

DRD 390.2 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: DRD 390.2 Title: COMMUNICATION SKILLS

Full Title: Communication Skills

Last Reviewed: 4/12/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	0.50	17.5	Lecture Scheduled	8.75
Minimum	1.50	Lab Scheduled	3.00	6	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	3.50		Contact Total	61.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 17.50

Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This course will provide students with an overview of the communicative process and strategies for effective communication in daily life, especially focusing on school and workplace environments, as they relate to individuals with disabilities. Students will identify and apply strategies that address the functional limitations of his or her disability.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course will provide students with an overview of the communicative process and strategies for effective communication in daily life, especially focusing on school and workplace environments, as they relate to individuals with disabilities. Students will identify and apply strategies that address the functional limitations of his or her disability. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Identify and describe factors or qualities that contribute to effective communication and conflict management.
2. Describe strategies for addressing communicative and other functional limitations related to personal disability, and specific accommodations needed in the workplace or at school.

Objectives:

Upon completion of the course, students will be able to:

1. Describe the difference between receptive and expressive language.
2. Utilize and interpret tone and inflection.
3. Identify and describe the communicative message of a conversational partner.
4. Compare and contrast active versus passive listening.
5. Identify and describe ways individuals communicate nonverbally.
6. Identify and describe purposes for which language is used.
7. Discuss how language use should vary by environment and conversational partner.
8. Compare and contrast appropriate versus inappropriate application of the rules of conversation.
9. Interpret intended meaning when a communication's literal meaning does not match its intended meaning.
10. Compare and contrast when and how to use differing conflict management strategies.
11. Differentiate how electronic communication is unique from "face-to-face" communication, particularly at school and/or work.
12. Identify and describe how to safely and appropriately use electronic communication systems, including social media.
13. Describe the factors to be considered when deciding whether or not to disclose the nature of disability at school and/or work.
14. Identify and articulate appropriate accommodations for school and/or work as they relate to the functional limitations of disability.

Topics and Scope:

I. Expressive Language

- A. Verbal expression
- B. Tone
- C. Inflection

II. Receptive Language

- A. Understanding and identifying communicative messages
 - 1. Need
 - 2. Attention
 - 3. Information
- B. Active versus passive listening

III. Nonverbal Expression

- A. Gesture
- B. Facial expression
- C. Eye contact
- D. Body Language

IV. Pragmatics

- A. Using language for different purposes, such as:
 - 1. Greeting
 - 2. Informing
 - 3. Demanding
 - 4. Promising
 - 5. Requesting
- B. Changing language according to the needs of environment or conversational partner(s), such as:
 - 1. At work
 - 2. In the classroom
 - 3. Within a social group
- C. Rules of conversation, as they apply to topics such as:
 - 1. Conversational turn taking
 - 2. Interrupting
 - 3. Staying on topic
 - 4. Introducing a new topic
 - 5. Proximity when speaking
 - 6. Rephrasing or restating when misunderstood
 - 7. How to use and interpret nonverbal communication correctly
- D. Interpreting intended versus literal meaning as it applies to topics such as:
 - 1. Sarcasm
 - 2. Irony
 - 3. Innuendo
 - 4. Figurative language

V. Strategies for Managing Conflict, such as:

- A. Understanding the cause of conflict
- B. Using “I” statements
- C. Paraphrasing
- D. Perspective taking
- E. Collaboration
- F. Compromise

VI. Electronic Communication

- A. Email and “netiquette”

- B. Using social media
- VII. Strategies for Communicating about Issues Related to Disability
 - A. When and how to disclose disability
 - 1. At work
 - 2. At school
 - B. Communicating regarding need for accommodation
 - 1. At work
 - 2. At school

All topics are covered in the lecture and lab portions of the class.

Assignment:

Lecture assignments:

1. Quizzes (3-5)
2. Reading assignments (2-5 pages per week)

Lecture/Lab assignments:

1. Observe communicative interactions
2. Short answer worksheet responses (2-10 per week)
3. Practice applying communicative concepts and strategies
4. Reflect in writing (one to two paragraphs) on communicative concepts and strategies
5. Fill-in-the-blank worksheets (approximately 1-2 per week)
6. Final exam and/or final project (final project will be one of the following: two to three page paper, presentation or group project)

Lab assignments:

1. Group discussions to identify key concepts and strategies

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written reflections, final project

Writing 20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Application of concepts and strategies observed and demonstrated during class time, final project

Skill Demonstrations 30 - 40%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes, final exam

Exams
20 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Worksheet responses, attendance and participation

Other Category
20 - 30%

Representative Textbooks and Materials:
Instructor prepared materials