COURSE OUTLINE: ENG0315 - ISSUES & PERSUASION

Prepared: General Arts and Science faculty

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	ENG0315: IDEAS, ISSUES AND PERSUASION
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course helps the CICE student, with the assistance of a learning specialist, to become effective communicators in society. It examines elements of critical thinking necessary for the successful exchange of information. The CICE student, with the assistance of a learning specialist, will respond to positions presented in scenarios, case studies or current affairs that they are likely to encounter. The CICE student, with the assistance of a learning specialist, will be challenged to identify problems and generate solutions supported by logical arguments. Emphasis will be placed on independent learning skills needed to adapt to a changing environment and on persuasive communication of ideas in order to facilitate creative problem solving for a variety of life situations. In this course, the principles of writing are taught through the writing process.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	**1120 - COMMUNITY INTEGRATN** VLO 1 Integrate fully in academic, social and community activities. VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning. VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of

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	others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	No Text is required
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.	1.1 Assess the validity of researched material 1.2 Recognize bias in researched materials 1.3 Order the material logically 1.4 Express opinions assertively 1.5 Define the issue 1.6 Recognize the different sides of an issue
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Demonstrate strong investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long and prospective employers.	2.1 Determine the reliability of reading material 2.2 Recognize bias 2.3 Make logical inferences and draw conclusions 2.4 Determine cause and effect 2.5 Recognize the author`s audience and purpose 2.6 Write persuasive documents 2.7 Use proofreading and editing techniques
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Recognize the elements of modern debate and its inherent bias and manipulation.	3.1 Identify the elements of modern debate 3.2 Write syllogisms 3.3 Locate syllogistic reasoning in articles 3.4 Use inductive/deductive reasoning to persuade an audience 3.5 Produce arguments that employ effective persuasive techniques 3.6 Examine the nature of persuasive language, tone, style, uses
Course Outcome 4	**Learning Objectives for Course Outcome 4**
Show personal growth by demonstration of effective interpersonal communication.	4.1 Recognize barriers to effective communication and know how to minimize them 4.2 Identify the characteristics of aggressive, passive, and assertive behaviour

Course Outcome 5	Learning Objectives for Course Outcome 5
Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments.	5.1 Identify the actual major and minor issues 5.2 Identify bias and its role 5.3 Demonstrate the strategies of creative thinking 5.4 Formulate possible approaches to issues 5.5 Prioritize approaches using a logical approach 5.6 Respond persuasively to the audience by using the skills of effective argument 5.7 Recognize fallacies in others` arguments 5.8 Recognize connotative and denotative language and the importance of semantics 5.9 Examine modern advertiser`s use of persuasive techniques 5.10 Recognize different types of authority as sources of evidence
Course Outcome 6	Learning Objectives for Course Outcome 6
Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.	6.1 Discuss controversial or challenging current issues 6.2 Use the strategies for effective and productive questioning 6.3 Demonstrate the ability to give helpful feedback in written and oral formats 6.4 Analyze persuasive writing for reliability, validity, soundness

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	20%
Evaluation of Persuasive Presentation	10%
Persuasive Presentation	20%
Tests	50%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	December 19, 2022
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.