a presentation. Purpose and topic. Audience analysis. Research. Organization. Exercises.
3. Supporting a presentation. Exercises.
4. Delivering a presentation. Body and voice. Workshop.

5. Informal presentations. Exercise.
6. Formal presentations. Exercise.
7. Group presentations. Preparing and sharing. Taking a leadership role. Using your resources.
8. Debate and Discussion. Formal and informal debates. Listening and responding. Persuasion techniques.
9. Meetings. Facilitating a workshop / project.
10. Teaching techniques. Adapting your materials to the audience.
11. Workshop. Each student will prepare a presentation for videotaping.
12. Videotaping
13. Analysis and group feedback
14. Final test.

Delivery Mode and Teaching Method(s):

This course will be delivered to small groups and will consist of short, informative lectures followed by practical workshops each week. Two 1.5 hour sessions each week would be ideal.

Student Evaluation:

Exercises x 3	30%
Presentations	20%
Videotaped final presentation	15%
Participation	10%
Feedback	15%
Test	10%

Resources to be purchased by students:

DVD for videotaping

Textbook requirements / suggestions:

Isa Engleberg and Ann Raimés. *Pocket Keys for Speakers*.

DeVito, Joseph. *The Essential Elements of Public Speaking*. ISBN 0-205-33800-3, 2003.

Also could recommend.....

Richmond, Virginia and Mark Hickson. *Going Public: A Practical Guide to Public Talk*. ISBN 0-205-32263-8, 2002.

And selection from:

Waldeck, J.W., S. Ventsam and C. Edwards, Eds. *A Guide for Everyday Oratory*. Dubuque: McGraw-Hill, 2001.

Learning Outcomes:

Program outcomes: 1.2, 1.3, 3.1 3.2, 3.4, 3.5, 3.6,

<p>1.2 Demonstrate skillful oral communication, including the ability to listen and speak effectively in formal and informal situations.</p> <p>1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.</p> <p>3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.</p> <p>3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.</p> <p>3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary</p> <p>3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.</p> <p>3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Demonstrate an acquaintance with the varied techniques, modes and styles of delivery upon which persuasive presentations are built • Support a presentation with various visual and other aids • Demonstrate an ability to organize and run an effective meeting.
<p>Information About Course Designer/Developer: t.b.a.</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: Degree in communication or related discipline or practicing communication professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements: video cameras for last 4 weeks.</p>

Course Title: COMM 1330 Technical Communication for Engineers**Year and Semester:** 1, tba**Course Description and Content Outline:**

This course introduces students to the mechanics and processes of technical communication. Topics such as documenting and referencing sources, understanding audience analysis, summarizing, writing persuasively and creating technical reports are addressed. This course prepares you for writing at both the university level and for professional work.

Note: this service course is presently offered by the Faculty of Education. It could and should be taken over by the Communication program once it is established.

Course Outline:

1. Introduction: What is Technical Writing?
2. The Research Process, part 1
3. Writing at Work, part 1
4. Preparing to Write
5. The Research Process, part 2
6. The Writing Process, part 1: Process Analysis and Manuals
7. Writing at Work, part 2: Reports
8. The Writing Process part 2: Convince Your Audience
9. The Writing Process, part 3: Visual Elements
10. Other Forms of Presentation
11. Get That Job!
12. Review

Delivery Mode and Teaching Method(s):

Lectures (3hrs) and tutorial groups (1hr), individual and group assignments and workshops.

Student Evaluation:

Attendance and Quizzes:	20%
Memo:	5%
Annotated Bibliography:	5%
Audience Analysis & Proposal:	10%
Progress Report/rough draft:	10%
Final Report:	25%
Final exam:	25%

Resources to be purchased by students:

Textbook requirements / suggestions:

—Textbook: **Lannon, J. & Klepp, D. (2006) *Technical Communication. (Third Canadian edition)***. Toronto: Pearson Education Canada, with mytechcommlab.

—Course website: The course WebCT site contains the course syllabus, details on assignments and a communication forum. All communication with the teaching assistants (TAs) and professor should be done via the course site. Please be sure to consult the site before emailing a TA or the professor.

Learning Outcomes:

Program outcomes:

N/A

Course-specific outcomes:

- understand the techniques, tools, elements and processes that apply to technical communication;
- plan, design, and edit informal reports, formal reports, instructions and process analyses;
- demonstrate a clear understanding of referencing and citing a variety of sources appropriately; and
- create and present business communication documents clearly and effectively.

Information About Course Designer/Developer:

Alyson King, PhD

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired

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Faculty qualifications required to teach/supervise the course:

MA or PhD in Communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements: --

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Course Title: COMM 1340 Writing Skills: Health Sciences
Year and Semester: 1
<p>Course Description and Content Outline: This course will be developed in collaboration with the Health Faculty if and when it is agreed that such a course is necessary. At this point there is no funding available for such a venture, but it is expected that it will be of benefit to the Health Science students to have access to a Communication course taught by specialists in the field. The course would be similar to 1320 but the material would be adapted to the needs of these students.</p> <p>Delivery Mode and Teaching Method(s): to be determined</p> <p>Student Evaluation: to be determined</p> <p>Resources to be purchased by students:</p> <p>Textbook requirements / suggestions:</p> <p>Learning Outcomes: <i>Program outcomes:</i> <i>Course-specific outcomes:</i></p>
Information About Course Designer/Developer:
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in law or related discipline or practicing legal professional with relevant credentials.</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
Equipment requirements:

Course Title: COMM 1350 Writing Skills: Business
Year and Semester: 1
<p>Course Description and Content Outline: This course will be developed in collaboration with the Business Faculty if and when it is agreed that such a course is necessary. At this point there is no funding available for such a venture, but it is expected that it will be of benefit to the Business and IT students to have access to a Communication course taught by specialists in the field. The course would be similar to 1320 but the material would be adapted to the needs of these students. Note: there are communication courses already available within the curriculum of the Faculty of Business and IT.</p> <p>Delivery Mode and Teaching Method(s):</p> <p>Student Evaluation:</p> <p>Resources to be purchased by students:</p> <p>Textbook requirements / suggestions:</p> <p>Learning Outcomes: <i>Program outcomes:</i> <i>Course-specific outcomes:</i></p>
Information About Course Designer/Developer:
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in law or related discipline or practicing legal professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements: Mobile program.</p>

Course Title: COMM 1410 Computer-Mediated Communication**Year and Semester: 1.2****Course Description and Content Outline:**

This course on digital communication will focus on how to use computers to gather, analyze, and present information. It explores issues related to presenting information on-line; introduces design principles for preparing online content, format, and layout; emphasizes creative and critical thinking skills for developing the design process; and provides students with the theory and operational skills necessary for developing and publishing on-line information. Topics covered include an introduction to Web page construction, as well as advanced use of databases and electronic searches in public and commercial sources (including libraries, government agencies, institutions, and associations).

Note: Students who wish to pursue a minor / specialization in computer science or information technology, will replace this course with first year courses in those subject areas (for example with CSCI 1000U Scientific Computing Tools or INFR 1100U Introduction to Programming). For the majority of students, however, this course will provide the basis for the slate of technology based courses that follow. It will provide the foundations for Communication and Technology, Web Design & Multimedia Authoring and Human-Computer Interaction. It will also hone the (computer-based) research skills of participants so they can work more effectively in future classes. Every graduate of this program must possess solid skills and a thorough understanding of digital communication. The elective course COMM 1420 Computer Skills will run parallel to this course and will provide training in any basic skills (eg. word processing and internet searching) that some students may lack when they enter the program.

Topics to be Covered:

Lectures and discussions on:

1. Introduction to computer-mediated communication, human-computer interaction, and the web
2. Interacting through CMC: language and the internet, presenting yourself online, internet and interpersonal relationships
3. CMC and group communication: organizations, online games, educational contexts, virtual communities
4. CMC and society: disruptive online behaviour, privacy and copyright
5. Communicating globally

Practical group work on:

6. Introduction to “information responsibility” (setting a goal and knowing what information is needed to accomplish the goal, where to find it and in what form)
7. Using your computer effectively. Finding information using databases and online sources
8. Emails and Netiquette
9. How to compose, design and present information in ways that are clear, succinct and persuasive ways
10. Introduction to web design: an overview of tools, you will not learn how to use HTML
11. Introduction to some of the latest popular online tools and fashions (it was blogging a while ago, now it Facebook, next year it will be something else).
12. Project: research, organize information, prepare and present on online. (This project could perhaps be tied to the public speaking course.)

Delivery Mode and Teaching Method(s):

This course will be delivered to small groups as a computer lab of 3 hours per week. Much of the information will be delivered online, giving the teacher an opportunity to assist and mentor individual students during at least part of each class.

Student Evaluation:

Assignments (x4)	60%
Group Projects	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Barnes, Susan. *Computer-Mediated Communication: Human-to-Human Communication Across the Internet*. 0-205-32145-3, 2003.

Selections from:

Radford, Marie, Susan Barnes and Linda Barr. *Web Research: Selecting, Evaluating, & Citing*. ISBN 0-205-33249-8, 2002.

Friedman, Batya. *Human Values and the Design of Computer Technology*. Cambridge: Cambridge University Press, 1997.

Ringle, William. *“Tech Edge”: Using Computers to Present and Persuade*. ISBN 0-205-27305-X, 2002.

Drucker, P. F. (2002). *Managing in the Next Society*. New York: Truman Talley Books, St. Martin's Griffin.

Multiple web sources.

Learning Outcomes:

Program outcomes: 1.4, 1.5, 1.6, 1.7, 2.6, 3.2, 3.3, 3.4,

- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 2.6 Describe the evolution of communication technologies. Assess how various modern technologies affect communication
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.

Course-specific outcomes:

Learners will develop:

- Familiarity with the fundamentals of database research.
- Practical experience in designing and presenting on-line information (including the construction of a Web page).
- An introductory familiarity with the basic fundamentals of programming.
- An awareness of the unique design and writing needs of Web pages (as opposed to other media).

Information About Course Designer/Developer:---

Identify faculty to teach the course and/or statement "faculty to be hired":

Faculty to be hired

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in Communication or related discipline or practicing communication professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 1420 Computer Skills**Year and Semester:** 1.1 option**Course Description and Content Outline:**

This course is designed for students with “average” computer skills, and should be taken before or parallel to the Computer-Mediated Communication course. It will consist of lab sessions designed to enhance skills in word processing, online research, data manipulation, and basic graphics.

Note: the syllabus for this course will be redesigned each year to suit the needs of the particular group of students who attend it. It will focus on providing those skills that are deemed necessary for success in the program but have not yet been mastered by a small proportion of students. It is predicted that one group of 25 persons would need this elective course each year

Topics to be Covered:

- Word processing
- Email
- Internet
- Search engines
- Data manipulation
- Interactive materials.

Delivery Mode and Teaching Method(s):

One small lab class of 3 hours per week.

Student Evaluation:

Exercises x 4	60%
Participation	10%
Project	15%
Final test	30%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Online materials provided by teacher or links to websites.

Learning Outcomes:

Program outcomes: 1.4, 1.5, 1.6,

- 1.4. Collect information and organize, edit, and produce publishable print copy.

1.5	Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
1.6	Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
<i>Course-specific outcomes:</i>	
•	Demonstrate basic competence in using the computer for future coursework and career.
Information About Course Designer/Developer:---	
Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired	
If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.	
Faculty qualifications required to teach/supervise the course: PhD or relevant experience in teaching computer use	
Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.	
Equipment requirements:	

Course Title: COMM 2110 Foundations of Communication Theory**Year and Semester: 2.1****Course Description and Content Outline:**

This course introduces the fundamentals of human communication: its physical, linguistic, psychological, and sociological bases, and examines some of the major perspectives in communication theory. It covers the main American and European schools of thought, from the technological (McLuhan prophesies) to the symbolic and socio-political dimensions (feminist & cultural studies). Case studies will illuminate how theory underpins real-life communication practice.

Note: this course builds directly upon the Introduction to Communication and Human Communication courses. It raises the level of knowledge, understanding and discussion to a more theoretical level and provides the main foundations for future courses with theoretical content. An attempt will be made throughout to make the material relevant to real life situations and to the work of communication professionals.

Topics to be Covered:

- Introduction
- The Research Process revisited
- Critical approaches to communication theory
- Structuralism and post-structuralism: (Saussure, Levi-Strauss, Barthes, Foucault, Lacan, Althusser, Derrida, Said)
- Marxism and culture: (Marx, Adorno, Marcuse, Gramsci, Hall, Bakhtin)
- Frankfurt school
- Bakhtin's Dialogic
- Feminism
- Postmodernism (Lyotard, Baudrillard, Jameson)
- Project or case study

Delivery Mode and Teaching Method(s):

Because the content of this course is challenging, the material will be delivered in medium-sized classes (60) rather than in a mass lecture hall. Three hours a week can be delivered as three 1 hour classes or two 1.5 hour classes.

Student Evaluation:

Essays x 2	35%
Quizzes x 2	20%
Participation	10%
Mid-term or project	10%
Exam	25%

Resources to be purchased by students:

Textbook requirements / suggestions:

Em Griffin: *A First Look at Communication Theory*, 5th edition, McGraw-Hill, 2003. (used in first year also)

Optional:

Richard West & Lynn Turner. *Introducing Communication Theory*. McGraw Hill. 2004.

Course package of readings compiled by instructor – can include eg.

John Holmes. *Communication Theory: Media, Technology and Society*. Sage Publications. 2005. ISBN 0761970703

Learning Outcomes:

Program outcomes: 2.1, 2.2, 2.5, 3.2, 4.3, 4.4,

- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.

Course-specific outcomes:

- Demonstrate some familiarity with major theorists in the field.
- Describe the effect at least two theorists have had on the field of communication study

Information About Course Designer/Developer:--

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online

structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 2210 Communication and Culture**Year and Semester: 2.1****Course Description and Content Outline:**

This course examines the interrelationships between communication and culture. It provides a brief introduction to some of the theories and methods we use to analyze/comprehend/'read' modern culture. These theories will then be applied in the analysis of various communication forms and genres, including text, photography, television, film, drama, and music. Students will do independent research and write critiques of several cultural products. The course will touch upon the effect of media on culture, the commercialization of cultural production, as well as issues of cultural hegemony and the globalization of culture.

Note: This course builds upon the introduction to close reading and analysis in COMM 1220 (Reading Our World). It will also expand upon the information delivered in COMM 2110 (Communication Theory) regarding theorists in the field of Cultural Studies. While much of the focus will be upon discussing practical applications of prevalent theories, the students are expected to finish this course with a thorough understanding of the basic principles which underlie the study of culture and communication. The materials covered in this course serve as an introduction to the more sophisticated investigations of culture and communication during the senior years of study.

Topics to be Covered:

- What is Culture / Popular Culture?
- Media and culture
- Signs and meaning
- Cultural literacies and practices
- Framing contexts
- Ideology
- Subjectivity
- Texts and contexts: encoding and decoding
- Speech genres
- Written genres
- Visual mediums
- Cultural hegemony

Delivery Mode and Teaching Method(s):

The course will be delivered as 1.5 hours of lectures and 1.5 hours of tutorials each week. Students will make presentations on various cultural products and are expected to participate in debates regarding popular culture, mass media, globalization etc. during the tutorials.

Student Evaluation:

Assignments (x2)	30%
Tests and exam	30%
Class participation	10%
Presentation (oral and written)	30%

Resources to be purchased by students:

Textbook requirements / suggestions:

Schirato, Tony and Susan Yell. *Communication and Culture: An Introduction*. London: Sage, 2000

Chapter of: *An Introduction to Cultural Theory and Popular Culture*
Athens: University of Georgia Press. 1993.

Course package of readings and web resources

Also suggested are:

C. McKie and B.D. Singer. *Communications in Canadian Society*. 5th Ed.
Toronto: Thomson Educational Publishing, 2001.

Gallois, Cynthia and Victor Callan. *Communication*

Learning Outcomes:

Program outcomes: 2.1, 2.4, 2.5, 2.8, 2.10, 3.2, 3.3,3.6, 4.4, 5.2,

- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.8 Examine how different models of interpretation can be applied to various cultural products.
- 2.10 Critically evaluate current communication issues and problems.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 3.3 Make effective presentations in a variety of situations.
- 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations
- 5.2 Recognize how globalization has affected communication and industry.

Course-specific outcomes:

Learners will develop:

- A familiarity with some theories which underpin the study of culture.
- An acquaintance with how culture is produced and interpreted.
- An ability to apply a few cultural theories to the interpretation of various forms of communication, including print, drama, music, dance, art, etc.
- Some experience in critiquing specific cultural products.
- Critical and informed thinking on some current issues, problems, and trends in the field.
- A preliminary awareness of how to differentiate between what is and isn't "Canadian" cultural production.
- An awareness of the role power, politics, race, and gender play in the production of culture.

Information About Course Designer/Developer:----

Identify faculty to teach the course and/or statement "faculty to be hired":

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 2220The Media and Communications in Canada**Year and Semester:** 2. 2 (optional course)**Course Description and Content Outline:**

This course examines the history and political economy of the media industries, including publishing, film, radio, television and newer communication technologies. The effect of media on culture, society, politics and economics will be discussed. Special topics will include the ownership and control of media, the process of television information production, and the dynamics of media reception.

Prerequisite: COMM 2210

Note: this is an optional course that can be taken in the second or possibly third year. It should be taken either concurrently with or after COMM 2210 since it builds upon that course. It is intended for students interested in a media career and will provide practical information as well as general knowledge about the workings of the media industries in Canada and elsewhere.

Topics to be Covered:

- History of media
- Media in Canada
- Introduction to the various media: publishing, film, radio, television, internet etc.
- Media and society
- The political and economic influence of media
- Media and ethics
- Media and the law
- Media ownership and control
- Practical exercises
- Case studies

Delivery Mode and Teaching Method(s):

Classes of 60 meet for 3 hours each week. The course will include lectures as well as seminar discussion, group and individual presentations, and case studies.

Student Evaluation:

Assignments (x3)	60%
Reports	10%
Test & Exam	20%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Lorimer, R. and M. Gasher. *Mass Communication in Canada*. 5th Ed. Don Mills: Oxford University Press, 2004.

Desbarats, Peter. *Guide to Canadian News Media*. 4th Ed. Toronto: Harcourt Brace Jovanovich, 2005.

Learning Outcomes:

Program outcomes: 2.4, 2.5, 2.10, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2,

- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.10 Critically evaluate current communication issues and problems
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 3.3 Make effective presentations in a variety of situations.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 5.1 Recognize the interconnectedness of local and global issues.
- 5.2 Recognize how globalization has affected communication and industry.

Course-specific outcomes:

- An understanding and appreciation of the role media plays in society.
- An acquaintance with various forms of media, including newspapers, magazines, radio, TV, Internet, and others.
- An understanding of how psychological and social processes are affected by communication media.
- An understanding of how language is used in the media to persuade, influence, and entertain.
- An ability to analyze and critique media sources.
- A familiarity with Canadian issues, such as concentration of ownership, censorship issues, the power of media in the political sphere, and the control of media in times of war/emergency.

Information About Course Designer/Developer:**Identify faculty to teach the course and/or statement “faculty to be hired”:**

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course

content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Mobile program

Course Title: COMM 2230 Film and Video**Year and Semester:** 2. open -optional course**Course Description and Content Outline:** (could cross list with INFR 3320U Film-making)

This course provides a foundation in the creative, critical, and technical aspects of film and digital video production, including an introduction to non-linear editing software. Collaborative assignments allow students to discover the shared and distinct language of each medium. The course introduces the process of audiovisual production: directing, storyboarding, visual & audio recording, and editing.

Note: this course stands alone and may be taken by anyone at UOIT. It could easily be combined with INFR 3320U Film-making.

INFR 3320U Filmmaking

This course presents an overview of the history and art of film with respect to lighting, layout, cinematography, screen direction and character studies. It introduces the preproduction processes of storyboarding the production of leica reels in the critical development of project concepts, and produces in combination of both traditional and digital process. Production processes, studio roles, editing and postproduction will be addressed.

3 cr, 3 lec, 3 lab. Prerequisite: INFR 2350U.

Delivery Mode and Teaching Method(s):**Student Evaluation:**

Film project	50%
Tests and exam	40%
Participation	10%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Course package containing selections from:

Peter Rea, David Irving. *Producing and Directing the Short Film and Video*. Performing Arts. 2006.

Ken Dancyger. *The Technique of Film and Video Editing: History, Theory and Practice*. Performing Arts. 2006.

Steve Wright. *Digital Composing for Film and Video*. Focal Press (desktop publishing) 2006. ISBN 024080760X.

Richard Gates. *Production Management for Film and Video*. Performing Arts. 1999

Morrie Warshawski. *Shaking the Money Tree: How to get grants and donations for film and video projects*. Performing Arts. 1994.

Learning Outcomes:

Program outcomes: 1.5, 1.6, 1.7, 3.4, 3.5, 4.1,

- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.

Course-specific outcomes:

- Plan, write, produce and edit a short film or video.
- Describe some of the important considerations a film/video director must take into account.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 2240 Television**Year and Semester:** 2. open-optional course

Course Description and Content Outline: The phenomenon of television is considered by many to be one of the defining social, political and cultural features of post-war mass consumer culture. Television has had a profound effect on domestic and public spheres as well as our sense of community. It has contributed in fundamental ways to experiences of ourselves and our society. In this course, students will explore the origins, use, development, characteristic genres, and critical reviews of television as a mass medium. By the end of the course, students will be familiar with the basic debates and critical frameworks that structure television studies.

Note: this course could be offered to anyone at UOIT who is interested in television and media.

Topics to be Covered:

- Television and society
- Television audiences
- History of television: early television, mature television systems in the West, global television
- Television cultures
- Television texts and television narratives: content analysis
- Television and genre
- Television production
- Television representation: an ethnographic study
- Shaping the audience
- Television and everyday life

Delivery Mode and Teaching Method(s):

Small group meets 3 hours per week.

Student Evaluation:

Essay	30%
Project	20%
Critical review	10%
Participation	10%
Exam	30%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Jonathan Bignell. *An Introduction to Television Studies*. Routledge, 2004.

Also selections from:
Patricia Holland. *The Television Handbook*. Routledge. 2000.
Toby Miller. Ed. *Television: Critical Concepts in Media and Cultural Studies*. Routledge. 2005.

Glen Creeber, ed. *The Television Genre Book*. London: BFI, 2001.

Learning Outcomes:

- Program outcomes:* 2.4, 2.5, 2.8, 3.2, 4.1,
- 2.4 Recount the historical development of communication and communication systems, especially the media.
 - 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
 - 2.8 Examine how different models of interpretation can be applied to various cultural products.
 - 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
 - 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.

Course-specific outcomes:

- Describe the effect of television on modern society.
- Critique television productions.
- Analyze and critique text and narrative of a specific television product.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD,

data projectors and internet access.
Equipment requirements: Mobile program

Course Title: COMM 2250 Mass Communication and Popular Culture

Year and Semester: 2. 2 – optional course

Course Description and Content Outline:

This course introduces the major theoretical, structural, economic, technological, and institutional dimensions of mass communication and popular culture systems. Students will learn to recognize that the meaning, form, and value of cultural products cannot be separated from the social context in which they are produced and received.

This course introduces the major theoretical, structural, economic, technological, and institutional dimensions of mass communication and popular culture systems.

Prerequisite: COMM 1100, COMM 2110, COMM 2210

Note: this course is intended for Communication students who are interested in gaining special expertise in media and culture. It is a more theoretical course that expands upon the first three terms of studies in this program.

Course Outline:

1. Introduction: Theorizing Media and Culture
You will be given an opportunity to expand upon ideas about the relationship between the media and popular culture. You will read the works of important theorists and will apply their theories to the culture you experience around you.
2. Terrains of Mediated culture
You will focus upon the role of broadcasting in everyday life, and explore how TV and radio frame our understanding of the world around us. The news is used as a case study to expand our understanding and experience of popular culture.
3. Media, Communication and the Branded Experience
You will study the notion of branding and the impact that this has on cultural experience. Three case studies will provide examples of the impact such branding can have on everyday cultural experiences.

Delivery Mode and Teaching Method(s):

Class of 60. The course will be comprised of lectures and seminars, with students participating as presenters and discussants.

Student Evaluation:

Assignments (x2)	40%
Tests and Exam	30%
Essay	20%

Class participation 10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Course package with selections from:

Chris Newbold et al. *The Media Book* Oxford University Press . 2002,
article by John Lough, “The Analysis of Popular Culture” pp 212-258.
Nick Stevenson. *Understanding Media Cultures* Sage. 2002.

Jeff Lewis. *Cultural Studies: The Basics* Sage, 2002.

John Fiske, *American Cultural Studies – A Reader* Oxford University
Press. 200.

Grossberg, Lawrence, et.al. *Media Making: Mass Media in a Popular
Culture*. Thousand Oaks: Sage, 1998.

Greco, Albert. *The Media and Entertainment Industries: Readings in Mass
Communications*. ISBN 0-205-30010-3, 2000.

Vivian, John and Peter Maurin. *The Media of Mass Communcation*. 3rd
Canadian Ed. ISBN 0-205-35925-6, 2003.

Attalah, P. and L.R. Shade. *Mediascapes: New Patterns in Canadian
Communication*. Toronto: Thomson/Nelson, 2001.

Learning Outcomes:

Program outcomes: 2.4, 2.5, 2.8, 2.10, 3.2, 3.3, 3.4, 3.6, 4.3, 4.4, 5.2,

- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.8 Examine how different models of interpretation can be applied to various cultural products.
- 2.10 Critically evaluate current communication issues and problems.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 3.3 Make effective presentations in a variety of situations
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
- 4.3 Creatively analyze and interpret issues and scenarios and

<p>recommend effective communication strategies.</p> <p>4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.</p> <p>5.2 Recognize how globalization has affected communication and industry.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> Recognize and restate some major theories that underpin communication studies and demonstrate some ability to apply these to communication practice. <p><i>Students will gain:</i></p> <ul style="list-style-type: none"> A familiarity with some major theories of mass communication, including McLuhan’s notion that “the medium is the message.” A broad acquaintance with popular culture and its role in modern society. An understanding of the role played by mass media and modern technology in disseminating popular culture. An understanding of the roles played by consumer culture, multinational corporations and globalization in the production of popular culture. Specific experience in exploring and critiquing some forms of popular culture (eg. comics, radio, TV series, Web sites, movies, pulp fiction). An appreciation of how demographical issues (youth culture, ageism) can dictate what is popular.
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>

Equipment requirements:

Course Title: COMM 2260 Language, Culture and Society (exists as ANTH 0231T 6cr) Language, Culture, & Society
(or create our own version of this)

Year and Semester: 2. open – optional course

Course Description and Content Outline:

This course has not been developed yet. It should be listed now and developed later as an option for students interested in gaining further expertise in language and communication. ANTH 0231T could be shortened and delivered by Trent University or we could develop a version of our own.

The course would cover the development of language, socialization and language, introduction to linguistics, semantics, and so on.

ANTH 0231T – Language, Culture and Society An introduction to the study of language in its social and cultural context. Students will be introduced to research in the ethnography of communication, sociolinguistics and linguistic anthropology. The course will cover topics relating language to gender, class, politics, ethnicity as well as multilingualism, poetics, ritual. Co-requisite: MLAL 0101T or ANTH 0200T.

Delivery Mode and Teaching Method(s):

Lectures and discussions in a class of 60 students.

Student Evaluation:

Essays	40%
Journal	20%
Participation	10%
Exams and quizzes	30%

Resources to be purchased by students:

Textbook requirements / suggestions:

Course package of readings compiled by course director.

Peter Stockwell. *Sociolinguistics: A Resource Book for Students*. Routledge. 2002.

Ronald Wardhaugh. *An Introduction to Sociolinguistics*. Blackwell publishing. 2002.

Learning Outcomes:

<p><i>Program outcomes:</i> 2.1, 2.2, 2.3, 2.10, 3.2, 4.3, 5.3,</p> <p>2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.</p> <p>2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.</p> <p>2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences.</p> <p>2.10 Critically evaluate current communication issues and problems.</p> <p>3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.</p> <p>5.3 Identify barriers to intercultural communication and propose ways to overcome them.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Demonstrate familiarity with language as a medium for communication. • Demonstrate familiarity with the basic precepts of sociolinguistics, semiotics and linguistic anthropology.
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements: Mobile program</p>

Course Title: COMM 2310 Advanced Professional Writing**Year and Semester: 2.1****Course Description and Content Outline:**

This course will build upon the Fundamentals of Professional Writing course (COMM 1310) to develop skills in efficient research, organization, composition and the development of persuasive, logical arguments. A series of writing projects will help students to develop a rhetorically grounded approach for analyzing communication situations and then designing and writing documents for various professional situations (resumes, letters of inquiry, proposals, press releases). A portion of course time will be given to developing and honing good editing skills, learning how to work effectively as a writing team, preparing a communication plan. The main genres of professional writing will be introduced.

Prerequisite: COMM 1310 or equivalent.

Topics to be Covered:

- Effective research: online and library research – organizing data
- Academic writing - advanced
- Writing for Media
- Scientific & Technical writing
- Writing for the web
- Introduction to Rhetoric
- Teamwork on projects (eg pamphlet, web information, advertisement, etc)
- The Communication Plan
- Editing
- Teaching writing skills

Delivery Mode and Teaching Method(s):

Small groups of 35 will work on developing a high level of writing skills.

Student Evaluation:

Exercises x 4	40%
Participation	10%
Communication plan	20%
Team project	10%
Exam	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Troyka: from COMM 1310

Troyka and Hess, *Handbook for Writers* 4th Canadian edition. Toronto: OUP, 2006.

Canadian Oxford Dictionary Toronto: OUP.

Course package

Also

Harrigan, J.T.& Dunlap, K.B. (2004). *Editing for Grammar*. In *The Editorial Eye* (2nd Ed., pp 33-69). Boston: Bedford/St. Martin's.

Scanlon, C. (n.d.). *Before- And After – Your First Draft, a Q&A on focus and revision*. Chip on Your Shoulder.

<http://www.poynter.org/column.asp?id=52&aid=36971>

Learning Outcomes:

Program outcomes: 1.1, 1.3, 1.4, 1.5,1.7, 3.1, 3.2, 3.3, 3.4,3.7,

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.7 Serve as a model in delivering or teaching professional development activities.

Course-specific outcomes:

- Work with a team to prepare a writing project.
- Edit a text, making suggestions for improvements.
- Explain simple writing problems to others.
- Draw up a simple communication plan.
- Write academic text for a university essay.

Information About Course Designer/Developer:----

Identify faculty to teach the course and/or statement “faculty to be

<p>hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 2410 Communication and Technology**Year and Semester: 2.2****Course Description and Content Outline:**

This course builds upon the Developments in Human Communication course (COMM 1110) to consider the effects of recent technologies on communication and modern society. It will introduce the new technologies and will critically examine the impact they have on the way we communicate with others in interpersonal relationships, in organizational situations, in cross-cultural situations and in political situations. Case studies will be used to analyze and critique the spread of recent phenomena such as text messaging, MSN, blogging, You Tube, Facebook, My Space, Flickr, and others as they emerge.

Topics to be Covered:

- History, culture, and the diffusion of technology
- Electronic mass media
- Computers and consumer electronics
- Telephony and satellite technologies
- Technology and community: education, government, the arts, business, entertainment, health, science, environment, and religion
- Case studies: recent phenomena

Delivery Mode and Teaching Method(s):

Large lecture of 150 for 1.5 hours each week and lab-style tutorials of 25 for 1.5 hours each week.

Student Evaluation:

Assignments (x4)	60%
Reports	20%
Test	10%
Class participation	10%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Carolyn Lin & David Atkin. *Communication Technology and Social Change*. Lawrence Erlbaum Associates. 2006. ISBN 0805856137

Frissen, V. "ICTs in the rush hour of life." *The Information Society* 16, 2000: 65-75.

Gulati, R. and J. Garino. "Get the right mix of bricks and clicks." *Harvard Business Review* 78 (3), 2000: 107-14.

Traub & Lipkin. *In the Realm of the Circuit: Computers, Art and Culture*. Prentice Hall: 2004.

Gumpert, Gary and Susan Drucker. "From Locomotion to Telecommunications, or Paths of Safety, Streets of Gore." In Eds. Lance Strate et.al. *Communication and Cyberspace: Social Interaction in an Electronic Environment*. Kresskill NJ: Hampton Press Inc., 1996.

Henfridsson, O. "Ambiguity in IT adaptation: Organization change around groupware technology." In Ed. C. Ciborra. *Groupware and teamwork: Invisible aid or technical hindrance?* New York: Wiley, 2000: 23-59.

Learning Outcomes:

Program outcomes: 1.5, 1.7, 2.4, 2.6, 2.10,

- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.6 Describe the evolution of communication technologies. Assess how various modern technologies affect communication.
- 2.10 Critically evaluate current communication issues and problems.

Course-specific outcomes:

- Demonstrate knowledge of some theoretical perspectives which explain the relationship between communication and technology.
- The skills required to develop a case study showing the social and historical context and current importance of one organizational communication technology (e.g., groupware, wireless devices and networks, desktop publishing, videoconferencing, audioconferencing, presentation programs, voice-mail, e-mail, the Internet, intranets, local or wide area networks, fax, or virtual reality).
- The skills needed to develop their own case study illustrating the implementation of an organizational communications technology.
- Familiarity with the impact that the interaction of technology and communication have in various areas of life and society.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement "faculty to be hired":

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment.

The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 2510 Business Communication**Year and Semester: 2.2****Course Description and Content Outline:**

This course explores some of the applications of good communication practice in advertising, marketing, and public relations. It reviews the importance of effective communication strategies in successful business ventures, and introduces the new field of e-commerce. Students are encouraged to put their knowledge to work through case studies and simulations.

The approach taken in this course is to look at business communication from a business-wide perspective, with the focus on how businesses use communication to support business activities.

“Business communication is the management of messages and media for the purpose of achieving business goals.” (Frey, Botan & Kreps, *Investigating Communication* 1991) This definition positions business communication as a planned activity with real benefits to the organization. It implies that communication can be managed – setting goals, managing processes, developing budgets, allocating staff and evaluating results.

The focus of this course is on formally managed communication activities (public relations, marketing and advertising) rather than communication left up to the individual (writing, presentation skills, inter-personal communication, etc.). The goal is to provide students with a basic understanding of major communication channels and a planning framework for effectively managing these programs that use these channels. The intent is that students can then use this management approach in their careers and personal pursuits.

The course introduces students to a communication planning methodology that reflects the best practices now being used by communication professionals. They then apply this approach to PR, marketing and advertising scenarios. The course concludes with a review of the impact of digital technology on communication and a discussion of current trends.

Topics to be Covered:

- Introduction to business communication
- Communication planning
- Business Ethics
- Analysis: SWOT & PEST
- Planning & Managing Communication
- Public Relations
- Stakeholder Theory
- Marketing Case Study
- Brand Advertising

- The Campaign
- Digital Communication and Trends

Delivery Mode and Teaching Method(s):

Lectures (1.5 hrs) and tutorials (1.5 hrs)

A combination of lectures, class discussions, team activities and individual assignments.

Student Evaluation:

Communication plan	15%
Team case study	15%
Environmental scan	10%
Analysis of marketing campaign	15%
Participation	15%
Exam	30%

Resources to be purchased by students:

Textbook requirements / suggestions:

On disk prepared by the instructor.

Broom, Glen; Center, Allen; and Cutlip, Scott. (2000) *Effective Public Relations* (8th edition. Upper Saddle River, NJ:Prentice Hall.

Lamb, Charles et al. (2006) *Marketing* (3rd Canadian edition.).

Samansky, Arthur W. Successful Strategic Communications Plans Are Realistic, Achievable, and Flexible. *Public Relations Quarterly*. 48:2 (Summer 2003) 24-26.

<http://ezproxy.royalroads.ca/login?url=http://search.epnet.com/login.aspx?direct=true&db=buh&an=10473168>

Temple, K. Richmond. Setting CLEAR Goals: The Key Ingredient to Effective Communications Planning. *Public Relations Quarterly*. 47:2 (Summer 2002) 32-34.

<http://ezproxy.royalroads.ca/login?url=http://search.epnet.com/login.aspx?direct=true&db=buh&an=6876062>

Learning Outcomes:

Program outcomes: 1.3, 1.7, 3.3, 3.4, 4.1,4.3, 4.4,

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.7 Apply the principles of good layout and design to various modes of communication.

<p>3.3 Make effective presentations in a variety of situations.</p> <p>3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.</p> <p>4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.</p> <p>4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Understand the concept, rationale and techniques for identifying key audiences and how to tailor messages to these audiences. • Understand the differences between public relations, advertising and marketing, and the appropriate uses and situations for each of these types of business communication • Understand the key elements of communication planning and how to use a planning methodology when managing business communication activities • Understand the major ethical issues for business communication and the appropriate strategies and response to these challenges
<p>Information About Course Designer/Developer:----</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 2610 Interpersonal Communication**Year and Semester: 2.2****Course Description and Content Outline:**

This course considers the nature and function of interpersonal communication. It is designed to foster an understanding of language, culture, and human behaviour that will contribute to improved communication skills in the students' personal and professional lives. Workshop exercises are designed to improve the interpersonal skills necessary for effective communication, management, listening, conflict resolution, negotiation, selling, and persuading.

Topics to be Covered:

- Introduction
- The Self and Others
- Listening and Responding
- Emotions and Interpersonal Communication – individual
- Verbal and Nonverbal Communication Skills
- Conflict Management Skills
- Interpersonal Communication and Power
- Cultural Diversity and Interpersonal Communication
- Theories of Interpersonal Relationships
- Developing and Maintaining Interpersonal Relationships
- Workshops on communication skills
- Presenting the self
- Disclosing and defending the self
- Influence and power
- Managing interpersonal conflict

UNIT 1: Defining Interpersonal Communication

- Introductory Perspectives; Sending and Receiving Messages
- Introduction: Communication and Competence
- Interpersonal Communication: Building Relationships
- Nonverbal Competence
- Verbal Competence
- Relational Competence

UNIT 2: Defining Others and Ourselves

- Interpretive Competence: How We Perceive Individuals, Relationships, and Social Events
- Role Competence: Adapting to Social Expectations
- Self Competence: Establishing Individuality
- Goal Competence: Interpersonal Influence

UNIT 3: Defining Contexts and Relationships

- Family Interaction Patterns
- Intimate Relationships: Creating Dyadic Identities
- Professional Relationships: Communicating with Colleagues and Other Strangers
- Cultural and Historical Influences: Communication Competence in Context

Delivery Mode and Teaching Method(s):

Workshop style course with some short introductory lectures. In small groups of 35 students for 2 x 1.5 hours per week.

Student Evaluation:

Assignments x 2	30%
Workshops x 2	30%
Report	10%
Tests	20%
Participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Beebee, Beebee, Redmond & Geerinck. *Interpersonal Communication: Relating to Others* .3rd Canadian edition, Pearson, 2004.

Canary, Cody, Manusov. *Interpersonal Communication: A Goals-based Approach*. Bedford-St Martins. 3rd edition. 2003.

John Daly, ed. *Handbook of Interpersonal Communication*. Sage Publications. 2002.

Stephen Littlejohn and Karen Foss, *theories of Human Communication* Thomson Wadworth. 2004.

Course package

Learning Outcomes:

Program outcomes: 1.2, 2.1, 2.2, 2.3, 2.7, 3.1, 3.4, 3.5, 3.6, 3.7,

- 1.2 Demonstrate skillful oral communication, including the ability to listen and speak effectively in formal and informal situations.
- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.3 Explain how various rhetorical strategies can be employed to solve

- communication problems across cultural and other differences.
- 2.7 Describe successful interpersonal communication techniques and demonstrate how these can be applied to practical situations.
 - 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.
 - 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
 - 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
 - 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
 - 3.7 Serve as a model in delivering or teaching professional development activities.

Course-specific outcomes:

Students will develop:

- A basic understanding of the theories which underpin the study of interpersonal communication.
- An increased awareness of, and sensitivity to, factors which facilitate interpersonal communication. Or - Recognize the complex, multilayered nature of interpersonal communication.
- Articulate communication techniques that respond to potential barriers created by reflexive actions.
- An awareness of the obstacles which inhibit interpersonal communication, including cultural differences such as physical space, volume, tone, etc.
- An understanding of how Self and Other are perceived.
- An understanding of the role effective listening and critical thinking play in successful interpersonal communication.
- Familiarity with various modes of messaging: verbal, nonverbal, emotional, and intellectual.
- An awareness of how the cultural environment and the media affect interpersonal relationships.
- An understanding of the role of power in relationships.
- Practical experience in solving interpersonal communication problems through case studies.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 3110 Communication Ethics**Year and Semester: 3.1****Course Description and Content Outline:**

This course examines ethical issues as they arise in interpersonal communication, mass communications media (TV, newspapers, Internet, etc.), and in the formation of public policy and law. The dominant moral theories and approaches to moral decision-making will be analyzed and put to use to help students understand and evaluate concrete examples and case studies. The course will include topics such as objectivity, freedom of expression, representations of sex, violence and other human behaviour, privacy, confidentiality and obligations to the public.

Note: this course will synthesize all the previous discussions on ethics in business, media, writing, and other courses. It will use case studies to deal with real life issues. Students will be expected to articulate their own, personal code of ethics by the end of this course.

Topics to be Covered:

- Philosophical dimensions: ethical issues of justice, equity, dignity, individual rights, self-fulfillment
- Ethics and research: interviews, plagiarism, conclusions
- Ethics and the communicator: ghostwriter, whistleblower, hemispheric communicator (one-sided such as lawyer, PR, advertiser)
- Ethics and the medium: language, body, objects
- Ethics and the medium: print, TV, movies, radio, music, art
- The receiver and the context
- Ethics of popular culture
- Ethics + Law: business, organizations, mass communication
- Canadian Law and ethics
- Case studies
- Articulating a personal code of ethics

Credo of Communication Ethics – from National Communication Association:

Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all

communication and consequently the well-being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

- We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
- We strive to understand and respect other communicators before evaluating and responding to their messages.
- We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of families, communities, and society.
- We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
- We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.

Delivery Mode and Teaching Method(s):

Lectures and seminars for classes of 60 students.

Student Evaluation:

Research report	20%
Journal	20%
Essay	30%
Participation	10%
Exam	20%

Resources to be purchased by students:

Textbook requirements / suggestions:

J Vernon Jensen. *Ethical Issues in the Communication Process* Lawrence Erlbaum Associates. 1997.

Communication Ethics Today Issue of the *Ethical Space Journal* ISBN 1-905 237-68-5. 2006.

Case studies

Course package

CPRS Code of Standards: http://www.cprs.ca/AboutCPRS/e_code.htm

American Marketing Association. Code of Ethics:
<http://www.marketingpower.com/content435.php>

Canadian Media Association – Code of Ethics :http://www.media-awareness.ca/english/resources/codes_guidelines/marketing_advertising/code_advert_cma_ethic.cfm

Learning Outcomes:

Program outcomes: 2.10, 2.11

2.10 Critically evaluate current communication issues and problems.

2.11 Formulate and defend a code of communications ethics.

Course-specific outcomes:

- Demonstrate familiarity with some ethical issues in communication.
- Demonstrate familiarity with some major laws that govern ethical behaviour in the field of communication.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials
Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.
Equipment requirements:

Course Title: COMM 3310 Writing for Publication**Year and Semester:** 3.2**Course Description and Content Outline:**

This course introduces the basics of writing for newspapers, in-house newsletters, and general interest and consumer-specific magazines and journals, covering topics such as investigation, interviewing, reporting, and feature writing. Students develop interviewing techniques, note-taking methods, editing skills, and analyze the importance of accuracy, fairness, voice, precision, and style, as well as speed in writing. The course will teach students how to tighten writing, sharpen leads, apply Canadian Press style, write headlines, and apply the principles of layout.

Prerequisite: COMM 1310 (Professional Writing) and COMM 2310 (Advanced Professional Writing)

Note: this is one of three advanced writing options available in the third year. It could also be made available to other UOIT students if they have taken the prerequisite courses earlier.

Almost everything we know about what matters to us as a society comes from published material: newspapers, magazines, books, the Internet, journals, newsletters, even the tickertape headlines that run across our TV screens. From this deluge of words we shake out what we want for private debate, workplace decision-making and public discourse. Put simply, our free and open society flourishes because we read and write about it.

Topics to be covered:

- Overcoming writing fears
- Research and interview techniques
- Brainstorming and story development
- Ethical dilemmas of writing for publication
- Writing a profile, a story, an in-depth analysis
- Writing a pitch letter
- Writing for print vs. writing for the web

Delivery Mode and Teaching Method(s):

Small seminar style classes of 35 students will work together to gain expertise in this specialized area.

Student Evaluation:

Assignments (x6)	60%
Tests & exam	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Tasko, Patti, Ed. *The Canadian Press Stylebook: a guide for writers and editors*. 12th Ed. Toronto: Canadian Press.

Itule, Bruce and Douglas Anderson. *News Writing and Reporting for Today's Media*. McGraw-Hill, 2003.

The Chicago Manual of Style. 14th Ed. Chicago: The University of Chicago Press, 1993.

Tooze, Sandra B. *The Canadian Writer's Market*. 14th Ed. Toronto: McClelland & Stewart, 2000.

Also some of:

Slinger, J. (1998). *How to Write*. In *The Canadian Reporter, News Writing and Reporting*. (2nd ed., pp. 112-113). Toronto: Harcourt Brace.
Zinsser, W. (1998). *Enjoyment, Fear and Confidence*. In *On Writing Well, The Classic Guide to Writing Nonfiction* (6th ed., pp. 243-254). New York: Harper.

Charney, A. (1995). *What is Wrong with Claude?* In *Defiance In Their Eyes*. (pp. 87-107). Montreal: Vehicule Press.

Harrigan, J.T.& Dunlap, K.B. (2004). *Generating Story Ideas*. In *The Editorial Eye* (2nd Ed., pp 178-183). Boston: Bedford/St. Martin's.

McKercher, C. & Cumming, C. (1998). *Guidelines for Ethical Reporting*. In *The Canadian Reporter, News Writing and Reporting*. (2nd ed., pp. 383-384). Toronto: Harcourt Brace.

Scanlon, C. (n.d.). *Getting to the Source: Preventing Plagiarism*. Chip on Your Shoulder. <<http://www.poynter.org/column.asp?id=52&aid=70742>>

Tasko, P. (Ed.) (2002). *Libel*. In *The Canadian Press Stylebook* (12th ed., pp. 121-127). Toronto: The Canadian Press.

Achieve Pertinence, Let People See Your Story: a question-and-answer tip sheet for asking relevant questions. <http://www.notrain-nogain.org/Train/Res/Write/images.asp>

How to Report and Write a Tough But Fair Profile: tips and comments from the experts. <http://www.notrain-nogain.org/list/prof.asp>.

Hull, A. (2000). *The Smell of Money*. In Scanlan, C. (Ed.), *Best Newspaper Writing 2000*. (pp. 93-108). St. Petersburg, FL.: Poynter Institute of Media Studies.

McKercher, C. & Cumming, C. (1998). *Choosing Your Questions*. In *The Canadian Reporter, News Writing and Reporting*. (2nd ed., pp. 82). Toronto: Harcourt Brace.

Lamott, A. (1995). *Shitty First Drafts*. In *Bird by Bird: Some Instructions on Writing and Life* (pp. 21-27). New York: Anchor.

LaRocque, P. (2003). *Storytelling: The Narrative Engine, a literary analysis of a 'real-life story'*. In *The Book of Writing: the Ultimate Guide to Writing Well* (pp. 112-122). Oak Park, IL: Marion Street.

McKercher, C. & Cumming, C. (1998). *Organizing the Longer Story*. In *The Canadian Reporter, News Writing and Reporting* (2nd ed., pp. 145-147). Toronto: Harcourt Brace.

Taylor, Drew Hayden. (Oct. 13, 2005) *Finding Out About the Fallout from a Careless Gesture*. Globe and Mail, p. A20

Learning Outcomes:

Program outcomes: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.

Course-specific outcomes:

Learners will develop:

- An understanding of the market for both in-house and freelance reporters and writers in Canada.
- Familiarity with the different “beats” for newspaper and magazine journalism: news, sports, entertainment, feature, lifestyle, editorial, columnist, etc.
- An ability to master basic copy-editing and proofreading skills.
- Experience in identifying interview subjects and conducting an interview. Knowledge of different recording and transcribing methods. Knowledge of proper quotation and attribution protocol.
- Knowledge of copyright issues. An appreciation for the legal and ethical issues involved in writing for publication.
- An ability to develop a story idea and write a query letter.
- An appreciation for good writing skills: logic, clarity, precision, rhythm and structure.
- Knowledge of the structural components of newspaper and magazine articles.

- Familiarity with the range of publication options, such as online, magazine, newspaper, newsletter, publishing houses, and self-publication.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 3320 Writing for Business and Government**Year and Semester: 3.2****Course Description and Content Outline:**

This course develops the techniques of research, organization, and writing that produce professional material for business and government. Students practice writing based on real work situations, thus learning the practical skills required to write effectively in a variety of circumstances. Situation-based assignments will put theory into practice, giving students practice in writing resumes, proposals, instructions, and press releases for business and government; in preparing material for web pages and Power Point presentations; and in developing specialized information for non-expert audiences.

Prerequisite: COMM 1310 (Professional Writing) and COMM 2310 (Advanced Professional Writing)

Note: this is one of three advanced writing options available in the third year. It could also be made available to Business students if they have taken the prerequisite courses earlier. The aim of the course will be to reach high professional standards.

Business and governments rely on effective communication to stay successful in a highly competitive environment. The globalization of the marketplace makes effective communication essential, whether you're running a corporation, small business, or a government department. Decades ago, before the advent of the Internet and personal computer, Canadian author Marshall McLuhan wrote that the world was becoming a "Global Village." Today, almost everyone understands the far-reaching significance of globalization and the World Wide Web. Globalization means communication.

The world's leading companies are also often leading communicators. The most effective governments are perhaps those that understand the importance of communicating effectively to the media, to stakeholders, and to the public.

Whether an organization is a business with a small core of suppliers or a government with a diverse constituency, effective sharing of information – both internally, and externally to the outside community – keeps it functioning effectively.

Topics to be Covered:

- Research for business and government
- Writing memos and letters
- Writing proposals, summaries and reports

- Language use in business writing. Persuasive text
- Advertisements
- Project management
- Editing
- Presentations
- Crisis control
- Communication plans
- Professional portfolio development

Delivery Mode and Teaching Method(s):

Small seminar style classes of 35 students will work together to gain expertise in this specialized area.

Student Evaluation:

Assignments (x6)	60%
Tests & exam	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Jennifer MacLennan, *Effective Business Communication*. 4th ed. Don Mills: Pearson Education, 2003.

Treadwell, Donald and Jill Treadwell. *Public Relations Writing: Principles in Practice*. ISBN 0-205-30015-4, 1999.

Goban, Stephen and Greenfield, Nathan. *Canadian Business Writing*. Nelson, 2002.

Professional Communication: The Corporate Insider's Approach to Business Communication.

Group Work and Collaborative Writing

<http://trc.ucdavis.edu/trc/papers/vohs>

Learning Outcomes:

Program outcomes: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7,

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.4 Collect information and organize, edit, and produce publishable

<p>print copy.</p> <p>1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.</p> <p>1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.</p> <p>1.7 Apply the principles of good layout and design to various modes of communication.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Be able to prepare the different types of written communication materials common to business and government. • Write appropriate copy to a very tight deadline. • Appreciate the special demands of crisis communication. • Appreciate the legal and ethical issues involved in business and government writing. • Outline the typical model of the writing process and describe its weaknesses. • Explain the difference between explicit purposes and embedded purposes. • Describe the process for communicating with purpose. • Define situational analysis. • Outline the demographic approach to knowing audience and describe its weaknesses. • Identify resources you can use to assess audience characteristics.
<p>Information About Course Designer/Developer:---</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3330 Scientific and Technical Writing

Year and Semester: 3.2 option: one of three advanced writing courses

Course Description and Content Outline:

This course provides an overview of technical and scientific writing style and standards. It reviews the processes involved in research, writing, revision, and presentation of scientific and technical texts. Regular assignments will focus on information retrieval, data recording and organization, documentation, memos, short and long reports, and graphics – as well as special problems in scientific and technical writing, such as definitions, instructions, process explanations, abstracts, and descriptions of products.

Prerequisite: COMM 1310 (Professional Writing) and COMM 2310 (Advanced Professional Writing)

Note: this is one of three advanced writing options available in the third year. It could also be made available to science and IT students if they have taken the prerequisite courses earlier. The aim will be to reach professional standards by the end of the course.

Topics to be covered:

1. What are the Needs of the Scientific and Technical Writing Market?

Learners will be introduced to the specific needs of the scientific and technical writing market, with an emphasis on the high-tech environment that drives the market for technical communicators today. Learners will have a chance to discuss the type of work technical writers undertake, and what type of personality and skill-set is necessary to excel in this type of job.

2. Gathering the Information: Research Methods for Science

The class will learn about the importance of proper research skills to technical and scientific writing. Learners will find out about advanced ways of gathering technical information, including library and internet databases, interviewing methods, and other research sources. Learners will be told about the importance of proper organization when collecting and storing information.

3. Identifying the Audience Needs

Learners will develop the skills necessary to identify the wide variety of audience/company needs in the field of technical and scientific writing. They will learn the importance of tailoring your writing style and presentation to suit the specific demands of the client. They will be given examples of poorly prepared written

material and asked to rewrite it according to the client's specifications. Learners will develop an appreciation for the precision and clarity that are key to successful technical writing.

4. Choosing the Right Format

Learners will be introduced to the different formats common to technical and scientific writing: training materials and instructional guidebooks, policy and procedure manuals, research reports, lab reports, etc. They will learn about the specific requirements of the different formats, and how to present their research accordingly. Learners will be taught how to deal with jargon, text that requires constant definitions, scientific equations, and other difficult material. Learners will be given some highly technical background information, and asked to prepare some sample training materials for a company.

5. Packaging The Information

Visuals and graphics play an important role in presenting scientific and technical material. Learners will be introduced to basic graphics-generation skills, and will learn to identify when text needs to be supported by a graphic, and how to present numbers and other data in a clear and accessible format. Learners will also be introduced to the most common documentation styles used in scientific and technical writing. Learners will be given some numerical and textual data, and asked to prepare a table and a graph to illustrate the material in the most accessible way.

6. Project Management Skills

Scientific and technical writing often involves undertaking large projects involving vast amounts of data to be collected and presented. Sometimes, such projects are undertaken collaboratively, with co-workers who might work at another branch office. This segment introduces the learner to the project management skills necessary to see a complicated project through from conception to end product. The learner is also taught about the benefits and the potential pitfalls of collaborative writing, both on the internet or at the same office. Learners will be asked to prepare a report collaboratively with other students.

7. Writing and Editing Scientific Text

Much of the course will be given over to writing specialized text in science and technology. Exercises will range from instruction manuals to scholarly publications.

Delivery Mode and Teaching Method(s):

Small seminar style classes of 35 students will work together to gain

expertise in this specialized area.

Student Evaluation:

Assignments (x6)	60%
Tests and exam	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Gerson, Sharon, and Steven Gerson. *Technical Writing: Process and Product*. New York: Prentice Hall, 2003.

Dombrowski, Paul and Sam Dragga. *Ethics in Technical Communication*. Boston: Allyn & Bacon, 2000.

Lannon, John and Don Klepp. *Technical Communication*. 2nd Canadian Ed. ISBN 0-201-78971-X, 2003.

Reep, Diana. *Technical Writing: Principles, Strategies and Readings*. ISBN 0-321-10758-6, 2003.

VanAlystine, Judith and Merrill Tritt. *Communicating in Technology and Science*. 5th Ed. ISBN 0-13-041279-1, 2002.

Learning Outcomes:

Program outcomes: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7,

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.

Course-specific outcomes:

- Demonstrate an ability to conduct appropriate background research

<p>on scientific and technical topics, using such tools as databases.</p> <ul style="list-style-type: none"> • Demonstrate an ability to identify audience/company needs, and to present information accordingly • Demonstrate familiarity with the different formats common to scientific and technical writing: training materials, policy and procedure manuals, lab reports, instructional materials, etc., generate basic graphics/visuals, such as tables and graphs to support the written text. • Show some familiarity with the common documentation styles, and an appreciation for the importance of proper documentation. • Manage text heavy with definitions and difficult terminology. • Demonstrate familiarity with project management skills and collaborative writing projects.
<p>Information About Course Designer/Developer:---</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3340 Communication for Health Practitioners:
Year and Semester:
<p>Course Description and Content Outline: Suggested higher level course – if needed, it will be created according to needs in the Health Sciences Faculty.</p> <ul style="list-style-type: none"> • Interpersonal • Conflict management • Risk management • Press releases • Media relations <p>Delivery Mode and Teaching Method(s):</p> <p>Student Evaluation:</p> <p>Resources to be purchased by students:</p> <p>Textbook requirements / suggestions:</p> <p>Learning Outcomes:</p> <p><i>Program outcomes:</i></p> <p><i>Course-specific outcomes:</i></p>
Information About Course Designer/Developer:
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD,</p>

data projectors and internet access.

Equipment requirements:

<p>Course Title: COMM 3350 possible elective for Engineers and Scientists: Scientific and Technical Communication</p>
<p>Year and Semester:</p>
<p>Course Description and Content Outline: This elective course will be created later if it is needed by the Faculties of Science and Engineering. Higher level course which covers technical writing, editing, making presentations, media relations and press releases, risk management.</p> <p>Delivery Mode and Teaching Method(s):</p> <p>Student Evaluation:</p> <p>Resources to be purchased by students:</p> <p>Textbook requirements / suggestions: Sorby & Bulleit. <i>Engineer's Guide to Technical Communication: An Introduction</i>. Prentice Hall. 2006. ISBN-13: 9780130482426</p> <p>Learning Outcomes:</p> <p><i>Program outcomes:</i></p> <p><i>Course-specific outcomes:</i></p>
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement "faculty to be hired": Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements:</p>

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 3410 Web Design / Multimedia authoring**Year and Semester: 3.1****Course Description and Content Outline:**

This course will provide an introduction to the principles of web design as well as the basic technical skills for developing interactive multimedia. Students will learn about current multimedia tools used to create CD-ROM and web-based products, with ample opportunity for practice. They will also learn authoring tools and multimedia techniques while covering topics including non-text-based communication, integration of visuals, animation of text and graphics, and digital video editing and deployment. Prerequisite: COMM 1410 (Computer-mediated Communication) or equivalent.

Note: this course can be replaced by another IT or computer course on web design by students pursuing a Minor or specialization in this area. It builds upon the introductory COMM 1410 course and is designed to ensure that every graduate is comfortable with and knowledgeable about basic web design. They will not reach a high level of skill but will have an overview of the principles of multimedia and the programs that are presently available to communication professionals.

Topics to be covered:**• What is multimedia?**

Students will be introduced to multimedia terminology and the history of multimedia. Questions will be raised about the status of multimedia. Is multimedia something new? Is it a distinct genre?

• Who is the author of multimedia?

Questions about the authoring of multimedia works will be raised. Students will be asked to create two multimedia works so as to be able to reflect on the process. Different models for how one designs a multimedia work will be introduced. In this context they will be taught to use an authoring environment (WWW and HyperCard) to create multimedia works.

• What are the media in multimedia?

The different media of a typical multimedia work will be discussed along with issues of appropriation and intellectual property. Students will consider how multimedia works differ from other genres. In this context students will learn how to digitize text, sound, and images. They will create a CD-ROM product.

• What is distributed multimedia?

Students will look at and discuss distributed multimedia environments where there are many authors and artifacts linked in a web. Students will be asked to reflect on the culture of such distributed works and the politics of such works. Students will learn how to use and create networked multimedia on the World Wide Web. They will work in groups on networked multimedia. They will create a Web page.

- **Can one critique a multimedia work?**

Ways of evaluating multimedia will be discussed along with the context of evaluation. Students will review a number of significant multimedia works in the humanities, paying particular attention to their audience, design, and effectiveness. Students will be expected to closely read a multimedia work and review it.

- **Where is multimedia going?**

The future of multimedia and its application to communication will be discussed. Students will be briefly introduced to issues around the business of multimedia.

- **Commercial Applications**

E-commerce. An overview of the field and practical considerations raised by the spread of e-commerce will be discussed.

Delivery Mode and Teaching Method(s):

This laboratory class of 60 will consist of short lectures and many practical exercises. The students will often work in teams to produce web materials.

Student Evaluation:

Assignments (x4)	
(group projects)	60%
Web Page	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Elin, Larry. *Designing and Developing Multimedia*. Boston: Allyn & Bacon, 2001.

Course kit with exercises.

Also could include:

Friedman, Batya. *Human Values and the Design of Computer Technology*. Cambridge: Cambridge University Press, 1997.

Negroponte, N. *Being Digital*. Alfred A. Knopf, 1995.

Neilsen. *Multimedia and Hypertext*. Boston: Academic Press, 1990.

Learning Outcomes:

Program outcomes: 1.5, 1.6, 1.7, 3.1,3.4, 3.5,

- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.

Course-specific outcomes:

- An ability to closely read and evaluate multimedia works.
- An ability to create multimedia works within a multimedia authoring environment (eg. Hyper Card).
- An appreciation of the application of multimedia technology to modern communication.
- Familiarity with page layout and computer graphic software (such as Adobe Page Maker, Quark X-Press, Adobe Photoshop, Adobe Illustrator, among others).
- Some familiarity with commercial applications of multimedia (eg. e-commerce).
- Familiarity with page layout and computer graphics software (such as Adobe PageMaker, Quark Xpress, Adobe Photoshop, Adobe Illustrator, among others).

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-

to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 3420 Human – Computer Interaction**Year and Semester:** 3.open – option**Course Description and Content Outline:**

This course introduces some theoretical, methodological, and practical issues in the study of human-computer interaction. A discussion of prevalent theories and recent research in the field will be followed by case studies and practical assignments. Some of the topics to be covered include intelligent interface designs, usability assessment, user modeling and the accessibility of the technology for the disabled. Related behavioural investigations concerning the ease and efficiency of users' interactions with computerized environments will also be discussed.

Note: This optional course is available to Communication students who are NOT specializing in Computer Science. It should probably be developed and taught by the Computer Science department, bearing in mind that many of the students will have only COMM 1410, COMM 2410, COMM 3410 before they take this course. The Science Faculty already has a fourth year course on this topic. It could be adapted for Communication students. The main focus should be on knowledge and skills needed by Communication professionals. By the end of the course they should be able to recognize the difference between good and poor interface, and know enough about the topic to guide expert consultant brought in to solve specific problems in the workplace.

"Human-computer interaction is a discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them."

A basic goal of HCI is to improve the interaction between users and computers by making computers more usable and receptive to the user's needs. Specifically, HCI is concerned with:

- Methodologies and processes for designing interfaces (i.e., given a task and a class of users, design the best possible interface within given constraints, optimizing for a desired property such as learnability or efficiency of use)
- Methods for implementing interfaces (e.g. software toolkits and libraries; efficient algorithms)
- Techniques for evaluating and comparing interfaces
- Developing new interfaces and interaction techniques
- Developing descriptive and predictive models and theories of interaction

A long term goal of HCI is to design systems that minimize the barrier between the human's cognitive model of what they want to accomplish and the computer's understanding of the user's task.

Topics to be covered:

- The human
- The computer
- Human – computer interaction
- Design basics
- Universal design
- HCI and the software process
- Models and theories: cognitive models, socio-organizational issues and stakeholder requirements, collaboration models,
- Groupware
- Hypertext

Delivery Mode and Teaching Method(s):

Laboratory-style classes with lectures and practical exercises in groups of 60 students.

Student Evaluation:

Exercises x 4	60%
Participation	10%
Project	40%

Resources to be purchased by students:

Textbook requirements / suggestions:

Dix, Finlay, Abowd, Beale. *Human-Computer Interaction*. 3rd edition, Pearson, 2004.

Selection from Thomas Gechering & Manfred Tschelig, eds. *Human Computer Interaction*. Article “SahreME” pg 39.

<http://hci-journal.com/>

<http://www.hcibib.org/>

Learning Outcomes:

Program outcomes: 1.5, 1.7, 2.1, 2.6, 2.10, 3.4, 4.1, 4.4, 5.2,

- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.

2.6	Describe the evolution of communication technologies. Assess how various modern technologies affect communication.
2.10	Critically evaluate current communication issues and problems.
3.4	Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
4.1	Select and use information and data to critically assess a situation or problem and identify possible actions.
4.4	Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
5.2	Recognize how globalization has affected communication and industry.
<i>Course-specific outcomes:</i>	
<ul style="list-style-type: none"> • Identify and describe the difference between good and poor interfaces • Describe the principles of human computer interaction 	
Information About Course Designer/Developer:---	
Identify faculty to teach the course and/or statement “faculty to be hired”:	
Faculty to be hired.	
If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?	
This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.	
Faculty qualifications required to teach/supervise the course:	
PhD in communication or related discipline or practicing professional with relevant credentials	
Classroom requirements:	
Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.	
Equipment requirements:	

Course Title: COMM 3510 Organizational Communication**Year and Semester:** 3.2

Course Description and Content Outline: This course provides a framework for understanding communication in organizations. Communication teams in organizations today provide not only logistical support like writing and speaking, but also creative and strategic thinking and active participation in planning. The course will examine how various information technologies are used to manage knowledge in an organization: to streamline processes, to increase efficiency and competitiveness, and to enhance internal and external communication. The course also considers organizational structures and their effect on management styles; the role of managers in relation to information use; power and conflict within the organization; and the role of unions and politics in management.

Topics to be Covered:

First week focuses on some important fundamentals in understanding how scholars have come to think about the nature of communication in organizational settings. Subsequent weeks cover:

- The nature of organizations
- Theoretical perspectives for organizational communication
- Communication in organizations: organizational culture, identity, networks and teams
- Nonverbal behaviour and communication
- Administration, supervision, and communication
- Barriers to effective communication
- People and perceptions in organizations
- Management and communication supervision
- Power and status within the organization
- The organizational culture
- Change in the organization
- Case studies
- Practical exercises

Delivery Mode and Teaching Method(s):

Lectures for two hours a week and tutorials for one hour per week. Online version of this course to be developed in future.

Student Evaluation:

Assignments (x4)	40%
Case studies	20%
Tests and exam	30%

Class participation

10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Main textbook:

Zaremba, Alan Jay, Organizational Communication: Foundations for Business and Management, Mason, Ohio: Thompson Southwestern; 2003. (Chapters 1-8, 12-14)

Additional Required Readings from:

Shockley-Zalabak, Pamela. *Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills and Values*. 5th Ed. ISBN 0-205-34076-8, 2002.

Byers, Peggy. *Organizational Communication: Theory and*

Robbins, Stephen. *Organizational Behaviour*, Upper Saddle, NJ: Prentice Hall, 2001.

Linda L. Putnam. "Metaphors and Images of Organizational Communication." In *Communication: Views from the Helm for the 21st Century*. Ed. Judith Trent. Boston: Allyn & Bacon. 1998.

Witherspoon, Patricia. *Communicating Leadership: An Organizational Perspective*. ISBN 0-205-15797-1, 1997. Richmond, Virginia and James McCroskey. *Organizational Communication for Survival: Making Work, Work*. ISBN 0-205-31693-X, 2001.

Euske, Nancy A. and Roberts, Karlene H., Evolving Perspectives in Organizational Theory: Communication Implications, in Jablin, F., Putnam, L. Roberts, K. and Porter, L. (eds.) Handbook of Organizational Communication, Newbury Park: Sage Publications; 1987, pp. 41-69.

Daniels, Tom D. and Spiker, Barry, K. Perspectives on Organizational Communication, Dubuque IA: Wm.C. Brown Communications Inc.; 1994). Chapter 4: Organizational Communication Function and Structure (pp. 84-115) and Chapter 13: Changing Organizational Communication (pp. 315-334).

Haslett, Beth, Gender, Power, and Communication in Organizations, in Progress in Communication Sciences; 1993, Vol. 11, p.159.

Learning Outcomes:

Program outcomes: 2.1, 2.4, 2.9, 2.10, 4.1, 4.3, 4.4,

- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.4 Recount the historical development of communication and communication systems, especially the media.
- 2.9 Describe organizational communication systems and explain how management strategies can be implemented to improve communication and decision making.
- 2.10 Critically evaluate current communication issues and problems.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.

Course-specific outcomes:

Students will develop:

- An understanding of how communication is essential for the development and effective maintenance of organizations.
- Knowledge and understanding of different ways organizations are defined and the implications of these different perspectives
- An understanding of the effects of new communication technologies on modern, complex organizations.
- Familiarity with the various communication theories for understanding organizations.
- Ability to collect and analyze data about an organization
- The ability to assess communication in organizations and to suggest recommendations to improve organizational communication.
- Practical experience in communicating effectively within different organizational settings (eg. multinational corporation, startup company, your own company).

Information About Course Designer/Developer: tba

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:
PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:
Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 3520 Public Relations**Year and Semester:** 3.open**Course Description and Content Outline:**

This course includes the foundation theories of public relations, an exploration of publics, and an introduction to strategic planning. Topics to be covered include the principles and responsibilities of public relations, the analysis of public relations strategies, issues within public relations counseling, management of organizational issues, elements of crisis communication, and issues in leadership and management.

Note: This optional course is meant for students who are not specializing in Business or Marketing. It could be developed and offered by the Faculty of Business or IT or by a practicing professional. It should focus specifically upon the needs of Communication professionals and build upon the considerable knowledge the students have already gained in eg. oral and written skills, interpersonal communication, business communication, persuasion, and so on.

Topics to be covered:

- Public relations in action
- Media relations
- Other media of public relations exhibitions
- Words and images
- Public affairs and corporate relations
- Public relations and marketing
- Public relations in central government
- Public relations in local government
- Public relations in the non-commercial sector
- Parliamentary relations and lobbying
- Consultancy public relations
- Ethics and codes of professional conduct
- Legal aspects of public relations practice
- International public relations
- Crisis management
- Sponsorship

Delivery Mode and Teaching Method(s):

Class of 60 students. Combination of lectures, case studies and group projects.

Student Evaluation:

Essay	20%
Case study	20%
Strategic plan	20%
Test and exam	30%
Participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Seitel, Fraser. *The Practice of Public Relations*. 8th Ed. Upper Saddle River, NJ: Prentice Hall, 2001.

Also excerpts from::

Hartley, Peter and Clive G. Bruckner. *Business Communication*. London: Routledge, 2002.

Amor, Daniel. *The E-business Revolution: Living and Working in an Interconnected World*. Upper Saddle River, NJ: Prentice Hall, 2002.

Guth, David W. and Charles March. *Public Relations: A Values-driven Approach*. Needham Heights: Allyn and Bacon, 2000.

Cutlip, Scott, Allen H. Center, and Glen M. Broom, *Effective Public Relations*. Prentice Hall, 1999.

Witmer, Diane. *Spinning the Web: A Handbook for Public Relations on the Internet*. Allyn & Bacon, 2000.

Learning Outcomes:

Program outcomes: 1.3, 2.3, 2.7, 2.10, 4.3, 4.4, 5.3, 5.5

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences.
- 2.7 Describe successful interpersonal communication techniques and demonstrate how these can be applied to practical situations.
- 2.10 Critically evaluate current communication issues and problems.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
- 5.3 Identify barriers to intercultural communication and propose ways

<p>to overcome them.</p> <p>5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Prepare a strategic plan
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3530 Advertising & Marketing Communication**Year and Semester:** 3.open - option**Course Description and Content Outline:**

This course critically examines the place of advertising in contemporary consumer society. Topics to be covered include the construction of desire, the significance of advertising to the production and circulation of commodities, and the role of advertising and consumption in the construction of social identity. Theoretical principles will be applied to practice in a series of interactive and collaborative exercises. Some real-life advertising campaigns will be critiqued and re-worked.

Note: this optional course could conceivably be constructed so that it is available to all UOIT students. As well as the theoretical principles outlined in the calendar description, the course could offer practical experience in real-life advertising situations. Local companies and marketing communication professionals could bring in advertising materials for critiquing and reworking.

A marketing communicator is someone who practices advertising, branding, direct marketing, graphic design, marketing, packaging, promotion, publicity, sponsorship, public relations, sales, sales promotion and online marketing.

Topics to be covered:

- Introduction to marketing communication
- Role of advertising in consumer society
- Advertising: historical dynamics of advertising industry; academic critique of advertising; commercial culture in the age of identity; psycho-social aspects of advertising
- Packaging, layout and design
- Public relations
- Direct marketing
- Sales promotions
- E-communication
- Case studies
- Project: prepare a communication strategy and materials for a campaign

Delivery Mode and Teaching Method(s):

Class of 60 will listen to some lectures and then work in small groups to produce effective advertising campaign strategies and materials.

Student Evaluation:

Essay	25%
Exercises	20%
Advertising campaign	10%
Advertising material	10%
Case study	15%
Exam	20%

Resources to be purchased by students:

Textbook requirements / suggestions:

Mario Pricken. *Creative Advertising* Thames & Hudson, 2002.

Barry Richards, Iain MacRury & Jackie Botterill. *The Dynamics of Advertising*. Routledge. 2000.

<http://jimc.medill.northwestern.edu/JIMCWebsite/site.htm>

Learning Outcomes:

Program outcomes: 1.3,1.5, 1.6, 1.7, 3.4, 3.5, 4.3,

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.5 Demonstrate ability to use computer technology to retrieve, analyze and present information on-line.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.

Course-specific outcomes:

- Critique an advertising campaign
- Prepare and implement an advertising strategy
- Design an effective advertisement

Information About Course Designer/Developer:--

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?</p> <p>This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course:</p> <p>PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements:</p> <p>Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3610 Persuasion Theory and Practice**Year and Semester:** 3.2**Course Description and Content Outline:**

This course covers the fundamental issues involved in argumentation and persuasion, starting with the distinction between opinion, explanation, description, and narrative. Topics will include the principles of deductive and inductive reasoning, formal arguments (for example, syllogistic reasoning), informal arguments (for example, reasoning by analogy), and how to evaluate scientific explanation. Students are taught how to analyze and critique the reasoning and logic in written and spoken communication and how to use valid and sound arguments in presentations, letters, memos, reports, proposals, and news releases. Workshops will apply this learning to practical situations such as advertising and selling products, crisis management, and public opinion manipulation.

Note: Builds upon 1100, 1220, 2110 and courses in Business, Interpersonal Communication, Intercultural Communication, and Advanced Professional Writing. All graduates of the program are expected to have a solid grounding in persuasion and argumentation. The advanced course in Mediation and Conflict Management will build upon this course.

Topics to be Covered:

- Argumentation and Persuasion
- Deductive and inductive reasoning
- Formal argument
- Informal argument
- Scientific explanation & argument
- Persuading an audience
- Selling goods
- Manipulation
- Evaluation
- Lead and participate in workshops
- Teamwork and Leadership skills - continued

Delivery Mode and Teaching Method(s):

Lectures and discussions and workshops in classes of 60 students.

Student Evaluation:

Seminar exercises (x4)	40%
Journal reflections	20%
Case study and reports	30%
Class participation	10%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Larson, Charles U. *Persuasion: Reception and Responsibility*. 10th Ed. Belmont: Wadsworth.

Engel, Morris S. *With Good Reason*. 6th Ed. New York: St. Martin's Press, 2000.

Borchers, Timothy. *Persuasion in the Media Age*. Boston: McGraw Hill, 2002.

Covino, William. *The Elements of Persuasion*. ISBN 0-205-19661-6, 1998.

Kahane, Howard and Nancy Cavender. *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. 8th Ed. Belmont: Wadsworth, 1998.

Cockcroft, Robert and Susan Cockcroft. *Persuading people: an introduction to rhetoric*. 2nd ed. Basingstoke, Hampshire : Macmillan, 2002.

Learning Outcomes:

Program outcomes: 1.2, 1.3, 2.1, 2.3, 2.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7,4.2,4.3,

- 1.2 Demonstrate skillful oral communication, including the ability to listen and speak effectively in formal and informal situations.
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences.
- 2.7 Describe successful interpersonal communication techniques and demonstrate how these can be applied to practical situations.
- 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills..
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.

<p>3.7 Serve as a model in delivering or teaching professional development activities.</p> <p>4.2 Explain the principles of deductive and inductive reasoning and apply them to problem solving exercises.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies</p> <p><i>Course-specific outcomes:</i> Learners will develop:</p> <ul style="list-style-type: none"> • Recognize applications of persuasion, argumentation and negotiation theories • Familiarity with the role of persuasion in contemporary society. • An ability to locate and correct fallacies in arguments and to produce their own valid and logical arguments. • An understanding of the human elements of persuasion: attitudes, personality, and motivation. • Familiarity with the main tenets of interpersonal persuasion and group interaction and persuasion. • Acquaintance with the tools of persuasion and the ability to use them in practical situations (language, visual images, media). • Experience in the practice of persuasion in a wide variety of situations, from campaigns to movements to propaganda and advertising. • A basic understanding of the ethics of persuasion.
<p>Information About Course Designer/Developer:---</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3710 Intercultural Communication**Year and Semester: 3.1****Course Description and Content Outline:**

This course examines communication in an intercultural context, where it is affected by divergent value systems, differing levels of technological adaptation, and unequal power configurations. The course will focus on relationships between people of diverse racial, ethnic, national, linguistic and religious backgrounds. Topics will include language and perception; emotions across cultures; culture and advertising; body language; and cultural stereotyping. Workshops focus on strategies for cross-cultural collaborative problem-solving techniques, giving students the skills necessary to act as intermediaries between cultures.

Topics to be Covered:

- Essential cultural value patterns
- Keys to understanding cultural and ethnic identities
- Culture shock
- Culture, Communication and intercultural relationships
- Translating cultural differences
- Major differences in intercultural verbal styles
- How to communicate across cultures
- Workshops – how to run a workshop
- How to manage intercultural conflict
- Developing intercultural intimate relationships
- Global identity and
- Becoming an ethical intercultural communicator

Syllabus Outline:

- Introduction and review of cultural perception and interpersonal communication: language, society and culture.
- Nonverbal communication. Cultural perceptions and values; cultural identity and bias.
- Intercultural contact and relationships.
- Interpersonal intercultural communication. Intrapersonal intracultural communication.
- Race, ethnicity and gender: stereotypes and prejudices.
- Cross-cultural confrontation: intercultural adaptation.
- Case studies. Culture shock: forms and effects.
- Listening between cultures, building a common narrative.
- Cultural diversity and Canadian multiculturalism.
- Managing diversity: cultural diversity in organizations, institutions, education.

- Cross-cultural and intercultural negotiation and conflict management.
- Ethical parameters of intercultural communication.

Delivery Mode and Teaching Method(s):

This course will begin with a few lectures and readings and then will continue in seminar and workshop mode. Students will learn how to conduct workshops on intercultural communication even as they participate in workshops themselves.

Student Evaluation:

Assignments (x2)	40%
Workshops	20%
Tests and exam	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Stella Ting-Toomey and Leeva Chung: *Understanding Intercultural Communication* Roxbury Publishing Co. 2005.

Jane Suderman, *Understanding Intercultural Communication* Thomson Nelson, 2007.

Judith Martin & Thomas Nakayama. *Intercultural Communication in Contexts*. McGraw Hill. 3rd edition. 2004.

Also could include some selections in course pack from:
Judith Martin and Thomas Nakayama. *Experiencing Intercultural Communication: An Introduction*. 2nd edition, McGraw Hill, 2005.

Lustig, Myron, and Jolene Koester. *Intercultural Competence: Interpersonal Communication Across Cultures*. 5th Ed. New York: Longman, 2005.

Harris, P., Moran, R. & Moran, S. (2004). *Managing Cultural Differences* (6th ed.). Burlington, MA: Elsevier Butterworth-Heinemann.

Holliday, A., Hyde, M. & Kullman J. (2004). *Intercultural Communication: An Advanced Resource Book*. New York, NY: Routledge. pp 4-35.

Learning Outcomes:

Program outcomes: 1.2, 2.1, 2.2, 2.3, 2.7, 2.10, 3.1, 3.5, 3.6, 3.7, 4.1, 4.3,

4.4, 5.1, 5.2, 5.3, 5.4, 5.5

- 1.2 Demonstrate skillful oral communication, including the ability to listen and speak effectively in formal and informal situations.
- 2.1 Describe the fundamentals of human communication: physical, linguistic, psychological, and sociological.
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences
- 2.7 Describe successful interpersonal communication techniques and demonstrate how these can be applied to practical situations
- 2.10 Critically evaluate current communication issues and problems.
- 3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
- 3.7 Serve as a model in delivering or teaching professional development activities
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions..
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
- 5.1 Recognize the interconnectedness of local and global issues.
- 5.2 Recognize how globalization has affected communication and industry.
- 5.3 Identify barriers to intercultural communication and propose ways to overcome them.
- 5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.
- 5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.

Course-specific outcomes:

Learners will develop:

- An appreciation of the role of cultural diversity in society and in communication.
- An understanding of how cultural perceptions, values, and biases affect communication.
- An understanding of how stereotypes and prejudices are formed and dispelled.
- An understanding of how cross-cultural communication takes

<p>place and of how intercultural relationships are built.</p> <ul style="list-style-type: none"> • An understanding of why cross-cultural confrontations occur and how they can be avoided or negotiated and managed. • An appreciation of how cultural diversity and multiculturalism affect organizations, the workforce, and educational institutions. • An appreciation of the principles and parameters of ethical intercultural communication. • Experience in applying their knowledge to specific case studies
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 3720 Communicating Diversity- Race, Ethnicity, Gender

Year and Semester: 3.second term optional course

Course Description and Content Outline: COMM 3720

Communicating Diversity: Race, Ethnicity and Gender:

This course addresses practical and theoretical issues of race, ethnicity, and gender that have become focal points for current debates in public cultural expression. Themes to be discussed are the implications of cultural, racial, and sexual differences; the (mis)representation of multicultural, multiracial, and sexual minorities in the media; the implications of employment equity, human rights, and other legislation; and a comparison of cross-cultural awareness programs versus anti-racist training. Theoretical readings which frame issues of cultural, racial, and gender representation will be followed by projects that develop successful strategies for communicating diversity

Note: the course is intended for students wishing to gain expertise the field of cross-cultural communication. It builds upon work done in COMM 3710 on Intercultural Communication, taking a more theoretical look at Canadian and global multiculturalism and the issues of diversity. Students should be given an opportunity to go out into the local community and work with various groups.

Topics to be Covered:

- Theories of race, ethnicity and gender
- Representation of race, ethnicity and gender
- Modern diasporas
- Cross-cultural influences
- Media and diversity
- The law and diversity
- Canadian multiculturalism
- Mediating ethnic & racial conflict
- Workshop on anti-racist training
- Project on intercultural awareness
- Practicum in local community

Delivery Mode and Teaching Method(s):

Lectures and group discussions plus a project. Class of 60. Work with local immigrant and other groups.

Student Evaluation:

Project	20%
Essay	25%

Report	15%
Participation	10%
Exam	30%

Resources to be purchased by students:

Textbook requirements / suggestions:

Fleras, A., & Elliot, J. L. *Unequal relations: An introduction to race and ethnic dynamics in Canada* (4th ed.). Toronto: Prentice Hall. 2003.
ISBN:0-13-096865-X

Jana Braziel, Anita Mannur. Eds *Theorizing Diaspora* Blackwell publishing. 2003.

Gary Weaver ed. *Culture, Communication and Conflict*. Pearson publishing. 2000.

http://www.pch.gc.ca/progs/multi/respect_e.cfm

<http://www.diversitywatch.ryerson.ca/>

Also selections from:

Henry, F., Tator, C., Mattis, W., & Rees, T. (1995). *The colour of democracy: Racism in Canadian society*. Toronto, ON: Harcourt Brace.
ISBN: 0-7747-3255-5

James, C. E. (2003). *Seeing ourselves: Exploring race, ethnicity and culture* (3rd ed.). Toronto, ON: Thompson.
ISBN: 1-55077-135-3

James, C. E. (Ed.). (2005). *Possibilities and limitations: Multicultural policies and programs in Canada*. Winnipeg, MB: Fernwood.
ISBN: 1-55266-160-1

James, C. E., & Shadd, A. (Eds.). (2001). *Talking about identity: Encounters in race, ethnicity and language*. Toronto, ON: Between the Lines.
ISBN: 1-896357-36-9

Trifonas, P. P. (Ed.). (2005). *Communities of difference: Culture, language, technology*. New York: Palgrave Macmillan.

Learning Outcomes:

Program outcomes:

2.1, 2.2, 2.3, 2.5, 2.10, 3.2, 3.4, 3.6, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5

2.1 Describe the fundamentals of human communication: physical,

- linguistic, psychological, and sociological.
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
 - 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences.
 - 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
 - 2.10 Critically evaluate current communication issues and problems.
 - 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
 - 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
 - 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
 - 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
 - 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
 - 5.1 Recognize the interconnectedness of local and global issues.
 - 5.2 Recognize how globalization has affected communication and industry.
 - 5.3 Identify barriers to intercultural communication and propose ways to overcome them.
 - 5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.
 - 5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.

Course-specific outcomes:

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:
PhD in communication or related discipline or practicing professional with relevant credentials
Classroom requirements:
Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.
Equipment requirements:

Course Title: COMM 4110 Communication Research in Practice**Year and Semester:** 4.1**Course Description and Content Outline:**

This course introduces students to the major research approaches in Communication, and acquaints them with a variety of quantitative and qualitative methods used in the field. It familiarizes students with the formation of research questions, the choice of appropriate methodological tools, and the interpretation and reporting of research findings. Students will gain experience in using research findings to underpin communication reports, strategic plans, press releases, and research projects.

Note: students have already been introduced to Communication research methodologies and skills in several earlier courses. This senior level course will expand upon previous work and guide them through the preparation for their Capstone Project. They will define their topic, prepare materials, conduct an ethical review, begin their research, and write a full proposal for group discussion and evaluation.

Topics to be Covered:

- The research process
- Research topics and questions typically asked in the domain of communications
- Research design
- Accessing and evaluating research
- Various methodologies in communications research
- Data collection, ethics, and analysis
- Interpretation and communication of research results

Delivery Mode and Teaching Method(s):

Class groups of 60 students will work on refining their research skills and strategies.

Student Evaluation:

Bibliography	10%
Proposal: short & long x 2	50%
Evaluation	10%
Participation	10%
Exam	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Frey, L.R., Botan, C.H., & Kreps, G.L. *Investigating communication: An introduction to research methods*. Boston, MA: Allyn & Bacon. 1999.

Or

Baxter, L. and Babbie, E. *The basics of communication research*.

Belmont, Ca: Thomson/Wadsworth. 2004.

Learning Outcomes:

Program outcomes: 1.1, 1.4, 3.2, 4.1, 4.5

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.5 Demonstrate independent research skills.

Course-specific outcomes:

- Critically evaluate the research conducted by others
- Develop plans for and conduct research of their own
- Identify methodological issues and practices relevant to a given research situation
- Locate and understand relevant information

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 4120 Senior Seminar**Year and Semester: 4.1****Course Description and Content Outline:**

This seminar will consist of lectures by faculty, workshops by professionals, discussions in seminars and individual meetings. The focus of this course is on reviewing and expanding the learning that has taken place during the program into a coherent whole. The students will listen to presentations on current research and professional practice in the field, will debate the code of ethics that underlies their profession, and will articulate a personal code of professional conduct. They will prepare a communication plan, a strategic management plan, and the research and design plan for their own capstone project in the second term.

The course has two aims. On one level, it is the final theory course, one which reviews and integrates learning accomplished throughout the BA degree and which allows you to hear presentations by academics and practitioners in the field. On another level, it is a “Theory Into Practice” course that asks you to apply your learning to real world circumstances and cases. You are asked to connect your theories to your practices.

On the first level, the reading package and online resources offer a sampling of the best of classical and current thinking in communication. Team discussions explore what these readings mean. On the second level, that of theory into practice, the individual assignments concretely apply these readings and other learning from the BA degree to let you create strategies and communication plans for designated organizations.

Delivery Mode and Teaching Method(s):

Lectures of 150 students, with tutorials to work on a Communication Plan.

Student Evaluation:

Journal	20%
Participation	20%
Case study and multimedia presentation	20%
Communication plan	20%
Essay	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Course readings as per handouts

Learning Outcomes:

Program outcomes: 1.3, 1.4, 1.6, 2.9, 2.10, 3.3, 3.4, 4.1, 4.3, 4.4, 4.5, 5.1, 5.4, 5.5

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 2.9 Describe organizational communication systems and explain how management strategies can be implemented to improve communication and decision making.
- 2.10 Critically evaluate current communication issues and problems.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
- 4.5 Demonstrate independent research skills.
- 5.1 Recognize the interconnectedness of local and global issues.
- 5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.
- 5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.

Course-specific outcomes:

- Conduct an ethnographic case study of a real world situation
- Develop a strategic communication plan to improve the situation
- Better grasp how theory and practice interact with one another
Understand why innovations are adopted or not adopted by people
- Relate Canadian conditions and theory to global trends
- Accept proactive responsibilities for the future of technology & democracy

Information About Course Designer/Developer:--

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 4130 Capstone Project**Year and Semester: 4.2****Course Description and Content Outline:**

This project will be overseen by a faculty mentor and will be the equivalent of a 20-30 page university essay in scope. It can be a communication report, a strategic management plan, a cultural product (such as a video or publishable article), a research report, an essay, or a literature review.

Students will be given the opportunity to work individually or in teams on a project that will demonstrate their knowledge and skills in the field of applied communication. The project, along with the lectures and workshops in the Senior Seminar course, will allow for a final recapitulation and integration of the modes, theories, and practices which have been introduced in the various courses.

Delivery Mode and Teaching Method(s):

Faculty will oversee this project one-on-one.

Student Evaluation:

Project 100%

Resources to be purchased by students:

Textbook requirements / suggestions: NA

Learning Outcomes:

Program outcomes: 1.1, 1.4, 3.2, 4.1, 4.5,

- 1.1 Demonstrate professional writing skills. Produce communications that are based on sound and valid evidence; that demonstrate logic, coherence, and clarity; that are grounded in correct grammar; and that exhibit fluency and appropriate style.
- 1.4 Collect information and organize, edit, and produce publishable print copy.
- 3.2 Produce spoken and written material that communicates mastered knowledge, skills, insights, and research findings to others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.5 Demonstrate independent research skills.

Course-specific outcomes:

Information About Course Designer/Developer:

<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 4140 Rhetoric**Year and Semester:** 4. open option**Course Description and Content Outline:**

The concept of *rhetoric* will be introduced in its usual association with the power of language to liberate, emancipate, control, and deceive the public. It will then be explored further as a technique for the production of public knowledge, public argument, public action, public response, and public critique. To better understand the relationship between rhetoric, policy and ethics, learners will examine the consequences of particular rhetorical strategies in, for example, risk analysis, engineering policy, medical and scientific research, welfare reform, and nation building. We will use these findings to analyze discourse in government hearings, agency records, private documents, and public policy debates in Canada.

Note: This senior seminar builds upon COMM 3610 Persuasion and argumentation and explores the field of Rhetoric as it intersects with Communication Studies.

Syllabus can Include:

- Readings and discussions of the theories of Rhetoric
- Rhetoric and ideology
- Rhetorical methods in criticism
- Rhetorical strategies
- Media and rhetoric
- Case studies

Final content to be decided upon by the instructor in the fourth year of the program.

Delivery Mode and Teaching Method(s):

Senior seminar for 25 students.

Student Evaluation:

Essays	50%
Presentations	30%
Participation	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Course package of readings

Including excerpts from Barry Bummert. *Rhetoric in Popular Culture*. Sage. 2006.

Revisit some of the texts used in 3610, such as:

Cockcroft, Robert and Susan Cockcroft. *Persuading people: an introduction to rhetoric*. 2nd ed. Basingstoke, Hampshire : Macmillan, 2002.

Learning Outcomes:

Program outcomes: 1.3, 2.3, 2.9, 2.10, 3.4, 3.5, 3.6, 4.3, 4.4, 4.5,

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations.
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural and other differences.
- 2.9 Describe organizational communication systems and explain how management strategies can be implemented to improve communication and decision making.
- 2.10 Critically evaluate current communication issues and problems.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.
- 4.5 Demonstrate independent research skills.

Course-specific outcomes:

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment.

The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 4210 Interpretive Practices**Year and Semester:** 4. open**Course Description and Content Outline:**

This course will expand upon the work done in *Communication and Culture* in the second year of study. It will focus on problems in cultural interpretation, analyzing the specific nature, systems, and processes of interpretation. It will study how written or spoken statements, gestures, and aesthetic objects have meanings; how we recognize or fail to recognize such meanings; and how we communicate meaning. It will explore the diverse field of cultural studies, examining some of the forms of contemporary theory that are applied to the interpretation of culture and communication: discourse analysis, feminism, Marxism, post-colonialism, post-structuralism, and their more recent offshoots. Students will apply these theories to the interpretation of films, literary texts, music, and art, focusing especially on how these cultural products communicate in the modern world.

Note: This is intended to be a senior level revisiting of many themes and topics introduced earlier in the program. It will be of interest and benefit to students who wish to work in the arts and social institutions.

Topics to be included:

- The meaning of culture
- Interpretation of culture
- Discourse analysis
- Feminism
- Marxism & post-Marxism
- Post colonialism
- Post structuralism
- Film
- Television
- Literary text
- Music
- Art

Final details to be included by the instructor in the fourth year of the program.

Delivery Mode and Teaching Method(s):

Senior seminar of 25 students.

Student Evaluation:

Essays (x2)	50%
Journal	20%

Tests and exam	20%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Course kit, including extracts from Makaryk, Irene, Ed. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: University of Toronto Press, 1993; and original texts by major theorists and practitioners.

Hoveyda, Fereydoun. *The Hidden Meaning of Mass Communications: Cinema, Books, and Television in the Age of Computers*. Westport, Conn.: Praeger, 2000 (Ch. 3,6,8,11,18,19,20,21,23).

Reeser, Martin and Andrea Zapp, Eds. *New Screen Media: Cinema/Art/Narrative*. London: British Film Institute, 2002 (Part I, selections by Cabett, Weibel, Manovich, Reiser).

Cameron, Kenneth and Patti Gillespie. *Enjoyment of the Theatre*. 5th Ed. ISBN 0-205-29590-8, 2000.

Mirzoeff, Nicholas. *An Introduction to Visual Culture*. London: Routledge, 1992.

Litman, Barry. *The Motion Picture Mega-Industry*. Boston: Allyn & Bacon, 1998.

Durham, Meenakshi Gigi. Ed. *Media and Cultural Studies: Keywords*. Malden, MA: Blackwell, 2001. (selections, ch. 2, 16, 19,, 23).

(Brockett, Oscar & Franklin Hildy. *History of the Theatre*. ISBN 0-205-35878-0, 2003.)

Learning Outcomes:

Program outcomes: 2.8, 3.3, 3.4, 3.5, 4.4, 4.5,

- 2.8 Examine how different models of interpretation can be applied to various cultural products.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.

4.5 Demonstrate independent research skills.

Course-specific outcomes:

Learners will develop:

- An understanding of the processes of interpretation.
- An understanding of how meaning is communicated.
- A broad acquaintance with some major theories which can be applied to interpretive practices.
- The ability to convey their interpretation of a wide variety of cultural products to different kinds of audiences.
- An appreciation of how new technologies and market forces are integral to cultural production and interpretation.

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement “faculty to be hired”:

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Course Title: COMM 4510 Strategic Management Communication**Year and Semester:** 4. open option**Course Description and Content Outline:**

This course considers strategic management in areas such as risk communication, disaster mitigation communication, and reputation management. It builds upon earlier courses in public relations and advertising (COMM 3520 and COMM 3530), with a focus on learning how to prepare and implement effective strategic communication plans for a variety of situations. A wide range of examples and case studies will be examined.

Final course content will be developed by the instructor in the fourth year of the program. Students and professional practitioners will be asked to participate in the development of this course. The course will be updated each year to reflect evolving practice and the local / global situation.

Delivery Mode and Teaching Method(s):

Small senior seminar of 25 students.

Student Evaluation:

Essays	50%
Reports and strategic plans	30%
Participation	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Course reading package

Web resources

Case studies

Learning Outcomes:

Program outcomes: 1.3, 2.3, 2.9, 2.10, 3.3, 3.4, 3.5, 4.3, 4.5

- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural differences and other.
- 2.9 Describe organizational communication systems and explain how management strategies can be implemented to improve communication and decision making.

<p>2.10 Critically evaluate current communication issues and problems.</p> <p>3.3 Make effective presentations in a variety of situations.</p> <p>3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.</p> <p>3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.</p> <p>4.5 Demonstrate independent research skills.</p> <p><i>Course-specific outcomes:</i></p>
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 4520 Advanced Business Communication**Year and Semester:** 4. open option**Course Description and Content Outline:**

The School of Business and IT could possibly cooperate in the delivery of this course. It would be an advanced seminar for students wishing to gain further expertise in the field of marketing and business. Special attention could be paid to risk management and to areas such as web-based marketing, web advertising, web security.

The full content can only be worked out in the fourth year of study. It should be designed in consultation with students, the Faculty of Business and IT, and practicing professionals in the field. Some courses presently offered by the Faculty of Business and IT could perhaps be cross-listed with the Communication program.

Delivery Mode and Teaching Method(s):

Senior seminar for 25 students.

Student Evaluation:

Essays	50%
Reports and presentations	30%
Participation	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Course package

Learning Outcomes:

Program outcomes :1.6, 1.7, 3.3, 3.4, 3.5, 4.1, 4.5,

- 1.6 Demonstrate the operational skills necessary for publishing interactive multimedia material on-line.
- 1.7 Apply the principles of good layout and design to various modes of communication.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.5 Demonstrate independent research skills.

<i>Course-specific outcomes:</i>
Information About Course Designer/Developer:
Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.
If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.
Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials
Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.
Equipment requirements:

Course Title: COMM 4530 Communications Consulting**Year and Semester:** 4. open option**Course Description and Content Outline:** - (from the School of Business and IT course lists)

This course examines the role and function of a consultant. It will cover methods and strategies of consulting: making contact, preparing a proposal, researching and diagnosing communication problems, preparing a report, making recommendations, and suggesting follow-up action. It will also cover the basics of setting up a consultancy, managing small business finances, and advertising ones services.

Note: this course can be cross-listed with the School of Business and IT course in consulting, or it can be delivered as a specialized option for Communication students.

The objective of this course is to introduce the consulting process and practice, specific to the communications industry. Course context is both pragmatic and strategic with a focus on the practical aspects of setting up a business, marketing of professional consulting services and executing successful engagements.

Industry options, business essentials and front-line consultancy skills are delivered through interactive sessions, individual assignments and team projects.

In addition to exploring personal suitability and addressing core business elements, learners can expect “hands-on” experience responding to client requests, developing selling strategies, and delivering presentations.

Syllabus Outline:

- Introduction & personal assessment
- Establishing a consulting business
- Proposals
- Executing engagements: project management, effective presentations
- Marketing
- Stakeholder relationships
- Ethics
- Stress and time management
- Business plan

Delivery Mode and Teaching Method(s):

Small senior seminar of 25 students.

Student Evaluation:

Reports and presentations	30%
Proposals	30%
Essay	20%
Participation	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Start and Run a Consulting Business (with accompanying CD)

Author: Douglas Gray

Publisher: Self-Counsel Press Inc.; Sixth Edition, 2003.

Breakthrough Consulting

Authors: Alex Dembitz and James Essinger

Publisher: Pearson Education Ltd., 2000.

Also course package, which can include:

Consulting, The Business That Generates Mega Dollars and Puts You in Control of Your Financial Future

Chapter 11: Developing Killer Proposals, pp. 188 – 198

Author: Marc Kramer

Publisher: Entrepreneur Press; 2003.

The 10 Hottest Consulting Practices: What They Are, How to Get Into Them

Chapter 5: Writing Proposals, Setting Fees and Billing, pp. 107 – 128

Author: Ron Tepper

Publisher: John Wiley & Sons, Inc., c. 1995.

The Independent Consultant's Q & A Book

Chapter 4: Promotional Freebies, p. 61 – 76

Author: Lawrence W. Tuller

Publisher: Adams Media Corporation, c. 1999.

The Advice Business: Essential Tools & Models for Management Consulting

Chapter 14: Delivering Effective Presentations, pp. 229 – 239

Authors: Charles Fombrun & Mark Nevins

Pearson Prentice Hall, c. 2003.

Consulting on the Side: How to Start a Part-time Consulting Business While Still Working at Your Full-time Job

Chapter 3: The Ethics of Consulting on the Side, pp. 45 – 56

Author: Mary Cook

John Wiley & Sons Inc., c. 1996.

Learning Outcomes:

Program outcomes: 3.3, 3.4, 3.5, 4.1, 4.5

- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.
- 3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.
- 4.1 Select and use information and data to critically assess a situation or problem and identify possible actions.
- 4.5 Demonstrate independent research skills.

Course-specific outcomes:

- Analyze the current business environment, with the objective of solving problems and developing viable solutions
- Understand set-up, marketing and selling process for a consulting services company
- Synthesize ideas, theories and strategies; identify opportunities and potential threats
- Understand project management, engagement processes, relationship building and principals of ethics and stress management as they relate to the consultant's practice
- Incorporate key learning into a start-up business plan
- Deliver effective presentations and write/present incisive quotes/proposals for the client and other stakeholder groups

Information About Course Designer/Developer:

Identify faculty to teach the course and/or statement "faculty to be hired":

Faculty to be hired.

If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line?

This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.

Faculty qualifications required to teach/supervise the course:

PhD in communication or related discipline or practicing professional

with relevant credentials
Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.
Equipment requirements:

Course Title: COMM 4610 Mediation & Conflict Management**Year and Semester: 4.1****Course Description and Content Outline:**

This course examines ways of preventing, resolving, and transforming conflicts in situations ranging from everyday family life through business situations to large-scale political conflicts. Various theories of conflict management will be applied to case studies and interactive exercises will hone mediation and negotiation skills learned in previous courses. Students will analyze the assets and liabilities of alternative forms of dispute resolution.

Note: this course builds upon 1320 (oral communication) 2610 (interpersonal communication) 3710 (intercultural communication) 3610 (persuasion theory and argumentation). Students will have a chance to participate in and also organize workshops in mediation.

Outline:

Students will have an opportunity to consider a spectrum of communication approaches to intervention. They include: (1) consideration of how clearly positions are presented and how well calculated they are to appeal to other parties, (2) communicating about interests and other needs underlying a conflict, (3) narrative mediation in which the task is to construct a new common narrative from the parties' initially distinct and often opposing or mutually obscure narratives of what one would expect to be a common experience, and (4) analysis of the metaphors parties are using and the impact of those metaphors on communication

Unit 1

We begin by examining traditional ways of conceptualizing communication. We will discuss the connection between conflict, communication, and conflict management. We will explore how meaning is constructed when engaging others, and how metaphors are used to structure language and knowledge.

Unit 2

A survey of different frameworks of analysis for decision-making. First we explore the historical shifts in worldviews and how certain worldviews have shaped and formed the 'conflict resolution' field. We will also explore the importance of analysis and how it is used to inform intervention strategies. Then we focus on the various cultural conceptualizations of conflict, assumptions, and worldviews that underpin the conflict analysis process, how certain frameworks are used, and how through our worldviews and applied frameworks we shape and

re-shape our notions of conflict and intervention.

Unit 3

We will introduce the spiral of conflict and the various forms of intervention that are typically applied. This session will examine the underlying reasons as to why certain intervention strategies are chosen, as well as looking at some of the reasons why they work and don't work.

Unit 4

We will end by exploring a variety of intervention strategies for addressing conflicts, especially those that are complex, cultural and historical.

Delivery Mode and Teaching Method(s):

Combination of seminars and workshops for 35 students.

Student Evaluation:

Journal reflections	20%
Essay	30%
Assignments	20%
Case study / workshop	20%
Participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Borisoff, Deborah and David Victor. *Conflict Management: A Communication Skills Approach*. ISBN 0-205-27294-0, 1998.

Or

Gouran, Dennis S. "The Signs of Cognitive, Affiliative, and Egocentric Constraints in Patterns of Interaction in Decision-Making and Problem-Solving Groups and Their Potential Effects on the Outcome." In Ed. Judith S. Trent. *Communication: Views from the Helm for the 21st Century*. Pearson Education, 1998.

Or

Folger, Joseph, Marshall Poole and Randall Stutman. *Working Through Conflict: Strategies for Relationships, Groups, and Organizations*. ISBN 0-8013-3276-1, 2001.

or

Lulofs, Roxane and Dudley Cahn. *Conflict: From Theory to Action*. ISBN 0-205-29030-2, 2000.

Also recommend some of the following resources:

Smith, T. H. (2003) "Using Metaphor in Mediation and Negotiation"

<http://ssrn.com/abstract=375640> or <http://www.meta->

resolution.com/Metaphor.htm

Mack, R. W. & Snyder, R.C. (1957). The analysis of social conflict: toward an overview and synthesis. *Conflict Resolution* 1(2): 212-248.

ONLINE

Jabri, V. (1989). *Discourses on Violence; Conflict Analysis Reconsidered*. Manchester: Manchester University Press. [Chapter One: Introduction: conflict analysis reconsidered. pp.1-28].

Salem, P.E. (2000). A critique of western conflict resolution from a non-western perspective. In P.

K. Chew, (Ed.) *The Conflict and Culture Reader*. pp. 220-229. New York: New York University

Mitchell, C. (1999). Negotiation as problem solving: Challenging the dominant metaphor. *Peace & Conflict*, Vol. 5(3). [Available on-line through EBSCOhost]

Lewis, M. W. (2000). Exploring paradox: toward a more comprehensive guide. *Academy of Management Review*, Vol. 25 (4): 760-776. [Available on-line through EBSCOhost].

Thacher, D. (2001) Conflicting values and community policing. *Law and Society Review*, 35 (4), [pp. 765-776]. [Available on-line through EBSCOhost]

Lewis, M. W. (2000). Exploring paradox: toward a more comprehensive guide. *Academy of Management Review*, Vol. 25 (4): 760-776. (Available on-line through EBSCOhost).

Learning Outcomes:

Program outcomes: 1.2, 1.3,2.2, 2.3, 2.7, 2.10, 3.1, 3.4, 3.5, 3.6, 3.7, 4.3, 4.4,5.1, 5.3, 5.4

- 1.2 Demonstrate skillful oral communication, including the ability to listen and speak effectively in formal and informal situations.
- 1.3 Explain how various communication strategies can be implemented to persuade, sell, and negotiate. Apply these strategies to practical situations..
- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural differences and other.
- 2.7 Describe successful interpersonal communication techniques and

<p>demonstrate how these can be applied to practical situations.</p> <p>2.10 Critically evaluate current communication issues and problems.</p> <p>3.1 Comprehend and process incoming messages: demonstrate effective listening and reading skills.</p> <p>3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.</p> <p>3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.</p> <p>3.6 Demonstrate an ability to discuss, debate, negotiate, persuade, and solve conflicts.</p> <p>3.7 Serve as a model in delivering or teaching professional development activities.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.</p> <p>4.4 Demonstrate initiative, independence and flexibility when applying learned techniques and theory to practical situations.</p> <p>5.1 Recognize the interconnectedness of local and global issues.</p> <p>5.3 Identify barriers to intercultural communication and propose ways to overcome them.</p> <p>5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • Articulate and demonstrate techniques to resolve overt conflict in one on one and group situations
<p>Information About Course Designer/Developer:---</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>

Equipment requirements:

Course Title: COMM 4710 Globalization and International Communication

Year and Semester: 4.2

Course Description and Content Outline:

This course considers the role and significance of globalization and information technologies on the formulation of relationships between people of diverse racial, ethnic, national, linguistic, and religious backgrounds. Case studies will illuminate the challenges that globalization, new information and communication technologies present to traditional, culturally bound beliefs and values. It will analyze how the rapid growth of multinational communication industries has shaped the modern world. Global communication systems, the global economy, and global crises will be examined from a critical perspective. The role of new media in security, terrorism, foreign policy, and conflict resolution will be probed, with special consideration given to current issues and ongoing global events.

Syllabus to Include:

- Theory and Research in International Communication and Globalization
- Communication Technology and International Communication
- Media and Globalization
- Mediated War, Peace, and Global Civil Society
- Transnational business and advertising
- Control and the global market
- Development communication
- Cultural globalization and cultural imperialism

Delivery Mode and Teaching Method(s):

Lecture course for 150, with small group seminars weekly.

Student Evaluation:

Assignments (x2)	30%
Essay	30%
Tests and exam	30%
Class participation	10%

Resources to be purchased by students:

Textbook requirements / suggestions:

Ali Mohammadi. *International Communication and Globalization.: A Critical Introduction*. Sage. 1997.

Bella Mody. *International and Development Communication: A 21st Century Perspective*. Thousand Oaks / London / Delhi: Sage, 2003.

Also

Chan, Joseph and Bruce McIntyre. *In Search of Boundaries: Communication, Nation-States and Cultural Identities*. Westport: Ablex Publishing, 2002. Selected chapters (2 Todd Gitlin, 4 Paul Lee, 5 Alice Lee and Y.K. Clement, 9 Monroe Price, 11 Joseph Straubhaar).

Thussu, Daya. *International Communication: Continuity and Change*. New York: Oxford University Press, 2000.

Jerry Mander and Edward Goldsmith, Eds. *The Case Against the Global Economy: and for a Turn Towards Localization*. 2nd Ed. London: Earthscan, 2001. Selected chapters (3 Gerry Mander; 13 Martin Khor; 14 & 21 Helena Norberg-Hodge; 15 Richard Barnett & John Cavanaugh).

Jeremy Brecher, Tim Costello and Brendan Smith, *Globalization From Below*. Cambridge, Mass: South End Press, 1998.

<http://www.comminit.com/>

Learning Outcomes:

Program outcomes: 2.3, 2.5, 2.6, 2.10, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5

- 2.3 Explain how various rhetorical strategies can be employed to solve communication problems across cultural differences and other.
- 2.5 Demonstrate an understanding of how media affects culture, society, and the economy.
- 2.6 Describe the evolution of communication technologies. Assess how various modern technologies affect communication.
- 2.10 Critically evaluate current communication issues and problems.
- 4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.
- 5.1 Recognize the interconnectedness of local and global issues.
- 5.2 Recognize how globalization has affected communication and industry.
- 5.3 Identify barriers to intercultural communication and propose ways to overcome them.
- 5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.
- 5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.

<p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • A familiarity with the structure and significance of global communication networks. • An understanding of the relationships between information technology and international communication. • The ability to critically analyze and evaluate the role of multinational communication industries in world affairs. • The ability to discuss the interplay of power and economics in an international context. • An acquaintance with some concepts from cross-cultural studies and an appreciation of how they conflate with communication theories.
<p>Information About Course Designer/Developer:---</p>
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.</p>
<p>Equipment requirements:</p>

Course Title: COMM 4720 Communication for Social Change**Year and Semester:** 4. open option**Course Description and Content Outline:**

This course examines the theories, methods and practices of communication for social change. The principles of public communication and media analysis will be applied to the design, strategy and implementation of communication planning, programs and campaigns around social issues. Themes and issues addressed in this course include: communication as action and intervention; public participation and the media; communication and social change; the conflation of social and commercial advertising; corporate claims of social responsibility; sustained communication; advocacy; social marketing perspectives; and others. A wide range of case studies will be examined.

Syllabus Outline:

- Issues of social change and development
- Issues of communication
- Gender and inequality
- Issues of social marketing
- Communication for social change in developing nations
- Redeveloping communication strategies

Delivery Mode and Teaching Method(s):

Senior seminar for 25 students.

Student Evaluation:

Essays	50%
Presentations and reports	30%
Participation	20%

Resources to be purchased by students:**Textbook requirements / suggestions:**

Archer, D. & Newman, K. (2004). Communication and Power: Resource Materials for Reflect Practitioners. Available at Communication For Social Change Consortium's web:

<http://www.comminit.com/materials/ma2004/materials-1326.html>

D'Huys, P. (1998). Communication for Development: The Case of the Pan African Rinderpest Campaign (PARC). Available at Communication For Social Change Consortium's web <http://www.fao.org/waicent/faoinfo/sustdev/CDdirect/CDan0021.htm>

Gurumurthy, A. (2004). Gender and ICTs. Available at Bridge's web www.bridge.ids.ac.uk/reports/CEP-ICTs-OR.doc

International Development Research Centre (2005). Major Trends in Development Communication. Available at: http://web.idrc.ca/es/ev-62065-201-1-DO_TOPIC.html

Jutting, J. & Morrison, C. (2006). Development and Discrimination. Available at OECD Development Centre's web www.oecdobserver.org/news/fullstory.php/aid/1832/Development_and_discrimination.html

Kent, S. (1993). Communication for Development in the Third World-Theory and Practice. *Canadian Journal of Communication* (Online). Available at <http://www.cjc-online.ca/viewarticle.php?id=162>

Neil, O. & Patient, D. (2005). Ethics of Community Empowerment. Available at Communication For Social Change Consortium's web: <http://www.comminit.com/strategicthinking/st2005/thinking-1452.html>

UNESCO (1996). Information and Communication Technologies in Development: A UNESCO Perspective. Available at <http://www.unesco.org/webworld/telematics/uncstd.htm>

Waisbord, S. (2001). Family Tree of Theories, Methodologies and Strategies in Development Communication: Convergences and Differences. A paper prepared for the Rockefeller Foundation. Available at www.comminit.com/socialchange/stsilviocomm/sld-1774.html

Learning Outcomes:

Program outcomes: 2.2, 2.3, 3.3, 3.4, 3.5, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5

- 2.2 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 2.3 Explain how variations in language (dialects, accents) race, religion, and gender can affect communication.
- 3.3 Make effective presentations in a variety of situations.
- 3.4 Perform as a team member in a variety of situations and circumstances, and assume a leadership role when necessary.

<p>3.5 Demonstrate a positive and effective style of interaction with colleagues. Cooperate with, encourage, and help others.</p> <p>4.3 Creatively analyze and interpret issues and scenarios and recommend effective communication strategies.</p> <p>4.5 Demonstrate independent research skills.</p> <p>5.1 Recognize the interconnectedness of local and global issues.</p> <p>5.2 Recognize how globalization has affected communication and industry.</p> <p>5.3 Identify barriers to intercultural communication and propose ways to overcome them.</p> <p>5.4 Apply the theoretical principles of intercultural communication to marketing, social change, international relations.</p> <p>5.5 Demonstrate an understanding of and sensitivity to multiculturalism in the Canadian context.</p> <p><i>Course-specific outcomes:</i></p> <ul style="list-style-type: none"> • understand the characteristics and conditions of existing communication programs that are intended to bring social change in both developed and developing nations • assess the contradictions and similarities of communication programs in both developed and developing nations • challenge the trends and shift change in donors' priorities and policies with regards to communication program formulation and implementation • apply communication approaches to develop strategic action plan to meet emerging development challenges.
<p>Information About Course Designer/Developer:</p>
<p>Identify faculty to teach the course and/or statement "faculty to be hired": Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional with relevant credentials</p>
<p>Classroom requirements: Standard computer enabled UOIT classroom equipped with VRC, DVD,</p>

data projectors and internet access.

Equipment requirements:

Course Title: COMM 4810 Special Topics
Year and Semester: 4. open
<p>Course Description and Content Outline: Open. To be developed later when special needs emerge and when visiting scholars with specialized expertise offer a course to UOIYT students.</p> <p>This course can also be used to develop an internship program for students in the fourth year of Communication studies. It is rather difficult to find enough useful internship placements for all students but a restricted summer program in the Durham region would be of great use to some students. It should include a set number of placement hours (20 days?) followed by a full written report by the student.</p> <p>Delivery Mode and Teaching Method(s):</p> <p>Student Evaluation:</p> <p>Resources to be purchased by students:</p> <p>Textbook requirements / suggestions:</p> <p>Learning Outcomes:</p> <p><i>Program outcomes:</i></p> <p><i>Course-specific outcomes:</i></p>
Information About Course Designer/Developer:
<p>Identify faculty to teach the course and/or statement “faculty to be hired”: Faculty to be hired.</p>
<p>If the method of instruction includes on-line delivery (technology-based, computer-based and web-based), what percentage of the course content will be offered on-line? This course will take advantage of the UOIT laptop hybrid environment. The mode of delivery of this course may vary in the amount of online structured contact time as compared to the amount of conventional face-to-face classroom time. As a hybrid course a core component of face-to-face contact will always be preserved.</p>
<p>Faculty qualifications required to teach/supervise the course: PhD in communication or related discipline or practicing professional</p>

with relevant credentials

Classroom requirements:

Standard computer enabled UOIT classroom equipped with VRC, DVD, data projectors and internet access.

Equipment requirements:

Mobile program.