

RRC Polytech campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation.

Course Outline

Course Information

Course Code and Title: COMM-2176

Course Section: W1FTNO01

Department/Program: FUSTF – Full Stack Web - Communication for Systems & Innovative Thinking

Total Hours: 45

Credit Hours: 3

COURSE DESCRIPTION:

Students will build on the skills they practiced in Communication Strategies by focusing on the information technology sector. Students will develop their ability to think at a systems level by analyzing problems to come up with innovative solutions. Learners will collaborate to manage, analyze, and communicate information to various audiences across different channels. This collaboration will involve active listening, networking, and persuasion strategies in an information technology context.

RECOGNITION OF PRIOR LEARNING (RPL):

RPL is a process in which students have the opportunity to obtain credit for College-level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process that documents and compares a student's prior learning gained from education, work and life experience to the learning outcomes in College courses/programs. For more information about RPL at RRC Polytech, refer to the RPL website at rrc.ca/RPLservices or A14 - RPL Policy.

Contact Lauren Phillips at 204.801.2179 or lmphillips@rrc.ca for information regarding RPL processes and opportunities for this course.

For general information and assistance with RPL, contact RRC Polytech's RPL Advisor at 204.632.3094 or rpladvisor@rrc.ca.

ACCESSIBILITY STATEMENT:

RRC Polytech is committed to providing persons with documented disabilities fair and equal access to educational programs, services and facilities. If you are a student with a disability* and require reasonable accommodations, you must connect with Student Accessibility Services (SAS) who will assist in developing and implementing your accommodation plan. Refer to the Student Accessibility Services [webpage](#) for information about SAS locations and how to [book an appointment](#). Students with disabilities are also encouraged to have a private discussion with their instructor(s) to facilitate greater understanding of their learning needs.

*RRC Polytech's definition of "disability" is consistent with the Manitoba Human Rights Code. In the educational setting, "disability" refers to a permanent or temporary medical, physical, sensory, mental health (e.g., anxiety, depression), learning, or neurological (e.g., ADHD, Autism Spectrum Disorder) condition that interferes with a student's ability to fully participate in their studies and/or other associated activities.

ACADEMIC INTEGRITY:

Academic Integrity describes a commitment to honesty, truthfulness and accountability in teaching, learning and research. Academic misconduct describes acts and activities that breach standards of academic integrity, including and not limited to fraud, cheating, plagiarism, misuse or misrepresentation of sources, unauthorized collaboration, etc. Clear expectations will be communicated to students to promote positive academic practices in compliance with RRC Polytech policy [S4 Academic Integrity](#). Contact academicintegrity@rrc.ca for additional information.

ACADEMIC REQUISITES:

COMM-1173

COURSE DELIVERY METHODS:

This section will be delivered **ONLINE**.

The following communication tools will be used in this course:

The following communication tools will be used in this course:

- HUB
- LEARN
- Office 365
- WebEx
- Email

Course format:

Online delivery via WebEx weekly live sessions in addition to small group break out sessions

This course will be conducted via content provided online via LEARN and discussions facilitated through other communication tools.

This course will be conducted in class with content provided online via LEARN.

EFFECTIVE DATE:

January 5, 2023

Instructor Information

Instructor's name: Cindy Benoit

Email: cibenoit@rrc.ca

Office location: Virtual

Office hours: Thursdays 9:00 am – 12:00 pm

Student Readiness

TECHNOLOGY AND EQUIPMENT READINESS:

Required: Personal computer, reliable internet connection, headset, microphone and camera (for video conferencing capacity)

STUDENT COMMITMENTS AND CONTACT TIMES:

Attendance is key to success in this course. Your instructor will share their specific attendance and late-arrival policies in your first session.

COURSE RESOURCES:

Course resources are posted to the LEARN site.

Textbook(s):

None.

References:

All materials will be linked via LEARN.

Student Learning

LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

By the end of this course of study, you should be able to...

[Delete this text and enter the learning outcomes and elements of performance for this course in numbered format 1, 1.1, 1.2, 2, 2.1, 2.2 and so on. Placeholder examples follow.]

1. Reflect on the situational context to communicate empathetically with diverse audiences
 - 1.1. Compare the effects of responding versus reacting in difficult situations
 - 1.2. Examine the cultural and systemic issues that affect communication with diverse audiences
 - 1.3. Analyze the communication needs of the intended audience for a given message
 - 1.4. Apply a systems thinking approach to determining the context of a message
2. Adjust communication strategies based on feedback from and needs of the intended audience
 - 2.1. Incorporate feedback from peers and colleagues into revised communications
 - 2.2. Examine new information in relation to prior information to adjust communications
 - 2.3. Demonstrate innovative thinking when analyzing and responding to audience needs and feedback
 - 2.4. Identify active listening strategies to increase intercultural competence
 - 2.5. Examine how a Two- eyed Seeing approach can be incorporated into existing communication strategies
3. Develop communications and interactions that meet industry standards and audience needs
 - 3.1. Demonstrate technical writing skills through effective use of plain and inclusive language
 - 3.2. Use visualization tools to communicate complex data and information
 - 3.3. Organize information in multiple formats to ensure messages are understood by the intended audience
 - 3.4. Select communication channels based on audience needs and the goal or purpose of the communication
4. Develop strategies to share information ethically across a variety of digital channels
 - 4.1. Use strategies to monitor communication and information sharing across multiple channels
 - 4.2. Use questioning strategies to collect information via surveys and interviews
 - 4.3. Evaluate primary and secondary information sources in both academic and non-academic contexts
 - 4.4. Describe the interconnected systems involved in gathering and evaluating information
 - 4.5. Use appropriate citation and reference methods for both academic and non-academic sources and applications.

5. Create team cultures that are inclusive and collaborative
 - 5.1. Identify how inclusive practices improve team effectiveness and productivity
 - 5.2. Identify inclusive practices that foster innovation and collaboration across internal and external teams
 - 5.3. Maintain consistent presence in both the classroom team and a project team
 - 5.4. Facilitate productive meetings through planning and organizing strategies
 - 5.5. Examine complex situations from multiple perspectives to achieve team goals.

INSTRUCTIONAL SCHEDULE, ASSESSMENTS AND DATES:

NOTE: The following dates are subject to change based on the needs of the students at the instructor's prerogative. Students will be notified ahead of time of any changes.

MODULES

DATE/WEEK	MODULE/UNIT/ IMPORTANT EVENT	TOPIC AND/OR LEARNING OUTCOME(S)
	Making Decisions & Setting Goals	<ul style="list-style-type: none"> Strategies review Communication and systems thinking Communication and innovative thinking Course goals
	Advocating & Participating	<ul style="list-style-type: none"> Purpose & Audience <ul style="list-style-type: none"> Audience types Diversity & inclusive in innovative teams Meetings: agendas, inclusive practices Context & Tone <ul style="list-style-type: none"> Assertiveness Culture Intersectionality Bias Two-eyed Seeing Inclusive language Meetings: ground rules, minutes
	Reflecting	<ul style="list-style-type: none"> Gibbs Reflective Cycle Continual Service Improvement Responding vs Reacting Innovative Conflict De-escalation Empathy mapping

DATE/WEEK	MODULE/UNIT/ IMPORTANT EVENT	TOPIC AND/OR LEARNING OUTCOME(S)
	Planning	<ul style="list-style-type: none"> • Communication channels • Technical writing foundations • Persuasive, instructive, and technical language
	Investigating & Questioning	<ul style="list-style-type: none"> • Gathering <ul style="list-style-type: none"> • Defining the issues • Asking questions • Informational interviews • Analyzing <ul style="list-style-type: none"> • Evaluating and synthesizing • Conclusions & recommendations • Sharing <ul style="list-style-type: none"> • Academic integrity • Crediting sources • Paraphrasing
	Organizing	<ul style="list-style-type: none"> • Organizing information • Visual information <ul style="list-style-type: none"> • Graphs and charts • Misleading data • Written information <ul style="list-style-type: none"> • Emails and reports • Texting and messaging • Instructions and process descriptions • Document design • Presented information <ul style="list-style-type: none"> • Phone calls • Presentations • Synchronous vs asynchronous • Conversational strategies
	Repairing & Clarifying	<ul style="list-style-type: none"> • Editing yourself and your message • Giving and receiving feedback

ASSESSMENTS

This course uses a points-based system instead of a percentage-based system. In a percentage-based system, each assignment is worth a percentage of your final grade out of 100%; for example, one assignment might be 15% and another 20%, and so on. In this course, we're just using points for each assignment, and your final grade out of 100% (and therefore your final letter grade) is determined by the number of points you finish with.

DATE	ASSESSMENT	LEARNING OUTCOME(S)	POINTS
	Setting Goals	1.4, 2.2	21
	Systemic Communication	1.2, 2.4, 2.5, 5.1, 5.2	24
	Empathy Map	1.1, 3.2, 5.5	33
	Project 0 – 2-hour Design Sprint	2.1, 2.3, 3.2, 4.1, 5.4, 5.5	6
	Project 1 – Audience Analysis & Plan	1.3, 1.4, 3.1, 5.3, 5.4, 5.5	42
	Project 2 – Research	3.1, 4.2, 4.3, 4.4, 4.5, 5.4	36
	Project 3 – Deliverables	3.1, 3.2, 3.3, 5.4, 5.5	45
	Self Assessment & Reflection	2.1, 2.2, 2.3	21
	Engagement – Individual	5.3	16
	Engagement - Group	5.4, 5.5	16
Assessment Total:			260

Students can also complete Side Quests for an additional 15 points; these act as bonus marks. See LEARN for details and limitations. Example final grade calculations are provided next.

EXAMPLE FINAL GRADE CALCULATIONS

<p>Alfred completed all assignments and one of the Learning Path side quests. He missed a few meetings and didn't communicate well with the instructor about some late work so he lost some points on his Engagement.</p> <p>Alfred's total number of points is 243.</p> <p>243 points out of a total possible 260 points = 93.5%, which is an A+.</p> <p>If he had not done a Side Quest, he would have had an A, so the side quest boosted him a whole letter grade!</p>	ASSESSMENT	ALFRED'S POINTS
	Setting Goals	19
	Systemic Communication	22
	Empathy Map	27
	Project 0 - Design Sprint	6
	Project 1 - Audience Analysis & Plan	38
	Project 2 - Research	32
	Project 3 - Deliverable	41
	Self-Assessment & Reflection	19
	Engagement - Group	12
	Engagement - Individual	12
	Side Quests	15
	Total Points Received	243
<p>Shivani completed all assignments but didn't do any Side Quests. She communicated well with her team for the Project and with her instructor, so she had good Engagement marks.</p> <p>Shivani's total number of points is 248.</p> <p>248 points out of a total possible 260 points = 95.4%, which is an A+.</p>	ASSESSMENT	SHIVANI'S POINTS
	Setting Goals	21
	Systemic Communication	22
	Empathy Map	31
	Project 0 - Design Sprint	6
	Project 1 - Audience Analysis & Plan	39
	Project 2 - Research	35
	Project 3 - Deliverable	42
	Self-Assessment & Reflection	20
	Engagement - Group	16
	Engagement - Individual	16
	Side Quests	0
	Total Points Received	248

Micha forgot to hand in their last assignment and didn't do any Side Quests. They communicated well with their team for the Project and with their instructor, so they had good Engagement marks aside from a small deduction for not requesting an extension on that last assignment.

Micha's total number of points is **200**.

200 points out of a total possible 260 points = **76.9%**, which is a **B+**.

ASSESSMENT	MICHA'S POINTS
Setting Goals	20
Systemic Communication	18
Empathy Map	24
Project 0 - Design Sprint	6
Project 1 - Audience Analysis & Plan	34
Project 2 - Research	30
Project 3 - Deliverable	37
Self-Assessment & Reflection	0
Engagement - Group	16
Engagement - Individual	15
Side Quests	0
Total Points Received	200

LETTER GRADE DISTRIBUTION:

LETTER GRADE	GPA	PERCENTAGE
A+	4.5	90 to 100%
A	4.0	80 to 89%
B+	3.5	75 to 79%
B	3.0	70 to 74%
C+	2.5	65 to 69%
C	2.0	60 to 64%
D	1.0	50 to 59%
F	0.0	0 - 49%

Minimum performance requirement for this course must meet your program's minimum passing grade. Students must consult their program student handbook.

Course Policies

GENERAL ACADEMIC POLICIES:

It is the student's responsibility to be familiar with and adhere to the RRC Polytech Academic Policies. These Policies can be found in the RRC Polytech calendar or online under A SERIES – ACADEMIC MATTERS at rrc.ca/legal/policies.

SUPPLEMENTARY POLICIES:

Students are expected to be familiar with any policies outlined in their Program guide/requirements.

DATE REVISED:

August 2022

Acknowledgements

The developers of this course would like to thank everyone who contributed and assisted in the creation of this course.

Additional Information/Frequently Asked Questions

Please direct questions and concerns to your instructor.

Mental Health and Well-being at RRC Polytech

Having good personal health and well-being will support your success in this program.

WE ENCOURAGE YOU TO:

- Recognize that stress is an expected part of being a college student.
- Rethink how you view difficulty. Being challenged is actually a part of learning and reaching success.
- Reflect on your role in taking care of yourself throughout the term. Do your best to balance your schoolwork and life demands.
- Reach out to your instructor, program coordinator, or College supports at any time if something is affecting your academic performance. It's always best to reach out early and it's the responsible thing to do.

COLLEGE SUPPORTS READY AND WILLING TO ASSIST YOU:

- [Student Counselling Services](#)
- [Indigenous Student Supports](#)
- [International Student Supports](#)
- [Academic Success Centre](#)

- [Student Accessibility Services](#)
- [Health Services](#)
- [Library Services](#)
- [Campus Well-Being](#)
- [United Way 211 community resource](#)

Authorization

This course is authorized for use by:

Lauren Phillips
Chair, Math, Science, and Communication

December 15, 2022
Date

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Approved by Senior Academic Committee April 22, 2022