



## COURSE OUTLINE: GAS0120 - CANADA, EH!

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<b>Course Code: Title</b>	GAS0120: CANADA, EH!
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	18F, 19W, 19S
<b>Course Description:</b>	What does it mean to be Canadian? This course will examine the people of Canada and aspects of life, such as food, music, television, art, language, traditions, etc. By examining our diversity, we will come to understand that there is more than one Canadian identity.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	GAS120
<b>Essential Employability Skills (EES) addressed in this course:</b>	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.
<b>General Education Themes:</b>	Arts in Society Civic Life Social and Cultural Understanding Science and Technology
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Course Outcomes and</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning



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**Learning Objectives:**

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explore the concept of 'Canadian identity'.	1.1 Examine generalizations about the people of Canada, including language, behaviours, etc. 1.2 Discuss iconic images related to Canada. 1.3 Discuss how geography plays a role in forming identity.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Gain an understanding of the peoples of Canada and multiculturalism.	2.1 Examine and reflect on the history of the First Nations people of Canada. 2.2 Examine patterns/waves of immigration. 2.3 Reflect on immigration policies and subsequent government actions. 2.4 Define multiculturalism as it relates to Canadian identity. 2.5 Recognize the significance of the Canadian Multiculturalism Act.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Examine the historical factors that have contributed to Canada's uniqueness.	3.1 Examine and discuss the role the following had in creating a Canadian identity: 3.1a Participation in WWI and WWII 3.1b Connection to the British monarchy, pre- and post-Confederation. 3.1c Creation of the Canadian flag. 3.1d Implementation of universal healthcare and social assistance. 3.1e Political stance on climate change, peacekeeping, preservation of the environment, etc. 3.1f National media, such as TV and radio.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Identify Canadians who have helped shape Canadian identity.	4.1 Discuss Canadians who have contributed to creating a positive Canadian identity. 4.2 Discuss inventions created by Canadians and their impact. 4.3 Investigate and report on one additional Canadian who has helped to create a positive Canadian identity. 4.4 Investigate and report on one additional invention created by a Canadian.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Research about and report on one additional piece of 'Canadiana'.	5.1 Identify and research one additional aspect of Canadian culture, for example, - food item - art - iconic art, artist, style of art - media - programming in general, one specific radio or TV program or film - music - one musician or group or type of Canadian music - iconic image, tradition, custom - wildlife
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Compare/contrast the cultural regions of Canada:	6.1 Examine the uniqueness of the different regions: media,



The Atlantic Provinces, Quebec, Ontario, The Prairie Provinces, British Columbia, The North.	music, pop culture, film, literature, art, food, sports, events, traditions, iconic images, customs, languages, geography, wildlife, etc.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. `Experience` a region of Canada.	7.1 Research, design, and journal either one specific area of one region of Canada OR a land-based trip of approximately 1000km (600 miles)in Canada. 7.2 Discuss all encounters, including media, music, pop culture, film, literature, art, food, sports, events, traditions, iconic images, customs, languages, geography, weather, wildlife, etc. 7.3 Reflect on the experience as you travel. 7.4 Plan and deliver class presentation.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
In-class Responses/Class Shares	15%	
Quiz	15%	
Short Reports	30%	
Travel Experience PPT	30%	
Travel Experience Presentation	10%	

**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.
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:**

August 27, 2018

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

