



COURSE OUTLINE

OAD0105

Prepared: Amy Peltonen Approved: Sherri Smith

Course Code: Title	OAD0105: OFFICE COMMUNICATIONS I								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	17F								
Course Description:	This course allows students to develop the high-level grammar skills necessary for the Office Administration profession. Students will gain an understanding of and appreciation for the correct usage of the English language through extensive practical application. The role of the individual parts of speech and the standard rules of punctuation, capitalization, and number usage will be studied. Students will learn to write concise, meaningful sentences using an appropriate business vocabulary. Proofreading, editing, and spelling skills will be emphasized throughout the course.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	42								
This course is a pre-requisite for:	OAD0110								
Essential Employability Skills (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. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #5. Use a variety of thinking skills to anticipate and solve problems. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.								
Course Evaluation:	Passing Grade: 50%, D								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments, Participation, Attendance</td> <td>10%</td> </tr> <tr> <td>Test 1</td> <td>15%</td> </tr> <tr> <td>Test 2</td> <td>15%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments, Participation, Attendance	10%	Test 1	15%	Test 2	15%
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Test 3	15%
Test 4	15%
Test 5	15%
Test 6	15%

Books and Required Resources:

Canadian Business English by Mary Ellen Guffey, Carolyn M. Seefer, Patricia Burke, Cathy Witlox
 Publisher: Nelson Education Edition: 7th
 ISBN: 978-0-17-658296-8

Student's Oxford Canadian Dictionary by Katherine Barber (Editor-in-Chief, Canadian Dictionaries)
 Publisher: Oxford University Press Edition: 2nd
 ISBN: 978-0-19-542715-8

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.

Identify and use reference sources and materials.

Learning Objectives 1.

Identify three types of dictionaries and their contents
 Use the program-adopted Oxford dictionary confidently to determine spelling, meaning, pronunciations, syllabication, accent, word usage, and word history
 Access electronic dictionaries and reference materials

Course Outcome 2.

Identify and use correctly the eight parts of speech.

Learning Objectives 2.



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Recognize nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections
Recognize the function of each part in sentences
Compose simple and complex sentences accurately

Course Outcome 3.

Use correct grammar, syntax, spelling, and punctuation.

Learning Objectives 3.

Identify the function of commas, semi-colons, colons, and other commonly used punctuation
Apply the rules of number usage and capitalization correctly

Course Outcome 4.

Proofread using a variety of techniques.

Learning Objectives 4.

Identify the common proofreader marks used in editing
Find errors of spelling, grammar, punctuation, number usage, capitalization, and vocabulary in typical business documents

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.



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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.

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



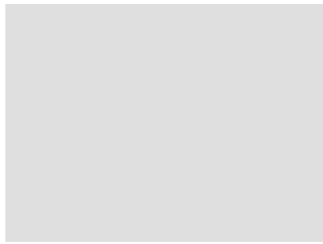
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assignment

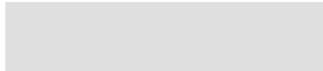
E. Evaluation:

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:

Wednesday, September 6, 2017



Please refer to the course outline addendum on the Learning Management System for further information.