



**I. COURSE DESCRIPTION:**

This course helps students to become effective communicators in society. It examines elements of critical thinking necessary for the successful exchange of information. Students will respond to positions presented in scenarios, case studies or current affairs that they are likely to encounter. They will be challenged to identify problems and generate solutions supported by logical arguments. Emphasis will be placed on independent learning skills needed to adapt to a changing environment and on persuasive communication of ideas in order to facilitate creative problem solving for a variety of life situations. In this course, the principles of writing are taught through the writing process.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes:**

1. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.
2. Demonstrate strong investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long learners and prospective employers.
3. Recognize the elements of modern debate and its inherent bias and manipulation.
4. Show personal growth by demonstration of effective interpersonal communication.
5. Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments.
6. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.

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

Upon successful completion of this course, CICE students with the assistance of a Learning Specialist will demonstrate the ability to:

1. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.

**Potential elements of the performance:**

- Assess the validity of researched material
- Recognize bias in researched materials
- Order the material logically
- Express opinions assertively
- Define the issue
- Recognize the different sides of an issue

2. Demonstrate investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long and prospective employers.

**Potential elements of the performance:**

- Determine the reliability of reading material
  - Recognize bias
  - Make logical inferences and draw conclusions
  - Determine cause and effect
  - Recognize the author's audience and purpose
  - Write persuasive documents
  - Use proofreading and editing techniques
3. Recognize the elements of modern debate and its inherent bias and manipulation.

**Potential elements of the performance:**

- Identify the elements of modern debate
  - Write syllogisms
  - Locate syllogistic reasoning in articles
  - Use inductive/deductive reasoning to persuade an audience
  - Produce arguments that employ effective persuasive techniques
  - Examine the nature of persuasive language – tone, style, uses
4. Show personal growth by demonstration of effective interpersonal communication.

**Potential elements of the performance:**

- Recognize barriers to effective communication and know how to minimize them
- Identify the characteristics of aggressive, passive, and assertive behaviour
- Anticipate audience response to a viewpoint by assessing their characteristics and interests
- Employ effective interpersonal communication strategies in collaborative work

5. Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments.

**Potential elements of the performance:**

- Identify the actual major and minor issues
- Identify bias and its role
- Demonstrate the strategies of creative thinking
- Formulate possible approaches to issues
- Prioritize approaches using a logical approach
- Respond persuasively to the audience by using the skills of effective argument
- Recognize fallacies in others' arguments
- Recognize connotative and denotative language and the importance of semantics
- Examine modern advertising's use of persuasive techniques
- Recognize different types of authority as sources of evidence

6. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.

Potential elements of the performance:

- Discuss controversial or challenging current issues
- Use the strategies for effective and productive questioning
- Demonstrate the ability to give helpful feedback in written and oral formats
- Analyze persuasive writing for reliability, validity, soundness

### 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. **Critical thinking for informed citizenship**
2. **Exploring reasoning through contemporary issues**
3. **Foundations of persuasion**
4. **Ethical considerations in persuasive argument**
5. **Elements of interpersonal communication in collaborative work**
6. **The elements and value of making presentations**

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

**There is not textbook required for this course. The professor will provide any handouts needed.**

### V. EVALUATION PROCESS / GRADING SYSTEM:

#### MAJOR ASSIGNMENTS AND TESTING

(Refer also to the Language and Communication Guidelines)

Students will be assessed on the basis of evaluation skills, oral presentations, persuasive documents, and written assignments.

1.	Tests	<b>30%</b>
2.	Assignments	<b>40%</b>
3.	Persuasive Presentation	<b>20%</b>
4.	Evaluation of Presentation	<b>10%</b>
		<b>100%</b>

**Notes:**

1. Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for 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 areas.

The following letter grades will be assigned in accordance with college policy.

<b>Grade</b>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

### **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                            |

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## **VI. SPECIAL NOTES**

### Attendance:

Sault 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. This implies arriving on time and remaining for the duration of the scheduled session.

### Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

### The Addendum:

The provisions contained in the Addendum are located on the student portal. Students are responsible for becoming familiar with this information.

**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. 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 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.