



COURSE OUTLINE

COURSE TITLE: Communication I
COURSE NO.: COM1112 **SEMESTER:** 1ST/2ND/3RD
PREREQUISITE: Various Post-Secondary
AUTHOR: Language and Communication Department
DATE: June 2012 **PREVIOUS OUTLINE DATED:** Sept 2011
APPROVED: _____ **DATE:** _____
TOTAL CREDITS: 3
PREREQUISITES: None
HOW TAUGHT: 2 + 1 Independent study

I. COURSE DESCRIPTION

The focus of this course is paragraph writing. Students will produce effective, college-level expository/response paragraphs to develop analytical skills to select and organize relevant evidence and other research materials. Writing components such as grammar, sentence structure, paragraph development, editing, and referencing are included.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

Upon successful completion of this course, the student will demonstrate the following:

- 1. Plan, develop, and produce clear, concise, and accurate post-secondary expository/response paragraphs critical and well-written work.

Elemental Elements of Performance

- Identify audience and purpose
- Write a clear, coherent, organized response in paragraph or multi-paragraph format
- Formulate rhetorical statements
- Support introductory statement with a plan of development Provide adequate and specific support
- Use ideas using transitional techniques
- Citing post-secondary language suitable to the purpose and audience
- Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective paragraphs
- Format documents according to program preferred style guides, e.g., APA or the Language and Communication Guidelines

2. Develop grammar fundamentals to ensure appropriate usage.

Elemental Elements of Performance

- Write clear, concise, grammatically correct sentences that show variety in style
- Use available resources as required

3. Research and read critical sources critically.

Elemental Elements of Performance

- Identify and list up the vocabulary
- Identify the scope of the information required (distinguish primary and secondary research)
- Use the library resources effectively
- Locate and gather information from the most appropriate sources: print, database, program-related journals and general interest articles, and the Internet
- Check for accuracy, currency and credibility of source
- Determine author's intent, methods, and bias
- Determine main points and supporting points
- Evaluate and evaluate the information, and draw conclusions about how it can be used

4. Integrate research effectively and responsibly.

- Evaluate sources of information.
- Select source material that is relevant, important, and useful for inclusion.
- Integrate research using quotations, paraphrases, and summaries.
- Document sources using in-text citations and reference lists.

II. TOPICS

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

1. Expository/Response writing (single and/or multi-paragraph form etc.)
2. Grammar and Editing skills (students may be required to work independently on grammar (e.g., within the research topic) worksheet)
3. Evidence and paragraph-development
4. Library, research, and documentation skills
5. Integration and documentation of source material

K. REQUIRED RESEARCH/TEXT/AUTHORS

1. Hag, J., MacMillan, V., & Raske, G. (2010). *Class & source: An APA documentation guide* (Revised 2nd ed.). Toronto: Nelson.
2. Rhetorika, J., Connolly, B., & Brown, S. (2012). *Canadian writer's resource* (2nd ed.) (Revised). Toronto.
3. Language and Communication Guidelines provided by professor.
4. LMS resources provided by professor.

V. EVALUATION PROCEDURE/GRADING SYSTEM

(Refer also to the Language and Communication Guidelines.)

Some expository writing assignments can include research and documentation, as determined by the professor.

The professor will announce which of the following will be completed in class under test conditions (minimum of 20% in addition to final exam).

- Expository/Response paragraph writing, without research 10%
- Grammar and editing skills 10%
- Research/Writing Guidelines Folder 10%

• Research paragraph(s) (academic honesty as a topic)	20%
• Research	20%
• Documentation	10%
• Final exam (in-class research paragraph(s))	20%
Total	100%

- Notes:**
- This course requires the student to complete two hours of classroom instruction and one hour of independent work weekly.
 - Professors will deduct marks for grammar and fundamental errors in final submissions.
 - The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students and to respond to program area needs.
 - Though online assignments and reading activities will vary from professor to professor, the learning objectives for this final exam will be identical throughout the department.
 - Some of the assignments may be in conjunction with program-related assignments, as specified in the syllabus.
 - All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor. Unapproved collaboration constitutes academic dishonesty and will be treated as such.

The following semester grades will be assigned to students:

Grade	Percentage	Credit Hours Equivalent
A	80-100%	4.00
B	70-79%	3.00
C	60-69%	2.00
D	50-59%	1.00
F/Fair	40% and below	0.00

- CR (Credit) Credit for diploma requirements has been awarded.
- S Satisfactory achievement in final/clinical placement or non-graded subject area.
 - U Unsatisfactory achievement in final/clinical placement or non-graded subject area.
 - X An honorary grade limited to situations with extenuating circumstances giving an honor distinction 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: Grades of S or W indicate a student's performance in a course to the time of mid-term, and not successful or unsuccessful completion of the course. A mid-term grade of F indicates that the course cannot be successfully completed by the student, and must be repeated.

V. SPECIAL NOTES:

Attendance:
 Good College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students

are encouraged to attend all of their scheduled learning and evaluation sessions. The emphasis is on time and learning for the duration of the scheduled session.

Plagiarism
Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. The professor/instructor may impose one or more of the following College sanctions: letter of warning, suspension, dismissal, letter of probations, suspension, and/or being placed on probation. In order to protect students from plagiarism, to protect the copyright of the material referenced, and to meet the needs of the students, in the name of the department to employ a documentation format for referencing source materials.

Other Learning Requirements
Students who wish to receive credit transfer (advanced standing) should obtain an application for Advanced Credit from the Academic Advisers, Community Services Programs, in 2221. Students will be required to provide an official transcript and course outline related to the course. Please refer to the Student Academic Calendar of events for the deadline. Check for your learning may also be given upon successful completion of a challenge exam or portion. Schedule course information is available in the Registrar's office.

VI. COURSE OUTLINE ADDENDUM
The provisions contained in the addendum located on the portal form part of this course outline.