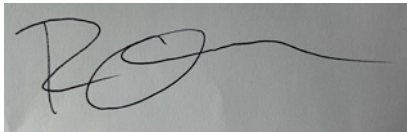


Course Outline

School:	Advancement
Department:	English and ESL
Course Title:	College Communications 1 (ESL)
Course Code:	COMM 161
Course Hours/Credits:	42
Prerequisites:	COMM 141, COMM 142, EAPP 300, EAPP 301, EAPP 302, EAPP 303, EAPP 304, ELL 506, ELL 507, ELL 508
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Lucy Valentino
Creation Date:	Summer 2005
Revised by:	Susan Jane Sakay
Revision Date:	Winter 2022
Current Semester:	Summer 2022
Approved by:	

Chairperson/Dean

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.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

The course introduces the standards of college-level English. It enables the student to develop skills in grammar, sentence variety, paragraph development, vocabulary, and reading comprehension. These are language skills which are essential to success in college programs and professional life. Understanding cultural references related to studying, working and living in a Canadian context will be embedded throughout the course. COMM 161 is designed for second language learners and is taught by a T.E.S.L. (Teacher of English as a Second Language) trained professor.

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. analyze readings for main and subordinate ideas, organization, purpose, audience, tone, and style;
2. develop reading skills to distinguish fact from opinion and infer meaning;
3. respond to questions on the readings using an introductory statement, complete sentences and paraphrasing;
4. apply critical thinking skills to compose well-written academic paragraphs for a specific purpose and audience in response to a reading, while acknowledging the source;
5. compose a preliminary essay in response to a specified reading;
6. apply editing and proofreading skills to revise written assignments for sentence variety and proper grammar and mechanics.
7. apply speaking skills to deliver an oral presentation for a specified audience
8. incorporate paraphrased content from a reading into one's own writing while acknowledging the source appropriately;

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.
11. Take responsibility for one's own actions, decisions, and consequences.

**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*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.

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

Text and other Instructional/Learning Materials

Text Book(s):

Lipschutz, G., Scarry, S., & Scarry, J. (2021). The Canadian writer's workplace (9th Ed.). Toronto: Nelson Education.

ISBN-13: 978-0176831004

Online Resource(s):

MindTap Online Learning Solution

ISBN-13: 9780176887865

Evaluation Scheme

- ✦ Introduce Yourself Video Assignment: This is a speaking assignment. Students will produce a one-minute video to introduce themselves to their professor. In their video, they will provide general personal information about themselves and their education goals.
- ✦ Writing Test #1: Students will write an extended paragraph in response reading.
- ✦ Reading Tests: Two reading tests will assess students' ability to clearly and effectively respond to reading comprehension and analysis questions. Students may be tested on two or three readings as determined by the professor.
- ✦ Writing Test #2: Students will write a preliminary essay using appropriate structure, support, style, coherence and grammar in response to a reading.
- ✦ Oral Presentation: The Oral Presentation Assignment is the culminating task on culture. For this assignment, students' speaking skills and knowledge of culture will be assessed whereby students will analyze and present their personal culture to the class.
- ✦ Final Test: Students will write a preliminary essay using appropriate structure, support, style, coherence and grammar in response to a sight reading.
- ✦ MindTap: MindTap is a Cengage online learning system which supports the content of the textbook through assignments and assessments.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Introduce Yourself Video Assignment	7			0
Writing Test #1	1, 2, 3, 4, 6, 8	1		15
Reading Tests	1, 2, 3, 6, 8	1		20
Writing Test #2	1, 2, 3, 4, 5, 6, 8	1		20
Oral Presentation	6, 7	1, 11	1	10
Final Test	1, 2, 3, 4, 5, 6, 8	1		25
MindTap	1, 2			10
Total				100%

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 Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) 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

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternate assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact their professor before the scheduled test date. Students who do not contact their professor within 24 hours of the missed class and do not present the 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 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. There will be no make-up assignments.

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

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit 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 not eligible for PLAR.

This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.

Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Introduction to COMM 161 Pre-course Writing Sample Assignment Introduce Yourself Video Assignment	Readings: -Course Outline -Using eCentennial and other technology -Expectations and Responsibilities -Academic Honesty Policy	-Identify the goals and content of COMM 161 -Connect with the professor -Describe the course expectations -Explain academic honesty policy -Write a preliminary (3-paragraph) essay -Produce a video to introduce yourself to the class	Teacher-led online lesson activities and exercises Individual work	Pre-course Writing Sample (not graded - 0%) Introduce Yourself Video Assignment (not graded - 0%)	
2	Skimming, Scanning, Previewing Stated and Implied Main Ideas Supporting Points Introduction to Culture	The Canadian Writer's Workplace (9th Edition): Why Am I Here, p.v Chapter 14: Understanding what You Read, pp.156-183 Chapter 1: Parts of Speech, pp.2-11 "Grammar and Your Salary" (Harris) pp. 397-399	-Use reading strategies to process reading content -Identify the main idea of a reading -Identify subordinate ideas in a reading -Identify types of supports used -Identify features of culture -Define culture	Teacher-led online lesson activities and exercises Individual work		
3	Answering Reading Comprehension Questions Tone, Audience, and Purpose Fact or Opinion Individualism Vs. Collectivism MindTap Grammar	The Canadian Writer's Workplace (9th Edition): Chapter 1: Parts of Speech Chapter 2: Recognizing Subjects and Verbs Chapter 17: Answering the Question, p.176 Chapter 15:	-Identify steps to answer assignment questions -Answer comprehension questions clearly and correctly -Apply steps for paraphrasing ideas from a reading -Explain the intended meaning in a reading -Distinguish between fact and opinion -Identify features of cultural behaviours -Identify parts of speech	Teacher-led online lesson activities and exercises Individual work	MindTap Practice 1- Parts of Speech (not graded - 0%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Topic	Paraphrasing and Summarizing, p.163 Chapter 18: The Four Stages of Writing for a Paragraph or an Essay, p.186 Chapter 21: Style Model Paragraph: "Recipe for Disaster," p.296 "Excuses, Excuses" (Lee) p.388				
4	Making an Argument Techniques for Making a Persuasive Argument Culture: Communication Styles - Indirect and Direct How to Form Verb Tenses Identifying Subjects and Verbs Reading Test #1 MindTap Grammar Topic	The Canadian Writer's Workplace (9th Edition): Chapter 3: Solving Verb Problems Chapter 4: Subject-Verb Agreement Chapter 19: The Paragraph Chapter 25: Argumentation "A Tough Approach that Might Work" (Morton) p.393	-Research both sides of an issue -Produce an argument for one side of a debate or an issue -Answer comprehension questions clearly and correctly -Express answers in one's own words while maintaining the original ideas -Explain the author's intended purpose -Produce correct phrasing for introducing references -Identify communication variances among cultures -Apply understanding of direct and indirect communication -Form verb tenses	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 2 - 1.1% Reading Test #1 - 10%	
5	How to Write a Paragraph Extended Paragraph Structure	The Canadian Writer's Workplace (9th Edition): Chapter 19: The Paragraph	-Demonstrate knowledge of the structure of a paragraph -Create a paragraph outline with a valid topic sentence to answer a question -Integrate and cite references using APA format	Teacher-led online lesson activities and exercises Individual work	Mind Tap 3 - 1.1%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Examples of an Outline and a Paragraph Referencing Using In-Text Citations (APA Style 7th Edition) Culture: Power Distance MindTap Grammar Topic	Model Paragraph: "Titanic Blunders" pp.299-300 "The Economic Cost of Depression" (Lamphier) p.404	-Identify relevant and irrelevant supporting details -Write a concluding statement -Identify features of Power Distance in cultures	Individual work to be evaluated for assessment		
6	Paraphrasing Ideas from a Reading Culture: Cultural Conditioning Writing Test #1 MindTap Grammar Topic	The Canadian Writer's Workplace (9th Edition): Chapter 19: The Paragraph Chapter 4: Subject-Verb Agreement Chapter 21: Style Chapter 22: Revising & Editing "Face to Face" (Bethune) p.423	-Apply steps for paraphrasing a piece of writing -Integrate paraphrased ideas -Use APA format to cite someone else's ideas -Explain the difference between paraphrasing and summarizing -Identify aspects of cultural conditioning -Write an extended paragraph using appropriate structure, support, style, coherence and grammar	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 4 - 1.1% Writing Test #1 - 15% Write an extended paragraph with reference to a reading	
7	Culture: Oral Presentation Assignment (10%) Structure of an Essay From the Paragraph to the Essay The Thesis Statement Writing a Thesis Statement	The Canadian Writer's Workplace (9th Edition): Chapter 20: The Essay Chapter 5: Coordination and Subordination Model Preliminary Essay: "Benefits of Marijuana," p.223 Model Essay: "Social	-Identify components of an essay -Write a thesis statement with three subordinate ideas -Demonstrate knowledge of speaking skills by producing an oral presentation for an audience	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 5 - 1.1%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	MindTap Grammar Topic	Media and Relationships: A Few Important Rules" (Cohen) p.274				
8	Parallel Structure Good and Bad Thesis Statements Writing Thesis Statements to Answer a Question MindTap Grammar Topic	The Canadian Writer's Workplace (9th Edition): Chapter 20: The Essay Chapter 8: Parallel Structure Chapter 6: Correcting Fragments Chapter 7: Correcting Run-ons Model Preliminary Essay (I): "Good Habits," p.221 "A Grain of Gold" (Artibello) p.371	-Write sentences with good parallel structure -Identify steps to answer an assignment question -Produce a thesis statement that directly answers an assignment question -Demonstrate knowledge of speaking and analytical thinking skills by producing an oral presentation for an audience	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 6 - 1.1% Oral Presentation - 10%	
9	Steps for Writing a Preliminary Essay Writing a Preliminary Essay Outline Types of Sentences Simple Sentences Compound Sentences Complex Sentences Correcting "Fragments" and "Run-ons"	The Canadian Writer's Workplace (9th Edition): Chapter 20: The Essay Model Preliminary Essay (II): "Benefits of Marijuana," p.222 "In the Library" (Lipschutz) p.385	-Write a preliminary essay developed with explanations and examples -Write body paragraphs with topic sentences -Produce three types of correctly punctuated sentences -Correct sentence errors	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 7 - 1.1%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	MindTap Grammar Topic					
10	Paraphrasing Review APA Documentation Review Culture: Canadian Cultural Values Culture: Canada's First Nations MindTap Grammar Topic	The Canadian Writer's Workplace (9th Edition): Chapter 20: The Essay Chapter 24: Documentation "A Matter of Postal Codes" (MacQueen) p.381	-Answer reading comprehension questions clearly and correctly -Express written answers in one's own words while maintaining the original ideas -Explain the author's intended meaning in a reading -Produce correct phrasing for introducing reading references -Produce correctly formatted APA in-text citations -Identify aspects of Canadian culture	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 9 - 1.1% Reading Test #2 - 10%	
11	Review of Preliminary Essay Structure Writing Test #2 MindTap Grammar Topic	The Canadian Writer's Workplace (9th Edition): Chapter 9: Pronouns Chapter 10: Modifiers: Misplaced and Dangling "Monster" (Vowel) pp.427-429 "I Lost My Talk" (Joe) p.391-392	-Write a persuasive preliminary essay using appropriate structure, support, style, coherence and grammar -Integrate paraphrased reading references -Cite reading references using APA formatting -Write a variety of sentences with correct grammatical structure and punctuation	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 8 - 1.1% Writing Test #2 - 20%	
12	Identify Subjects and Verbs Subject-Verb Agreement Pronouns Modifiers Review: Using All I Have Learned	The Canadian Writer's Workplace (9th Edition): Chapter 27: Compare and Contrast Model Paragraph: "The Freedom of Freelancing (1)," p.308 Model Paragraph: "The Freedom of Freelancing (2)," p.309	-Demonstrate knowledge of grammar and sentence structure -Apply the rules of subject-verb agreement -Demonstrate knowledge of correct pronoun use -Correct sentence errors	Teacher-led online lesson activities and exercises Individual work Individual work to be evaluated for assessment	MindTap 10 - 1.1%	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	MindTap Grammar Topic	Model Essay: "City Life Beats the Small Town Blues" (Goodman) p.313				
13	The Importance of Punctuation Editing Sentences for Errors Editing Exercise	The Canadian Writer's Workplace (9th Edition): Chapter 13: Unit 1 Review: Using All You Have Learned Chapter 20: The Essay Chapter 22: Revising and Editing Model Essay: "Whose Choice Is It, Anyway?" (Pianissimo) p.301 Appendix A: Distinguishing between Words Often Confused	-Demonstrate grammar knowledge by correcting common errors in sentences -Identify and use elements of focus in proofreading punctuation, spelling and grammar	Teacher-led online lesson activities and exercises Individual work		
14	Final Test Information Course Completion	TBA	-Write a persuasive preliminary essay using appropriate structure, support, style, coherence and grammar -Integrate paraphrased reading references -Cite reading references using APA formatting -Write a variety of sentences with correct grammatical structure and punctuation	Individual work to be evaluated for assessment	Final Test (25%)	