


# Course Outline

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School:	Advancement
Department:	English and ESL
Course Title:	College Communications 2
Course Code:	COMM 170
Course Hours/Credits:	42
Prerequisites:	Direct Placement or COMM 160
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Frank Gavin, Carol Baxter, Geri Dasgupta, David McCarthy, and Elizabeth Pearce
Creation Date:	Summer 2005
Revised by:	Denvil Buchanan, Andrea Jacobs, Philip Loosemore
Revision Date:	Summer 2015
Current Semester:	Fall 2015
Approved by:	

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Chairperson/Dean

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*Students are expected to review and understand all areas of the course outline.*

*Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.*

*This course outline is available in alternative formats upon request.*

## Course Description

This course focuses on the refinement of reading and writing skills and emphasizes clear, correct writing based on the process of composing, revising, and editing. It will include a review of sentence structure, grammar, diction, and punctuation. All essays written in the course will analyze assigned readings. The student will recognize and use a variety of structural and stylistic techniques, analyze audience, purpose, and tone, and develop critical reading and thinking skills.

## Program Outcomes

N/A

## Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. read assigned material analytically to evaluate and demonstrate comprehension of each reading's thesis, explicit or implicit, and its development within that reading;
2. write coherent and grammatically correct essays in response to readings, developing and supporting a thesis appropriate to the intended audience and purpose;
3. apply the knowledge of essay structure, mechanics of writing, and the function of introductory, supporting, and concluding paragraphs to his or her own essay writing;
4. demonstrate the skills of editing and proofreading to compose, revise, and edit written assignments so that they are consistently free of errors in spelling, syntax, and grammar;
5. respond critically and deliver an oral presentation on topics under discussion with an awareness of the audience; and
6. integrate into his or her own writing quotations, paraphrases, and summaries. Cite parenthetical references, and create a basic Reference or Works Cited list in APA or MLA format.

## Essential Employability Skills (EES)

The student will reliably demonstrate the ability to\*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

*\*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

## Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to\*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

*\*There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

## Methods of Instruction

Lectures, Presentations and Discussions

## Text and other Instructional/Learning Materials

### Text Book(s):

Gavin, F., Donville, E., & Vavrusa, D. Revised by Buchanan, D. (2015). *Effective Reading and Writing for COMM 170 and Beyond* (4th ed.). Toronto, ON: Pearson.

ISBN 1323188436

(This software does not allow for indentation and italicization to accommodate correct documentation of the book title).

Package ISBN 1323188436 contains textbook and MyWritingLab (MWL) for Composition

### Online Resource(s):

Documentation for APA and MLA Centennial College:

<http://library.centennialcollege.ca/library/facultyandstaffresources>

MyCanadianComplab, ISBN: 1269130641

MyWritingLab for Composition, ISBN: 0132926334

## Evaluation Scheme

- ⇒ Formative Assessments: These may include comprehension quizzes, an additional in-class essay, thesis exercises, summaries, paragraphs, documentation assignments, take-home assignments and in-class textbook assignments. No more than 15% of this may be done outside of class.
- ⇒ Mid-term Essay: This is a 500 to 700 word 5-paragraph analytical essay of the text. The essay questions must force students to focus on, and critique the readings.
- ⇒ Major Research Project: A major research project forms a part of the course. The Research paper must be submitted through Turnitin.com before handing in the assignment to the professor. It is recommended that students hand in an Originality Report with their assignments. This enables all students to check the originality of their work to avoid plagiarism. Students must keep a copy of their essays for their own records before handing in the assignment. This is a take-home research paper in which students analyze readings from the prescribed textbook as well as from other academically credible sources/readings. Students must document their essays in MLA or APA Format.
- ⇒ Oral Presentations: Presentations are based on topics given by the instructor, or agreed upon between the instructor and the student. The presentations will be evaluated with the use of a presentation rubric.
- ⇒ Final Essay: The Final Essay, written in class, is a 500-700 word analytical essay of readings from the text. The essay must document in-text citations according to proper documentation rules. There is no need for a Works Cited/Reference list at the end of the Final Essay.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Formative Assessments	1, 2	2, 7	2	30
Mid-term Essay	2, 3, 4	1, 2, 9		20
Major Research Project	1, 2, 3, 4, 6	7		20
Oral Presentations	5	2	2	10
Final Essay	1, 2, 3, 4	2		20
<b>Total</b>				<b>100%</b>

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

## Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

## Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- English-Additional Language (e.g. English-Chinese) or Additional Language-English (e.g. Russian-English) dictionaries may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

## Program or School Policies

### School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment

on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

## Course Policies

### SCHOOL OF ADVANCEMENT PLAGIARISM STATEMENT

#### Zero Tolerance for Plagiarism

Plagiarism: to present another person's ideas, writing, artistic work, drawings, images or data etc, as one's own. This includes:

\*Copying another person's work (including information found on the Internet and unpublished materials) without appropriate referencing . Examples of appropriate referencing include APA or MLA documentation styles, or any other preferred documentation styles as indicated by the college course instructor. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

\*Presenting someone else's work, opinions, or theories as if they are one's own.

\*Presenting another's substantial compositional changes to an assignment as one's own.

\*Working collaboratively with others without the permission of the instructor on an assignment, and then submitting the finished product as if it were created solely by the submitting individual.

\*Submitting the same work, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the instructor.

Adapted from: Centennial College Academic Honesty and Plagiarism Policy (2007) and Ryerson Student Code of Academic Conduct (2008)

College Communications 2 CENTENNIAL COLLEGE COMM-170

Rev. COLT: May 2010 CENTENNIAL COLLEGE 7

## College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit [www.centennialcollege.ca/about-centennial/college-overview/college-policies](http://www.centennialcollege.ca/about-centennial/college-overview/college-policies).

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

## PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Semester:	Fall 2015	Professor Name:	Caroline Stephens
Section Code:	019	Contact Information:	Phone: 416-289-5000, ext 4163 Email: csteph19@my.centennialcollege.ca
Meeting Time & Location:	Mondays from 3:30 p.m. to 6:20 p.m.	Office Hours:	By appointment: Monday, Wednesday, Thursday, Friday
Last Date to Drop Course:	11/16/2015	Delivery Method:	Lecture, Discussion, Individual and groupwork
Additional Information:	Best way to reach me is by email.		

Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1 Week 2 Begin - Week 1 is Labour Day	<p>Course Introduction: Classroom rules, Instructor and Student Introductions.</p> <p>Pre-Course Writing Sample (0%)</p> <p>Importance of communication through ECentennial</p> <p>Begin the discussion of essay structure and organization, which will be addressed more fully in Week 2.</p> <p>Overview of all major class assignments</p>	<p>Students' Online Reading Responsibilities: College Policies, Course Outline, and Weekly Topical</p>	<p>Apply the knowledge of essay structure, of mechanics, and of the function of introductory, supporting, and concluding paragraphs to his or her own writing.</p>	<p>Professor presentation followed by general discussion of course expectations and guidelines</p>		
2 Week 3	<p>Analysis of "The Appeal of the Androgynous Man" (pages 8-11).</p> <p>Expository Writing:</p>	<p>Essay structure and organization materials</p> <p>Rhetorical and literary devices handout</p>	<p>Read assigned material analytically to evaluate and demonstrate comprehension of each reading.</p> <p>Identify language used to express different types of tone.</p>	<p>Small and large group class discussion</p> <p>Group work prep for presentation in Week 3.</p>	<p>Summary of "The Appeal of the Androgynous Man" 2%</p>	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Narrative and Tone  Group work for "The Truth About Lying" page 175 - to be presented in week 3 - 2%	Textbook: "The Essay" (pp. 250-271)  Textbook: "Salvation" by Langston Hughes  "The Truth About Lying" by Judith Viorst  Lying handout	Identify narration in reading.  Identify author's purpose, thesis and argument and demonstrate knowledge in writer and oral form.			
3 Week 4	Expository Writing: Purpose and Audience  Comparison, Contrast and Example continued from Week 2.  Documentation techniques  Summary and paraphrase	Expository Writing: Textbook (pp. 272-286)  Textbook: "Black + White = Black" Hill, page 66  "I Have a Dream" Handout  The APA Style of Documentation (pp. 425-455) Handout of "Gen Y" article by Sarah Hampson  "Using Sources in Your Writing" (pp. 331-348)  "Research Writing" (pp. 349-388)  Website: <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a> )	Read assigned material analytically to evaluate and analyze structure of reading. Identify purpose, main idea, supporting ideas, and audience.  Integrate into one's own writing quotations, paraphrases, and summaries. Cite parenthetical references or Works Cited list in APA or MLA format.	Professor presentation and class discussion Use PowerPoint  Video of MLK "I Have a Dream"	Group oral presentatio s 2%)  Documentatio n Assignment: References exercises, or an assignment on summarizing or paraphrasing (5%)	
4 Week 5	Sentence Structure and Punctuation (pp. 287-323)  Classification and	Sentence Structure Handout and/or sentence and writing mechanics activities in the textbook (pp. 287-	Demonstrate the skills of editing and proofreading to compose, revise, and edit written assignments so that they are consistently free of errors in spelling, syntax, and grammar.	Professor presentation and class discussion: small and large group discussions.	Formative Assessment  Thesis Exercise -	



Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	<p>Division as a Rhetorical Mode: See textbook example (pp. 283-284)</p> <p>Purpose, Audience, Literary Devices, Structure</p> <p>Writing the Essay: Parallel structure, Introduction, Thesis, Body, and Conclusion.</p>	<p>323)</p> <p>Textbook: "Writing the Essay" (pp. 249-271)</p> <p>"Parallel Structure" (pp. 287-293)</p> <p>Textbook: "What I Have Lived For" Russell, page 159</p>	<p>Read assigned material analytically in classification and division to demonstrate comprehension of each reading's thesis, explicit or implicit, and its development within that reading.</p> <p>Demonstrate ability to write thesis statements.</p> <p>Identify various strategies for effective introductions and conclusions.</p>	<p>The Sample Student Essays (pp. 327-330) could be used to demonstrate how to compose, edit, and publish the final copy of an essay.</p>	<p>Thesis + POD (5%)</p>	
5 Week 6	<p>Different rhetorical modes and techniques used by authors to present material</p> <p>Expository Writing</p> <p>Tone: sarcasm, irony, audience, and literary devices</p> <p>Sign-up for oral presentations</p>	<p>Expository Writing: Textbook (pp. 272-286)</p> <p>Textbook: Effective Reading and Writing for COMM 170 and Beyond</p> <p>Textbook: "The Moment of Truth" by Gore, page 194 "Why I Like to Pay My Taxes" Brooks, page 165</p>	<p>Demonstrate the skills of editing written assignments so that they are consistently free of errors in spelling, syntax, and grammar.</p> <p>Demonstrate the skill of paragraph development in analytical essay.</p> <p>Identify elements of literary writing.</p> <p>Integrate citations of ideas from a reading.</p>	<p>Professor presentation and class discussion: small and large group discussions</p> <p>Use PowerPoint for oral presentations</p>	<p>Formative Assessment</p> <p>Grammar quiz (5%): Sentence Structure, Verb Tenses, Subject/Verb Agreement, and/or Punctuation.</p>	
6 Week 7	<p>Assign Essay 2 (20%). This is the take-home essay #2, which is in response to assigned readings (Documented with references to the primary text only.) This is due in week 11. In-class</p>	<p>Take Home assignment (Research Paper) instruction handout</p> <p>Textbook: Effective Reading and Writing for COMM 170 and Beyond: "Student Sample Essays" (pp. 327-330)</p>	<p>Read, comprehend, analyze, and prepare articles for discussion and analysis.</p>	<p>Essay #2: Plan/Outline discussion</p> <p>Students will write first major in-class essay under test conditions and rules outlined in course outline.</p>	<p>Mid-term essay 20%. Documentation exercise due 5%</p> <p>Essay will be in response to assigned readings - 2 hours.</p>	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
7 Week 8	<p>Delivering Presentations (in preparation for class presentations.</p> <p>Group presentation and analysis assignment. Begin preparing now!</p> <p>Oral Presentations practice assignment</p> <p>The oral presentations are in response to chosen and assigned readings.</p> <p>Purpose and Audience</p>	<p>Textbook: Effective Reading and Writing for COMM 170 and Beyond — “Delivering Presentations” (pp. 324-326)</p> <p>Textbook readings: to be decided.</p>	<p>Respond critically and deliver an oral presentation on topics under discussion with an awareness of the audience.</p> <p>Demonstrate how to do an oral presentation.</p>	<p>Class discussion: How to do oral presentations</p> <p>In-class oral presentation practice assignment in preparation for the Oral Presentation, or a written Presentation Outline, a hard or soft copy to be submitted to the professor.</p>	<p>Includes references in APA format.</p> <p>Students will be evaluated by the instructor who will use a standard COMM 170 evaluation form to be given to them beforehand (10%)</p> <p>In-class group oral presentation practice assignment to be delivered in Week 8.</p>	
8 Week 9	<p>Group presentations</p> <p>Oral Presentations begin - outlines due 1 week prior to presentation date.</p> <p>Oral presentations are in response to chosen readings.</p>	<p>Readings selected from Textbook: Effective Reading and Writing for COMM 170 and Beyond</p> <p>"With Pens Drawn" by Llosa, page 218.</p> <p>Malala speech handout</p>	<p>Oral presentation should demonstrate that the student has analytical understanding of reading and demonstrates comprehension of each reading's thesis, explicit or implicit, and its development within that reading.</p> <p>Respond critically and deliver an oral presentation on topics under discussion with an awareness of the audience.</p>	<p>Provide guidelines for student presentations.</p> <p>Video of Malala speech.</p>	<p>Group presentations 5%</p> <p>Oral Presentations 10%</p>	
9 Week 10	<p>Oral Presentations</p> <p>Audience and Purpose</p> <p>The oral</p>	<p>Readings selected from Textbook: "Forgiveness" Callwood, page 152</p> <p>"Thanks for not Killing</p>	<p>Student Oral presentation: Analyze readings from a literary perspective. Compare rhetorical modes. Present to class.</p> <p>Analysis of forgiveness.</p>	<p>Provide guidelines for student presentations.</p> <p>Class discussion</p>	<p>Oral Presentations</p> <p>Forgiveness reflection 2%</p>	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	presentations are in response to chosen and assigned readings	My Son" Schindler, page 150 Effective Reading and Writing for COMM 170 and Beyond				
10 Week 11	Oral Presentations (continued) Audience and Purpose	Readings selected from Textbook: Effective Reading and Writing for COMM 170 and Beyond	Analyze readings from a literary perspective. Compare rhetorical modes. Present to class.	Provide guidelines for student presentations. Class discussion and PowerPoint instruction/modelling	Oral Presentation	
11 Week 12	Oral Presentations (continued) Audience and Purpose	Readings selected from Textbook: "Your Brain on Fiction" Murphy Paul, page 40; "The Brain on Love" Ackerman, page 108 Effective Reading and Writing for COMM 170 and Beyond	Analyze readings from a literary perspective. Compare rhetorical modes. Present to class. Provide completed research essay.	Provide guidelines for student presentations. Class discussion	Oral Presentation Research Project due (20%)	
12 Week 13	Humour as a literary device Examination review	Readings selected from the Textbook Textbook: "Sit Down and Shut Up" Dermody, page 173, "Why I Want a Wife" Brady, page 101 Effective Reading and Writing for COMM 170 and Beyond — "Being Canadian" (pp. 77-79) Wong, Michelle (Writer, producer & director). (1992). Return Home [Video and DVD]. Canada: National Film Board of Canada. (Optional)	Read assigned material analytically to evaluate and demonstrate comprehension of each reading's thesis, explicit or implicit, and its development within the reading.	Professor presentation using PowerPoint, discussion questions, or any other method deemed necessary by the professor. Small group discussion followed by large group sharing	Reading Quiz 5%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
13	Examination review	Textbook: Effective Reading and Writing for COMM 170 and Beyond	Apply the knowledge of essay structure, essay development, and mechanics of writing.	Professor presentation and class discussion  Question and answer period  One-on-one meeting with students		
14 Week 14	Final Essay	Textbook: Effective Reading and Writing for COMM 170 and Beyond Examination questions and writing booklet Writing materials Paper dictionary and/or thesaurus No electronic dictionary is allowed	Demonstrate the ability to write a coherent, grammatically correct response that develops a thesis. Integrate citations from relevant readings.	N/A	Final Essay (20%)	