


Course Outline

School:	Advancement
Department:	English and ESL
Course Title:	College Communications 1
Course Code:	COMM 160
Course Hours/Credits:	42
Prerequisites:	COMM 140, COMM 143
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Lucy Valentino and Michael Hume
Creation Date:	Summer 2005
Revised by:	Andrea Jacobs
Revision Date:	Fall 2017
Current Semester:	Fall 2018
Approved by:	

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

This course introduces the standards of college-level English. It enables the student to develop skills in academic writing, reading, sentence variety, and grammar. These language skills contribute to success in college programs and professional life.

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. analyze readings for main and subordinate ideas, meaning, organization, purpose, audience, tone and style;
2. utilize effective argumentation techniques;
3. articulate answers to questions from readings in a manner that is informed and coherent, using complete sentences in written or oral form;
4. compose well-written academic paragraphs and preliminary essays that support a main idea or thesis, are in response to a reading, and are appropriate for a specific audience;
5. incorporate paraphrased content from a reading into one's own writing while acknowledging the source appropriately;
6. write a variety of sentence types showing a clear understanding of grammar rules; and
7. apply proofreading, revision, and editing to written assignments to ensure correct spelling, syntax, and grammar.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Methods of Instruction

Lectures, Pair Work, Group Work

Text and other Instructional/Learning Materials

Text Book(s):

Lipschutz, G., Scarry, S., & Scarry, J. (2017). *The Canadian writer's workplace* (8th Ed.). Toronto: Nelson Education.

Packaged with Aplia

ISBN 7890176793227

Online Resource(s):

Aplia Online Learning Solution

Evaluation Scheme

- ✦ Writing Test #1: Students will write an extended paragraph in response to a textbook reading.
- ✦ Reading Tests: These tests will assess students' ability to clearly and effectively respond to reading comprehension and analysis questions. There may be two or three tests, as determined by the professor.
- ✦ Post-writing Assignments: Students will revise and edit their own work.
- ✦ Midterm Test: Students will complete reading comprehension/analysis questions and write an extended paragraph in response to a textbook reading.
- ✦ Writing Test #2: Students will write a preliminary essay in response to a textbook reading.
- ✦ Final Test: Students will complete a sight reading and write a preliminary essay in response to the reading.
- ✦ Aplia: Aplia is a Nelson online learning system which supports the content introduced in the textbook and tests students' skills on this content.
- ✦ Other Work: This may include in-class assignments, additional paragraphs or preliminary essays, other written responses, quizzes, and other reading/writing assignments.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Writing Test #1	2, 4, 5, 7	1, 2		10
Reading Tests	1, 3, 6, 7	1, 2	1	15
Post-writing Assignments	7	1		5
Midterm Test	1, 2, 3, 4, 5, 6, 7	1, 2		20
Writing Test #2	2, 4, 5, 6, 7	1, 2		15
Final Test	2, 4, 5, 6, 7	1, 2		20
Aplia	6, 7			10
Other Work		1		5
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

Students with permanent or temporary accommodations who require academic accommodations are encouraged to register with the Centre for Students with Disabilities (CSD) located at Ashtonbee (L1-04), Progress (C1-03), Morningside (Rm 190), and Story Arts Campus (Rm 284). Documentation outlining the functional limitations of a disability is required; however, interim accommodations pending receipt of documentation may be possible. This service is free and confidential. For more information, please email csd@centennialcollege.ca.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

SCHOOL OF ADVANCEMENT PLAGIARISM STATEMENT

Zero Tolerance for Plagiarism

Definition of Plagiarism: To present another person's ideas, writing, artistic work, drawings, images or data, etc. as one's own.

This includes: *Copying another person's work (including information found on the Internet and unpublished materials) without appropriate referencing include APA or MLA documentation styles, or any other preferred documentation styles as indicated by the college course instructor. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

*Presenting someone else's work, opinions, or theories as if they were one's own.

*Presenting another's substantial compositional changes to an assignment as one's own.

*Working collaboratively with others without the permission of the instructor on an assignment; then submitting the finished product as if it were created solely by the submitting individual.

*Submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor.

Adapted from: Centennial College Academic Honesty and Plagiarism Policy (2007) and Ryerson Student Code of Academic Conduct (2008)

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College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-

centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

COMM 160 does not provide the opportunity for PLAR assessment.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1	<p>Introductions</p> <p>Course Outline and Topical</p> <p>eCentennial</p> <p>Pre-course Writing Sample</p>	N/A	<p>Identify course expectations</p> <p>Complete Pre-course Writing Sample</p> <p>Define a respectful environment</p>	<p>Mini Lecture</p> <p>Discussion</p> <p>Individual, Partner, and/or Group Work</p>		1/22/2018
2	<p>Reading Strategies and Finding the Main Idea</p> <p>The Writing Process</p> <p>Academic Writing and Extended Paragraph Structure</p> <p>Aplia Orientation</p> <p>Grammar Topic</p>	<p>Why Am I Here p. v</p> <p>Chapter 14 - Understanding what You Read</p> <p>Chapter 18 - The Writing Process</p> <p>Chapter 19 - The Paragraph</p> <p>GRAMMAR Chapter 1 - Parts of Speech</p> <p>"How to Get Happily Married" (McKinnell) pp. 381-383</p>	<p>Use reading strategies and demonstrate independent reading skills (ongoing)</p> <p>Define the four stages of the writing process</p> <p>Define and use academic writing style and effective paragraph structure</p> <p>Identify direct and implied main ideas</p> <p>Use assigned grammatical rules effectively</p>	<p>Mini Lecture</p> <p>Discussion</p> <p>Individual, Partner, and/or Group Work</p>		
3	<p>Paragraph Outlines</p> <p>Model Extended Paragraph</p> <p>Topic Sentences and Supporting Details</p> <p>Paraphrasing and Acknowledging the Author</p> <p>Responding to Writing</p>	<p>Chapter 18 and 19 (continued)The extended paragraph</p> <p>Chapter 15 - Paraphrasing</p> <p>GRAMMAR Chapter 2 - Recognizing Subjects and Verbs</p> <p>"The Zen of Zzzzz" (Zerbisias) PP. 309-</p>	<p>Apply the writing process</p> <p>Deconstruct a model extended paragraph</p> <p>Compose clear topic sentences and effective supporting points</p> <p>Produce effective paraphrases of reading content with an appropriate lead-in</p> <p>Discuss assigned reading(s) (ongoing)</p> <p>Use assigned grammatical rules effectively</p>	<p>Mini Lecture</p> <p>Discussion</p> <p>Individual, Partner, and/or Group Work</p>	<p>Aplia Practice</p> <p>Total Aplia 10%</p>	2/5/2018

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Prompts Grammar Topic	311. "The Economic Cost of Depression" (Lamphier) pp.400-402.				
4	Effective Argumentation, Claims and Evidence Critical Thinking Responding to Reading Comprehension Questions Reading Analysis – Audience, Purpose, Tone, Style, Implied Meaning Grammar Topic	Chapter 25 - Argumentation Chapter 17 Answering the Question Chapter 21 Style GRAMMAR Chapter 3 and 4 - Verb Problems, Subject-Verb Agreement "Canada, My Canada" (Highway) pp. 384-386 "I Lost My Talk" (Joe) p. 387	Define argumentation and Critical Thinking Characterize and develop claims and evidence Write academic paragraphs that respond to an assigned reading Identify correctly constructed answers to reading questions Write correctly constructed answers to reading questions Integrate paraphrased ideas from a reading to support one's own writing Use assigned grammatical rules effectively	Mini Lecture Discussion Individual, Partner, and/or Group Work	Writing Test #1 (10%) Aplia 1	
5	Reading Analysis Writing in Response to Reading Responding to Questions about form, audience and purpose Grammar Topic	Chapter 17 -(continued) Answering the Question GRAMMAR Chapter 5 - Coordination "Love Hurts" (Yuen) pp. 351-353 Model: "A Monumental Experience" (unknown) pp. 342-343	Relate a reading's subordinate points to main ideas with an understanding of writing organization Differentiate between responses that are informed and coherent versus uninformed and incoherent Use coordinating conjunctions to create correctly punctuated compound sentences	Mini Lecture Discussion Individual, Partner, and/or Group Work	Writing Test #1 (15%) Aplia 2 NEXT WEEK - ENGAGEMENT WEEK	2/19/2018
6	Post-writing - Proofreading, Revision, and Editing Reading Discussion Writing Test #1	Chapter 19 The Paragraph Chapter 21 (continued) Style Chapter 22 Revising &	Differentiate between proofreading, revision, and editing Apply proofreading, revision and editing skills to both another writer's and one's own work Integrate dependent and independent clauses	Mini Lecture Discussion Individual, Partner, and/or Group Work	Paraphrasing Assignment Assigned (5%) Aplia 3	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Debrief Grammar Topic	Editing GRAMMAR Chapter 5 (continued) Subordination "Face to Face" (Bethune) pp. 430-432	into correctly punctuated complex sentences			
7	Reading Test 1 Grammar Topic Model Preliminary Essay p. 223	Chapter 14 (Continued) Understanding What You Read GRAMMAR Chapters 6 & 7 - Correcting Fragments and Run-Ons	Define and characterize a reading's audience and purpose Define and classify writing style and tone Define and infer a writer's implied meaning Discuss reading analysis and comprehension through clear and effective written or oral responses Identify and correct sentences that are run-ons and fragments	Mini Lecture Discussion Individual, Partner, and/or Group Work	Reading test 1 -10% Aplia 4	3/5/2018
8	Grammar Topic Revising and Editing From Paragraph to Preliminary Essay Preliminary Essay Outline	Chapter 22 Revising and Editing GRAMMAR Chapter 11 Punctuation "Selling Illusions" (Bissoondath) pp. 414-417	Demonstrate reading comprehension Write about topics related to readings using well-structured arguments Use assigned grammatical rules effectively	Mini Lecture Discussion Individual,	Aplia 5	
9	Preliminary Essay Structure and Development Thesis Statements Grammar Topic	Chapter 20 - Preliminary Essay and Thesis Statements GRAMMAR Chapter 9 - Pronouns "Grammar and Your Salary" (Harris) pp. 397-98	Identify effective preliminary essay structure Deconstruct a model preliminary essay Create well-structured thesis statements and preliminary essay outlines Analyze and discuss reading Use assigned grammatical rules effectively	Mini Lecture Discussion Individual, Partner, and/or Group Work	Preliminary Essay outline (5%) In class & Homework - drop box Aplia 6	3/26/2018
10	Preliminary Essay	Chapter 20 (continued)	Demonstrate reading comprehension and	Mini Lecture	Writing Test 2	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Outline and Development Paraphrasing, In-text Citations and References Grammar Topic	Preliminary Essay Chapter 24 - Documentation (continued) (pp. 265-284) GRAMMAR Chapter 8 Parallel Structure Chapter 12 - Capitalization "What Cuba Can Teach Canada" (Browne) pp. 424-426	analysis Create well-structured thesis statements in response to writing prompts based on a reading Outline and write preliminary essays that respond to an assigned reading Identify in-text citation and reference format to detail a reading's source Integrate ideas from a reading to support one's own writing, using appropriate acknowledgement Apply proofreading, revision, and editing to another writer's and one's own work	Discussion Individual, Partner, and/or Group Work	-15% Aplia 7	
11	In-text Citations and References (continued) Post-writing Debrief Grammar Topic	Chapter 24 Documentation (continued) GRAMMAR Chapter 10 - Modifiers Misplaced & Dangling "The Other Family" (Bannerji) pp. 403-407 OR Model: "A Tough Approach that Might Work" pp. 393-396 Sight Reading	Develop preliminary essay using clear structure and effective argumentation techniques Use in-text citations and reference list to acknowledge source of paraphrased content Apply grammatical rules to one's own writing	Mini Lecture Discussion Individual, Partner, and/or Group Work	Sight Reading Test #2 - 10% Aplia 8	4/9/2018
12	Thesis Statement Review Preliminary Essay Review Grammar Topic	GRAMMAR Appendix A - Distinguishing between Words Often Confused	Write three-point thesis statement with parallel structure Produce clear and coherent responses to reading questions Apply grammatical rules to one's own writing	Mini Lecture Discussion Individual, Partner, and/or Group Work	Aplia 9	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Writing Test Debrief Final Test Preparation		Review course content for Final Test			
13	Complete Final Test	N/A	Write Final Test	Individual Work	Final Test 25%	4/23/2018