


Course Outline

School:	Advancement
Department:	English and ESL
Course Title:	College Communications 2
Course Code:	COMM 170
Course Hours/Credits:	42
Prerequisites:	COMM 160, COMM 163, EN 160, ENGL 160
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Frank Gavin, Carol Baxter, Geri Dasgupta, David McCarthy, and Elizabeth Pearce
Creation Date:	Summer 2005
Revised by:	Philip Loosemore
Revision Date:	Winter 2018
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 focuses on the refinement of reading and writing skills and emphasizes clear, correct writing based on the process of composing, revising, and editing. It will include a review of sentence structure, grammar, diction, and punctuation. Essays and presentations produced in the course will analyze a variety of readings, texts, and discourses. The student will recognize and use a variety of structural and stylistic techniques, analyze audience, purpose, and tone, and develop critical reading and thinking skills.

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. read assigned material analytically to evaluate and demonstrate comprehension of each reading's thesis, explicit or implicit, and its development within that reading;
2. write coherent and grammatically correct essays in response to readings, developing and supporting a thesis appropriate to the intended audience and purpose;
3. apply the knowledge of essay structure, mechanics of writing, and the function of introductory, supporting, and concluding paragraphs to his or her own essay writing;
4. demonstrate the skills of editing and proofreading to compose, revise, and edit written assignments so that they are consistently free of errors in spelling, syntax, and grammar;
5. respond critically and deliver an oral presentation on topics under discussion with an awareness of the audience; and
6. integrate into his or her own writing quotations, paraphrases, and summaries. Cite parenthetical references, and create a basic Reference or Works Cited list in APA or MLA format.

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.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

**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*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

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

Methods of Instruction

Lectures, Presentations and Discussions

Text and other Instructional/Learning Materials

Text Book(s):

Gavin, F., Donville, E., & Vavrusa, D. Revised by Buchanan, D. (2015). *Effective Reading and Writing for COMM 170 and Beyond* (4th ed.). Toronto, ON: Pearson.

ISBN 1323188436

(This software does not allow for indentation and italicization to accommodate correct documentation of the book title).

Package ISBN 1323188436 contains textbook and MyWritingLab (MWL) for Composition

Online Resource(s):

Documentation for APA and MLA Centennial College:

<http://library.centennialcollege.ca/library/facultyandstaffresources>

MyCanadianComplab, ISBN: 1269130641

MyWritingLab for Composition, ISBN: 0132926334

Evaluation Scheme

- ⇒ Formative Assessments: These may include comprehension quizzes, an additional in-class essay, thesis exercises, summaries, paragraphs, documentation assignments, take-home assignments and in-class textbook assignments. No more than 15% of this may be done outside of class.
- ⇒ Mid-term Essay: This is a 500 to 700 word 5-paragraph analytical essay of the text. The essay questions must force students to focus on, and critique the readings.
- ⇒ Major Research Project: A major research project forms a part of the course. The Research paper must be submitted through Turnitin.com before handing in the assignment to the professor. It is recommended that students hand in an Originality Report with their assignments. This enables all students to check the originality of their work to avoid plagiarism. Students must keep a copy of their essays for their own records before handing in the assignment. This is a take-home research paper in which students analyze readings from the prescribed textbook as well as from other academically credible sources/readings. Students must document their essays in MLA or APA Format.

- ✦ Oral Presentations: Presentations are based on topics given by the instructor, or agreed upon between the instructor and the student. The presentations will be evaluated with the use of a presentation rubric.
- ✦ Final Essay: The Final Essay, written in class, is a 500-700 word analytical essay of readings from the text. The essay must document in-text citations according to proper documentation rules. There is no need for a Works Cited/Reference list at the end of the Final Essay.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Formative Assessments	1, 2	2, 7	2	30
Mid-term Essay	2, 3, 4	1, 2, 9		20
Major Research Project	1, 2, 3, 4, 6	7		20
Oral Presentations	5	2	2	10
Final Essay	1, 2, 3, 4	2		20
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).
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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.

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Course Policies

SCHOOL OF ADVANCEMENT PLAGIARISM STATEMENT

Zero Tolerance for Plagiarism

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 . Examples of 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 are 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, and 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

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required 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	Course Introduction 1. Course overview 2. Course Requirements and Gateway (assumed skills, expectations, academic honesty) 3. Core Concepts: Explaining Narratives and Arguments; Close Reading and Substantive Writing; Audience, Purpose, and Rhetorical Context	Course outline, selected supplementary materials	A. Identify the purpose of the course B. Identify community expectations (EES 8; GC&E 1) C. Identify the core characteristics of academic honesty (CLO 6, GC& E 1) D. Explicate a short piece of persuasive prose (PWS) (CLO 1, EES 1, 2)	mini-lecture, group discussion	Pre-Course Writing Sample (ungraded)	
2	Narrative Function 1. Narrative Structure 2. Narrative Elements 3. Integrating Textual Examples 4. Essay Structure (the Intro/ Concl) 5. Audience and Purpose	Selected textbook and supplementary readings Geddes, Growing up native (p. 50) Dallaire & Beardsley, Cri de coeur (p. 118)	A. Summarize a narrative (CLO 1, EES 7, GC&E 1) B. Identify the main message of a narrative (CLO 1, EES 7; GC&E 1) C. Integrate quotations and paraphrases (CLO 3, 4, 6, EES 7) [signal phrase; parenthetical citation] D. Write introductory and concluding paragraphs of essays using appropriate techniques, for specific audiences and purposes (CLO 2, 3; EES 2) E. Discuss effective discussion/ oral expression strategies (CLO 5; EES 8)	Writing workshops, mini-lectures, Q/A, read-alouds, group work	In-Class activity on essay structure (2%) CLO 3 EES 1, 2	
3	Narrative Form 1. Interpreting and Analyzing Narrative.	Selected textbook and supplementary readings Orwell, A hanging (p. 179)	A. Identify narrative strategies (CLO 1; GC&E 1) B. Identify core features of a body paragraph and essay middle (topic sentence, evidence,	Writing workshops, mini-lecture, group work	Reading Quiz (2%) CLO 1 EES 7	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	<p>2. Essay Structure (the Middle) and Essay Outlining</p> <p>3. Proofreading and Editing</p> <p>4. Effective Discussions and Presentations</p>	Hill, Black + white = black (p. 66)	<p>explanation, background, transitions and connectives) (CLO 2, 3; EES 2)</p> <p>C. Apply strategies to improve writing quality (i.e. editing: sentence structure, clarity, lexis, conventions) (CLO 4, EES 1)</p> <p>D. Apply strategies to eliminate surface errors and ready document for presentation (i.e. proofreading: cleaning and correcting typos, spelling, punctuation, grammar, formatting) (CLO 4, EES 1)</p> <p>E. Practice effective discussion/ oral expression strategies (CLO 5; EES 8)</p> <p>F. Outline a clear and coherent essay with appropriate structure and development (CLO 2, 3)</p>			
4	<p>Summarizing and Paraphrasing</p> <p>1. Reading Closely and Writing Substantively</p> <p>2. Paraphrasing meaning</p> <p>3. Identifying Main Points</p> <p>4. Writing and Revising as Process/ Steps</p> <p>5. Presentation Skills</p>	<p>Selected textbook and supplementary readings</p> <p>Wortham, Feel like a wallflower? (p. 95)</p> <p>Choy, I'm a banana and proud of it (p. 63)</p>	<p>A. Summarize an argument (text) accurately and precisely (CLO 1, 2; EES 2, 7)</p> <p>B. Identify the controversy and thesis of an argument (CLO 1, 2; EES 2, 7)</p> <p>C. Identify the main supporting points of an argument (CLO 1)</p> <p>D. Rewrite sentences for concision, variety (CLO 3, EES 1, 2)</p> <p>E. Analyze effective presentation strategies of organization and delivery (CLO 5)</p> <p>F. Apply the steps of the writing process (CLO 2, 3, 4)</p> <p>G. Deconstruct sample student midterm essays (CLO 1)</p>	Writing and presenting workshops, mini-lecture, group work	Take-Home Essay due (5%) (explanation-inquiry on narrative) CLO 1, 2, 3, 4, 6; EES 1, 2, 7; GC&E 1	
5	Explanation and Inquiry: An Approach to Sources	<p>Selected textbook and supplementary readings</p> <p>King, Why we crave</p>	<p>A. Identify the strongest/ weakest supports in an argument text (CLO 1, 2)</p> <p>B. Respond to an argument text through</p>	Writing workshops, mini-lectures, group work	Post-Writing Activity on the Take-Home (3%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	1. Exploratory/ inquiry-based writing 2. Revising for sentence style (concision, type) 3. Documentation techniques	horror movies (p. 123) Staples, Just walk on by (p. 86)	exploration/ inquiry (CLO 1, 2) C. Document with in-text parenthetical citation and references (author-date only) (CLO 3, 6; EES 7) D. Reduce sentence errors (fragments and run-ons) in own writing (CLO 4) E. Apply post-writing techniques to Take-home Essay following debrief (CLO 4)		CLO 3, 4 EES 8 Reading Quiz (3%) CLO 1 EES 7	
6	Research 1. Research techniques (2.0, library, databases) 2. Research as Inquiry	Selected textbook and supplementary readings	A. Locate relevant sources using web 2.0, library search bar and databases (CLO 6; EES 7) B. Deconstruct sample research essay (CLO 1, 2, 3, 4, 6) C. Use research inquiry to explore chosen reading (CLO 6; EES 7) D. Review essay writing, structure, and development (CLO 2, 3, 4)	Writing workshops, mini-lectures, group work	Research Inquiry assignment (3%) CLO 1, 6 EES 7	
7	Explanation Essay: Midterm Test	Selected textbook and supplementary readings	A. Explain the meaning of a text (explication) B. Apply strategies of essay structure and writing conventions CLO'S: 1, 2, 3, 4, 6 EES: 1, 2, 7	In-Class Essay Test	Midterm Essay (20%): Explanation/Inquiry essay CLO 1, 2, 3, 4, 6 EES 1, 2, 7	
8	Researched Analysis (I) 1. Assessing Sources 2. Literature Review	Selected textbook and supplementary readings McClelland, Distorted images (p. 98) Huang, The death of english (lol) (p. 28)	A. Deconstruct second sample research essay (CLO 1, 2, 3, 6; EES 7) B. Build the literature review of a research essay (CLO 1, 2, 3; EES 7) C. Assess research sources (CLO 1, 6) D. Review presentation strategies (CLO 5) E. Apply post-writing techniques to own writing (CLO 4)	Writing workshops, mini-lectures, group work	Post-writing activity on the Midterm (3%) CLO 3, 4 EES 8	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
9	Research Project Presentations	Selected textbook and supplementary readings	A. Persuade audience of the (evolving) thesis of an in-process research project	In-Class Presentations	In-Class Presentations (10%) CLO 5 EES 8	
10	Research Analysis (II) 1. Discussion and Analysis 2. Conventions of the Research Essay	Selected textbook and supplementary readings Ackerman, The brain on love (p. 108) Gore, The moment of truth (p. 194)	A. Outline a research essay (CLO 2, 3) B. Build the middle (e.g. discussion/ analysis sections) of a research essay (CLO 1, 2, 3) C. Apply writing conventions of a research essay (intro, middle, conclusion; references) (CLO 3, 4, 6; EES 1, 2) D. Revise sentences for clarity, concision, and variety (CLO 4) E. Correct mechanical and grammatical errors (CLO 4)	Writing workshops, mini-lectures, group work	Outline/ Analysis Activity for research project (2%) CLO 1, 3 EES 1, 2	
11	Researched Analysis (III) 1. Strengthening Use of Sources 2. Sequencing and Revising the Research Essay	Selected textbook and supplementary readings Waite & Gallagher, The case for marriage (p. 104) Brooks, Why I like to pay my taxes (p. 165)	A. Revise integrations of research sources (CLO 4, 6; EES 7) B. Sequence ideas (CLO 3) C. Apply revision strategies (CLO 3, 4)	Writing workshops, mini-lectures, group work	Peer Review Workshop (5%) CLO 5 EES 8	
12	Critical Analysis 1. Gaps, flaws and alternatives (for both affirmative and negative critiques)	Selected textbook and supplementary readings McQuaig, Killing machines (p. 145) Keller, The twitter trap (p. 25)	A. Assess the strengths and flaws of a text's point of view (including limitations, biases, etc.) (CLO 1; EES 7) B. Deconstruct sample critical analysis essay C. Outline a critical analysis essay	Writing workshops, mini-lectures, group work	Research-Driven Analysis Essay (20%) CLO 1, 2, 3, 4, 6 EES 1, 2, 7 Outline/ critique activity (2%) CLO 1, 2	
13	Critical Analysis	McQuaig, Killing machines; Keller, The twitter trap	A. Analyze the assumptions of an argument B. Analyze the logic of an argument	Writing workshop, mini-lecture, group activities and discussion		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
14	Critical Analysis Essay	Selected textbook and supplementary readings	<p>A. Critically analyze an article by assessing its strengths and flaws in terms of its point of view, assumptions, and conclusions/implications.</p> <p>B. Apply strategies of essay structure and writing conventions</p> <p>CLO'S 1, 2, 3, 4, 6 EES 1, 2, 7</p>	In-Class Final Essay	<p>Final Essay (20%)</p> <p>CLO 1, 2, 3, 4, 5 EES 1, 2, 7</p>	