



South Central College

# ENGL 180 Workplace Communication Skills

## Common Course Outline

### Course Information

**Description** This class prepares students in technical and career programs to communicate with and within their workplaces and organizations, as well as with the public, through both oral and written communication. The class includes fundamental human communication and critical thinking skills along with practice in both oral and written communication. (Prerequisites: none.) (MNTC Goal Area 1)

**Total Credits** 4

**Total Hours** 64

### Types of Instruction

Instruction Type	Credits/Hours
Lecture	4

### Pre/Corequisites

None

### Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

### Course Outcomes

#### 1. Explore Paul and Elder's eight elements of critical thinking.

##### Learning Objectives

Learn the eight elements (purpose, questions, assumptions, point of view, information, inference, concepts, implications).

Apply the eight elements to varied artifacts to better understand human interaction.

Apply the eight elements to their own work to better create/deliver communication pieces.

#### 2. Analyze one's own attitudes, behaviors, concepts, and beliefs regarding inclusion, equity and equality, racism, bigotry, and discrimination.

##### Learning Objectives

Define racism, inclusion, equity (and equality), bigotry, and discrimination.

Examine the relationship between these concepts and positive interactions with others.

Examine one's personal relationship to these concepts.  
Explore how these concepts affect workplace communication.

**3. Explore how cultural identity shapes groups and their communication patterns.**

**Learning Objectives**

Define cultural identity and how it's created.  
Identify communication behaviors that come from cultural identities.  
Define power and how it fits with cultural identity in the U.S.  
Explore uneven and unequal power distribution between and within cultural identities in the U.S.  
Explore one's cultural identities related to power and communication.

**4. Learn about interpersonal processes.**

**Learning Objectives**

Identify interpersonal processes, including active listening, perception, disclosure, conflict, emotional regulation, and nonverbal interaction/interpretation.  
Identify steps to create positive and productive interpersonal interactions within these processes.  
Practice positive interpersonal processes.

**5. Practice understanding differences in interpersonal behaviors within and between cultures and groups.**

**Learning Objectives**

Identify interpersonal behaviors, including audience analysis, creating communication barriers, reflection, language use, use of humor and slang, harassment and bullying, time and space use, and personal habits.  
Identify both positive and negative versions of these interpersonal behaviors.  
Practice culturally sensitive and positive versions of these interpersonal behaviors.

**6. Practice the creation process for communication pieces.**

**Learning Objectives**

Use the creation process: brainstorm, draft, pause, edit for content and organization, proofread/practice.  
Consider a communication piece's context, audience, and purpose.

**7. Practice the communication tasks of informing/explaining and persuading.**

**Learning Objectives**

Define informing/explaining and persuading.  
Define logos, ethos, pathos, and kairos related to informing/explaining and persuading.  
Practice informing/explaining and persuading in various oral and written communication tasks.  
Practice organizing written and oral communication tasks.  
Use credible, reliable, and verifiable sources in oral and written communication tasks.  
Produce both oral and written communication pieces for various audiences.

**8. Produce written documents, including emails, letters, a business proposal, and reports.**

**Learning Objectives**

Use the creation process to write emails and letters.  
Use the creation process to write a business proposal.  
Use the creation process to write a report.  
Use the creation process to generate an oral presentation about the business proposal.  
Practice professional writing skills, including clarity, precision, translation of jargon, and the use of professional grammar.

**9. Manage the interpersonal dynamics of small group communication, including leadership roles.**

**Learning Objectives**

Identify the roles involved in small group communication.  
Identify and study leadership roles within small group communication.  
Practice the roles involved in small group communication, including task roles and building/maintenance roles.  
Practice identifying and avoiding self-centered roles within group communication.  
Practice the processes of group problem-solving and decision-making.

**10. Practice question-asking, interview skills, and criticism/feedback skills.**

**Learning Objectives**

Write concise questions.

Practice positive interview skills.

Deliver and receive feedback in professional communication simulations.

Identify the differences between feedback and criticism.

**SCC Accessibility Statement**

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm, surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

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