



Course Documentation Outline
School of Business, Biosciences and Justice Studies

Section I

1. **Program (s):** All Biosciences
2. **Course Name:** Communications
3. **Course Code:** Comm 1035
4. **Credit Value:** 3
5. **Course Hours:** 45

Class	Lab	Field	Other	Total
30	15			45

6. **Prerequisites/Co-requisites/Equivalent Courses:** None
7. **Faculty:** Erin Meredith
8. **Effective Date:** September 2009
9. **Dean Approval:** *Dan Holland*
10. **Date:** September 2009

Section II

11. **Calendar Description:**
This course introduces students to essential language skills to facilitate clear, concise and correct communication in written, spoken and visual forms that fulfill specific requirements and meet the needs of audiences. Students will reframe information and concepts using written, narrative and visual representations that demonstrate understanding.

12. **Provincial Context:**
Communication 1 meets the following Ministry of Education and Training requirements.

a) Prior Learning Assessment (PLA)

Students may apply to receive credit by demonstrating achievement of the course learning outcomes through previous life and work experiences. They will be provided with a course outline and course reading materials.

This course is eligible for challenge through the following method(s) indicated by *

Challenge Exam	Portfolio	Interview	Other	Not Eligible
* 80%	* Transcript		* Assigned report with references in APA format	

Successful completion of the above-noted challenge instruments is required to obtain a graded credit.

PLA Contact: Erin Meredith

13. **Employability Skills emphasized in this course**

√	communication - written	√	communication - visual	√	communication - oral
√	analytical	√	creative thinking	√	decision making
√	interpersonal		numeracy	√	organizational
	problem solving	√	technological		other (specify)

14. **Required Texts, Materials, Resources or Technical Materials Required:**

Faigley, L., Graves, R., & Graves, H. (2008). *The Brief Penguin Handbook* (Canadian ed.). Toronto: Pearson Education Canada.

Access to computer software, printer, WebCT

Three-ring binder for class notes and handouts; portfolio binder

15. **Suggested:** Canadian Dictionary

16. **Evaluation Plan: A passing grade is 60%.**

Students will demonstrate learning in the following ways:

Assignment Description	Evaluation Methodology	Tentative Due Date
Personal Essay – 5%	Professor assessed	Week 2
Team oral presentations - 10%	Professor and peer assessed	Ongoing
Myskillstutor.com - 10%	Professor assessed	Ongoing
Write a memo / email / letter – 10%	Professor assessed by rubric	TBA *
Summary & critique of article – 15%	Professor assessed by rubric	TBA
APA annotated bibliography – 10%	Professor assessed by rubric	TBA
Report – 15%	Professor assessed by rubric	TBA
Exam – 15%	By automated report – Scantron	TBA
Small assignments / participation – 10%	Professor assessed / peer marking	on-going

TBA* to be announced, with 2 weeks notice

Policy for Missed Tests and Assignments: Students are expected to submit all assigned work and write tests on the specified dates. Penalties will be imposed for late assignments and a grade of zero will be given for missed tests. They must contact the instructor and make alternate arrangements **in advance, in person or by email** if there are extenuating circumstances.

Plagiarism is a serious offence that can carry penalties varying from failure on an assignment to expulsion from Loyalist College. Students should familiarize themselves with college policy concerning academic honesty as outlined in *The Student Manual and Guide*.

The use of cell phones and other electronic devices during class is expressly prohibited without the consent of the professor.

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Phone: 613-969-1913 ext. 2610

Office hours: Monday 2-3pm, or by appointment with the instructor

Section III

17. Curriculum Delivery, Learning Plan and Learning Outcomes:

Course Components/Content	Related Learning Outcomes and Evaluation Criteria	Suggested Learning Activities/Resources
<p>Writing Skills</p> <p>Sentences</p> <ul style="list-style-type: none"> • Grammar basics • Punctuation • Word selection – spelling and vocabulary • Structure – types of sentences using conjunctions, conjunctive adverbs and subordinate conjunctions • Common errors <p>Paragraphs</p> <ul style="list-style-type: none"> • Topic sentences • Coherence • Unity • Types – (eg. description, narration or process, comparison, definition, examples, cause and effect, classification) • Reflection on writing style and progress <p>Editing</p>	<p>Write a personal essay of introduction. Outline expectations of course / program (what you hope to learn) and goals in life.</p> <p>Compose accurate and clear sentences using varied sentence structures.</p> <p>Ongoing team presentations / lessons related to course components.</p> <p>Throughout the course: Participate in Myskillstutor activities and quizzes to identify and address areas of difficulty.</p> <p>Compose clear and accurate paragraphs using topic sentences and a coherent development structure on assigned topics relating to professional content</p> <p>Compile a portfolio of writing assignments that demonstrates positive attributes, common errors and a description of how to use this information.</p>	<p>Review basic grammar</p> <p>Complete exercises joining sentences with correct conjunctions and punctuation</p> <p>Peer revision groups edit sentences</p> <p>Use Myskillstutor to review grammar / punctuation / sentence structure – participate in quizzes & activities</p> <p>List commonly misspelled words</p> <p>Compile a list of 15 words from 2 texts related to your field of study</p> <p>Individually or in groups, use examples of professional vocabulary in complete sentences that illustrate understanding</p> <p>Use mneumonics as a strategy to remember word definitions</p> <p>Spelling quizzes</p> <p>Identify requirements of a paragraph</p> <p>Write in complete, developed and coherent paragraphs using topic sentence, supporting details and concluding statements</p> <p>Describe 2 common errors in your written work</p> <p>Discuss the use of reflective journals in writing</p> <p>Identify positive attributes and common errors in writing and explain how you will use this information</p> <p>Myskillstutorexercises</p> <p>List editing strategies</p> <p>Edit assigned passages for common errors</p> <p>Mapping exercise to determine editing strategies</p> <p>Peer edit all assignments during semester</p>
<p>Presentation Skills I- Written</p> <p>Purpose/Audience</p> <p>Format and styles of writing</p> <ul style="list-style-type: none"> • Letters/memos/emails <p>Format and organization principles</p>	<p>Write a letter/memo/email that is appropriate to program requirements.</p>	<p>Describe purpose and uses of different presentation formats (as in course content)</p> <p>Describe common parts of letters, memos and emails</p> <p>Explain etiquette for letters, memos and emails</p> <p>In pairs, describe the impact of a letter/memo/ email in terms of language and tone</p> <p>Write a letter/memo/email that is appropriate for program requirements</p> <p>Myskillstutor exercises</p>

<p>Reading Comprehension Skills</p> <p>Summaries</p> <p>Language assessment/impact</p> <ul style="list-style-type: none"> • tone, bias, subjectivity • readability level <p>Levels of writing</p> <ul style="list-style-type: none"> • grade levels according to FOG index <p>Comparison of general and academic journals</p>	<p>Write a summary to include the main ideas of an assigned piece of writing.</p> <p>Critique the above.</p> <p>Restate the content of an article or paragraph at a general level of readability</p> <p>Compare levels of writing and readability in writing</p>	<p>Read assigned articles (eg from newspapers, magazines, academic journals) and answer content questions in complete sentences</p> <p>Read an assigned chapter in a textbook, article from an academic journal, article from a general journal or newspaper article and summarize</p> <p>Read text for information, bias and level of writing</p> <p>View a live news broadcast and write a journal that identifies tone, bias, or subjectivity</p> <p>Compare levels of readability in two assigned articles on a professional topic in a general journal and a program specific journal</p> <p>Myskillstutor exercises</p>
<p>Research Skills</p> <p>Library Research</p> <p>Research sources</p> <ul style="list-style-type: none"> • On-line library databases • Books • Journals (general, academic & peer reviewed) • Internet websites <p>Documentation of sources</p> <ul style="list-style-type: none"> • APA • Criteria for websites – credibility, currency, accuracy, authority, objectivity, coverage <p>Avoid plagiarism: document sources</p>	<p>Conduct research on a professional topic using specified criteria and documentation.</p> <p>Write an annotated bibliography on 5 assigned sources.</p> <p>Use appropriate documentation format (eg in-text citations) in a writing application/ report</p>	<p>Attend a Library Orientation session</p> <p>Complete library exercise that involves use of online data base and in-house catalogued material</p> <p>Using a criteria checklist, compare a website to the criteria to determine if a website can be used for academic research</p> <p>In groups, develop and present a rap, poem, quiz or true/false list to review documentation (eg APA) standards for a journal, book etc.</p> <p>Write an annotated bibliography to include 5 readings</p> <p>Myskillstutor exercises</p>
<p>Presentation Skills II– Oral & Visual</p> <p>Addressed in week two for application throughout the semester</p> <ul style="list-style-type: none"> • Oral presentations throughout semester Introduction, knowledge of subject matter, visual aids, summary & conclusion, audience contact, voice, timing and language. • Graphics - Visual design Graphs, tables, charts [covered in depth in Scientific Foundations] 	<p>Deliver an oral presentation on a selected course-related topic, meeting specified criteria</p> <p>(One minute per slide)</p> <p>Use technology, where appropriate, to enhance presentation</p> <p>Interpret original text information in other formats. Use technology, where appropriate, to aid in reframing.</p>	<p>List appropriate strategies for oral presentation based on audience and content</p> <p>Using a web, brainstorm ideas for audience involvement in oral presentations</p> <p>Discuss oral presentation format</p> <p>Utilized during ongoing oral presentations throughout the semester</p>