



COURSE OUTLINE: CMM0115 - COMMUNICATIONS I

Prepared: Rhett Andrew

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

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| Course Code: Title | CMM0115: COMMUNICATIONS I FOR CICE |
| Program Number: Name | 1120: COMMUNITY INTEGRATN |
| Department: | C.I.C.E. |
| Semesters/Terms: | 19F, 20W, 20S |
| Course Description: | This course is designed to help students develop the skills necessary to communicate effectively in their programs and at the college level. Students will think critically to capture the meaning messages and respond appropriately, produce coherent, clear paragraphs, and purposefully research and responsibly integrate credible sources into their own writing. Emphasis is placed on the writing process, from planning to revising, while providing opportunities to explore various modes of communication. |
| 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: | <p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> |
| Course Evaluation: | Passing Grade: 50%, D |
| Other Course Evaluation & Assessment Requirements: | Some programs require a different passing grade. This information will be relayed to you via your program coordinator. |
| Books and Required Resources: | Sault College APA Quick Guide by Language and Communication Department Publisher: Sault College Edition: 2nd |



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

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 |
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| 1. Employ critical thinking skills to comprehend and formulate ideas. | 1.1 Identify, deduce, and infer meaning in various media 1.2 Discern between opinion and fact, bias and objectivity 1.3 Recognize the structure of a well-developed argument 1.4 Utilize sound structure and suitable support to articulate one's point of view 1.5 Employ a systematic approach along with creative problem skills to anticipate and solve communication challenges 1.6 Evaluate, analyze, and synthesize ideas in communication 1.7 Process feedback regarding, and objectively self-evaluate, one's communication |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| 2. Plan and produce clear, concise, and fully developed post-secondary paragraphs, critique and edit written work. | 2.1 Use electronic and other prewriting techniques to develop and organize ideas 2.2 Identify and employ some rhetorical modes: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition 2.3 Formulate controlling ideas 2.4 Support controlling idea with a plan of development 2.5 Write unified, well-organized paragraphs 2.6 Provide adequate and specific support 2.7 Provide unity, coherence, and organizational structure 2.8 Link ideas using transitional techniques 2.9 Employ post-secondary language and tone suitable to the purpose and audience 2.10 Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective expository paragraphs 2.11 Format documents according to program-preferred style guides, e.g., APA or the Sault College APA Quick Guide 2.12 Write clear, concise, grammatically-correct sentences that show variety in style |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Research and read various sources critically. | 3.1 Identify and look up new vocabulary 3.2 Distinguish between primary and secondary research 3.3 Use the library resources effectively 3.4 Locate and gather information from the most appropriate sources: print, databases, program-related journals and general interest articles, and the Internet 3.5 Employ electronic tools, including files/folders, references and review tabs, and database functions, to acquire, process, and organize information 3.6 Check for accuracy, currency, and credibility of sources 3.7 Determine author's intent, emphasis, and ideas 3.8 Determine main points and supporting points 3.9 Examine and evaluate information, and draw conclusions about how it can be used |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |



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| 4. Integrate research effectively and responsibly. | 4.1 Base ideas on, and support ideas with, source material 4.2 Select source material that is relevant, important, and useful for inclusion 4.3 Integrate research using quotation, paraphrase, and summarization 4.4 Employ a variety of transitional and analytical language to introduce and elaborate on source material 4.5 Document sources using in-text citations and reference lists |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 5. Write an effective academic summary. | 5.1 Employ analytic reading techniques to identify the purpose, intended audience, and main and supporting ideas of the source 5.2 Include the necessary information in the summary: author, citation, title of source, main idea, supporting ideas, and conclusion 5.3 Properly paraphrase throughout summary, employing suitable diction and tone 5.4 Write concisely and correctly |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|------------------------------------|--------------------------|
| 1. Reading, response, and research | 55% |
| 2. Activities | 20% |
| 3. Research assignment | 25% |

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:

July 14, 2019

Addendum:

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

