



**I. COURSE DESCRIPTION:**

This course helps the CICE students develop the communication skills necessary to function at a modified level within the college setting, and to be successful in future employment in their area of concentration. Students also will employ effective documentation techniques with assistance. Editing abilities and document production will be enhanced through the use of all available tools, including technology. In this course, the principles of writing are taught through the writing process. This course, and its elements of performance will be modified to the student's individual abilities. An Educational Assistant will support the student in and outside of the classroom.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

**A. Learning Outcomes:**

1. Plan, develop, and write with assistance an introductory level expository essay (minimum of five paragraphs).
2. Be involved in the critiquing and editing of his or her written work in order to recognize ways to improve
3. Research information and document sources with one on one assistance.

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

1. Plan, develop, and write with assistance, an introductory level expository essay (minimum of five paragraphs).

**Potential elements of the performance:**

- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)
- Provide unity, coherence, and organizational structure
- Identify audience and purpose
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized paragraphs
- Employ post-secondary vocabulary
- Link ideas using transitional techniques

- Write clear, concise, grammatically-correct sentences that show variety in style

2.

Be involved in the critiquing and editing of his or her written work in order to recognize ways to improve

**Potential elements of the performance:**

- Computer generate, evaluate, edit, and revise to create effective expository documents
- Use language and style suitable to the purpose and audience
- Incorporate content that demonstrates critical thought
- Employ others as editors either in person or online
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using available software
- Produce documents according to Language and Communication Guidelines with on going assistance

4. . Research information with one on one assistance

**Potential elements of the performance:**

- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library effectively
- Locate and gather information from the most appropriate sources, including personal communication, print, databases, and the Internet

### III. TOPICS:

**Note:** These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Research, Documentation, and Library Skills
2. Editing Skills :
  - Students will be responsible for the ongoing practice of grammar fundamentals.
  - Students' specific learning needs will be identified from their writing
3. Sentence and Paragraph Development

4. Expository Writing using some of the following:
  - a) Example
  - b) Process Analysis
  - c) Comparison or Contrast
  - d) Cause or Effect
  - e) Division or Classification
  - f) Description or Observation
  - g) Definition
5. Production Skills:
  - Refer to the Language and Communication Guidelines

#### IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *College Writing Skills with Readings*, (3rd Canadian Edition) John Langan and Sharon Winstanley, McGraw-Hill Ryerson
2. Language and Communication Guidelines (provided)
3. Two 3.5 computer disks (dedicated to English)

#### V. EVALUATION PROCESS/ GRADING SYSTEM

(Refer also to the Language and Communication Guidelines.)

##### 1. Writing Fundamentals

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

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|--|-----|
| • Pre writing skills (completed outline) in prewriting stage | 15% |
| • One expository essay                                       | 25% |
| • Program related writing                                    | 15% |
| • Grammar and editing skills                                 | 15% |
| • Final examination  | 30% |

**Note: Professors will deduct marks for editing errors in final submissions.**

##### 2. Documentation and Research Skills

The sources of information used in research must be cited using a standard method of documentation (10%).

##### 3. Final Examination

Achievement of course learning outcomes will be measured by a final in-class examination to be proctored by the CICE program staff (30%).

**NOTES:**

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. Marking schemes for essays and other assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program area needs. However, the marking scheme for the CMM110 final examination will be standard throughout the department.

**METHOD OF ASSESSMENT (GRADING METHOD)**

Students will be assessed on the basis of their research and documentation skills, written assignments, tests, editing, and a final examination.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**NOTE:** Students may be assigned a mid-term grade of "F" for unsatisfactory performance.

**TIME FRAME**

Communication Skills CMM010 involves three periods per week for the semester. At least one hour per week will be in a computer lab. Students are expected to attend class and to participate in class activities.

**VI. SPECIAL NOTES:****Mid-Term Grades**

At **mid-term** one of the following grades will be assigned:

- S Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
- U Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
- F The course must be repeated; minimal performance has resulted in the course outcomes not being met

**VI. SPECIAL NOTES:****Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office so that support services can be arranged for you.

**Retention of Course Outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**Course Outline Amendments:**

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:**

**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:**

**A. 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.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant 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.