



COURSE OUTLINE: POL0105 - POLITIC SCIENCE-CAN

Prepared: Aaron Zuccato

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

Course Code: Title	POL0105: POLICAL SCIENCE - A CANADIAN PERSPECTIVE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W
Course Description:	The aim of this course is to make Canadian politics a meaningful subject matter for all students. We will discuss the sources of our political system and examine the structure of government at all levels. The students in the CICE Program, with the assistance of the Learning Specialist, will identify issues and problems in Canada and question how they are dealt with by government. This will lead to an increased awareness of the ever-changing political scene in Canada and to greater participation in the political process.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
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 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 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.
General Education Themes:	Civic Life Social and Cultural Understanding
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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for graduation.

Books and Required Resources:

Canadian Politics by Rand Dyck
Publisher: Nelson Canada Edition: Concise 5th
ISBN: 9780176503437

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
1. Recognize the major issues of Canadian politics.	1.1 Describe the concept of representative democracy 1.2 Explain federalism 1.3 Identify the political regions of Canada
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify the origins and shaping of the Canadian political system.	2.1 Examine the geography of Canada as it relates to population, resources and economic strength 2.2 Review the relationship between English and French Canada historically and today 2.3 Discuss the historical evolution of Aboriginal-European interaction 2.4 Identify the influence of the United States on Canada's culture and politics
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain the party system in Canada and our electoral process.	3.1 Identify the attributes of various political parties and their ideologies 3.2 Understand the functions and roles of political parties 3.3 Review the Canadian electoral system - current practices and proposed reforms 3.4 Assess various aspects of Canadian voting behaviour
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Describe the operation of the Canadian parliamentary system.	4.1 Discuss the functions of the three branches of government 4.2 Review possible avenues of Senate reform 4.3 Describe how legislation is passed in Parliament 4.4 Identify stages and types of legislation 4.5 Outline the policy making process
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Explain the meaning and significance of federalism in Canada, and describe the framework of the Constitution.	5.1 Relate the origins of the concept of federalism in Canada 5.2 Describe the separation of federal and provincial powers under the Constitution Act 5.3 Review the different sections of the constitution and evaluate the strengths and weakness of specific areas, particularly the Charter of Rights and Freedoms 5.4 Outline the attempts at constitutional change since 1980
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Discuss the use and abuse of power in	6.1 Explain the powers of the Prime Minister and the Cabinet 6.2 Describe the authority of Parliament and become cognizant

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	government.	of its checks and balances 6.3 Discuss the relationship between the government and the opposition 6.4 Distinguish between a majority and minority government
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Evaluate Canada's chances of survival as a nation.	7.1 Describe regional development and inequalities across Canada 7.2 Discuss programs that have been adopted to reduce inequality 7.3 Explain the question of bilingualism and Quebec's constitutional requirements 7.4 Relate the issues that Indigenous people see as important and need to be resolved
	Course Outcome 8	Learning Objectives for Course Outcome 8
	8. Identify current issues facing Canadian government/society.	8.1 Present and discuss current happenings in Canadian society 8.2 Identify the many ways in which government action affects your life 8.3 Recognize how world issues impact government actions 8.4 Reflect on how a citizen's actions can impact government decisions

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignment(s)	20%
Attendance & Participation	5%
Presentation of Current Events	5%
Tests	70%

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.

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.

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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 18, 2020

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

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