

Course Outline

School:	English & Liberal Studies
Department:	English and ESL
Course Title:	College Communications 2 (ESL)
Course Code:	COMM 171
Course Hours/Credits:	42
Prerequisites:	COMM 151, COMM 161, COMM 162, EN 161, ENGL 161
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Geri Dasgupta, Jennifer Mei, Patrick Muldoon, and Nell Waldman
Creation Date:	Winter 2014
Revised by:	Emilda Thavaratnam
Revision Date:	Summer 2024
Current Semester:	Fall 2024
Approved by:	

James Papple, Associate Dean/Dean,
English & Liberal Studies

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

This course focuses on the refinement of reading and writing skills to enable students to complete their academic and professional tasks in a Canadian context. The course 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. This course is designed for second language learners and is taught by a T.E.S.L. (Teacher of English as a Second Language) trained professor.

External Standard Information (ESI)

N/A

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. analyze assigned material to evaluate and demonstrate comprehension of each source's thesis (explicit or implicit) and its development within that source;
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 their 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 quotations, paraphrases, and summaries from sources used. Cite parenthetical references, and create a reference page in APA 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.*

New Essential Skills (NES)

N/A

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.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.
3. Analyze issues of equity at the personal, professional, and global level.
4. Analyze the use of the world's resources to achieve sustainability and equitable distribution at the personal, professional, and global level.
5. Identify and challenge unjust practices in local and global systems.
6. Support personal and social responsibility initiatives at the local, national or global level.

**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):

COMM 171 e-Text

<https://soaoer.centennialcollege.ca/communicationcommons/>

Online Resource(s):

Materials provided online through Learning Management System, Library eReserves, or similar resource.

Evaluation Scheme

- ✦ Pre-Course Writing Sample: A required ungraded diagnostic. It must be completed for students to continue in the course.
- ✦ Formative Assessments: Ongoing process work (short assignments, outlines, process assignments, group work, peer review, quizzes, and more).
- ✦ Project 1: Critique Essay: 800-1000 word textual analysis essay. The assignment prompts students to focus on, and critique the reading(s).
- ✦ Project 2: Research essay: 1000-1200 word analytical essay that uses academically credible and relevant secondary sources.
- ✦ Project 3: Public Communication: Audio/Visual presentation and script on topic from research paper.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Pre-Course Writing Sample	1, 2, 3, 4, 5, 6	1, 2		1, 4	0
Formative Assessments	1, 2, 3, 4, 5, 6	1		2, 5	35
Project 1: Critique Essay	1, 2, 3, 4			2	25
Project 2: Research essay	1, 2, 3, 4, 6	1, 7		2, 6	25
Project 3: Public Communication	5	1, 2, 9		2, 3	15
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean 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 College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software 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.
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Program or School Policies

All submitted work that requires extensive writing such as essays and reports will 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.

Course Policies

MISSED TEST AND ASSIGNMENT POLICY

Students who have missed an assessment and present documented evidence of their absence upon returning to class are permitted to do the assessment, typically completing the evaluation within two weeks of returning to class.

Students are strongly advised to contact the professor before the scheduled assessment 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 cannot submit the 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 date has been negotiated. After 7 days the assignment may not be accepted. It is the student's responsibility to keep track of all returned assessment marks.

PLAGIARISM STATEMENT: Zero Tolerance for Plagiarism

Plagiarism: to present another person's ideas, writing, artistic work, creations, etc. of another person or entity (including those generated by artificial intelligence or AI tools or websites) as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's work or creation as one's own.

Any use of the work of others, whether published, unpublished or posted electronically or on the web, attributed or anonymous, must include proper acknowledgement.

This includes:

*Copying another person's work (including information found on the Internet and unpublished materials) without appropriate APA referencing. 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.

TURNITIN

Written assignments will be reviewed for authenticity and originality utilizing Turnitin. Students who do not wish their work to pass through turnitin must make alternate arrangements with the instructor to verify the originality of their work, which may entail online proctoring or another method accepted by the department.

COURSE WORK

This course emphasizes a process-oriented approach. It includes significant projects such as the Critique Essay, Research Essay, and Public Communications, which are divided into smaller tasks. Some of these tasks are graded, while others are not. However, all tasks related to a project must be completed and submitted for the final essay to be eligible for evaluation. For instance, the Critique Essay will not be fully evaluated unless all preliminary work, including drafts, are submitted.

STUDENT RIGHTS AND RESPONSIBILITIES

Students are advised to become well-acquainted with the College Policies that govern academic practices and student behaviour. The college is committed to providing a learning and working environment free from discrimination and harassment and promotes fairness and respect. The college's policies address and respond to any incidents of harassment, discrimination, bullying, and violence.

ACADEMIC HONESTY

Academic honesty is crucial for learning and academic integrity. Forms of academic dishonesty, such as cheating, plagiarism, and impersonation, are not tolerated. Violating academic honesty can lead to severe consequences, including failing the assignment or course and suspension. Students are subject to the College's policy on Academic Honesty and Plagiarism (AC100-11).

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

LECTURE AND COURSE MATERIALS

Regarding the use of lecture and course materials, these are protected under Intellectual Property and Copyright laws. Therefore, they cannot be publicly shared without prior permission from the creator or copyright holder. This applies to lecture recordings, course content, and any third-party copyrighted materials. Violating these policies may lead to disciplinary action.

For more information on these and other policies, please visit

www.centennialcollege.ca/aboutcentennial/college-overview/college-policies.

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

PRE-WRITING SAMPLE:

All students must complete the Pre-course writing sample (PWS), even if late. Subsequent assignment grades are released only once the PWS has been completed. In cases of non-completion, a placeholder grade of 0 will be entered for assignments until the PWS is submitted. Online proctoring technology (Respondus; Proctortrack) will be used for this task.

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 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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Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Introduction to the Course College and course policies and goals (Academic honesty, Late assignments, Student rights and responsibilities). Pre-course writing Sample	A collection of OER and LER materials will be used in this course. Pre-course Writing	1. Identify the goals of COMM 171; 2. Connect and communicate with class community (Peers and instructor) 3. Understand and Identify major course learning outcomes 4. Describe course expectations 5. Write the PWS	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Pre-course Writing Sample (ungraded, but required to continue in the course)	
2	Source summarizing and responding Reverse outlining Grammar Focus: review sentence types	Online resources: TBA	1. Engage with a source; 2. Read a source and reverse-outline; 3. Work with argument-driven sources specifically, how to break down an argument into its component parts; and 4. Summarize an argument-driven source.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 1 Process: Write a summary of primary source (5%)	
3	Critiquing Responding and drafting the essay Grammar Focus: fix sentence problems	Online resources: TBA	1. Analyze the rhetorical context of a source; 2. Recognize rhetorical devices, modes of persuasion, and logical fallacies; 3. Respond to a source; 4. Write an essay outline; 5. Write a draft of the Critique Essay.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 1 Essay Outline (10%)	
4	Drafting and Peer feedback Grammar Focus: thesis statements and parallel structure	Online resources: TBA	1. Write thesis statements; 2. Use parallelism; 3. Give peer feedback on the Critique Essay.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Self editing using track changes (required ,not graded)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
5	Revising Grammar Focus: pronoun-antecedent agreement	Online resources: TBA	1. Define Post-Writing; Develop essay content; 2. Develop essay organization; 3. Integrate and contextualize sources and citations; 4. Develop sentence variety; 5. Format in APA style.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 1 Essay (25%)	
6	Research Driven Critique Grammar Focus: grammatical modifier	Online resources: TBA	1. Finding keywords; 2. Conducting research; 3. Selecting a source and initiating a project; 4. Summarizing and breaking down a source. 5. Recognize rhetorical modes;	Distance Learning Peer engagement Instructor facilitation, coaching, and support.		
7	Research Grammar Focus: active and passive voice	Online resources: TBA	1. Searching for sources using keywords; 2. Assessing research sources for relevancy and other criteria.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.		
8	Research(Con't)	Online resources: TBA	1. Searching for sources using keywords; 2. Assessing research sources for relevancy and other criteria; 3. Writing an annotated bibliography.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 2 Process: research tasks and annotated bib. (10%)	
9	Research (Con't)	Online resources: TBA	1. Write provisional thesis. 2. Outlining the essay. 3. Draft content for Research-Driven Critique.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.		
10	Research Con't	Online resources: TBA	1. Integrating quotations into essay with APA documentation style 2. Framing sections of the essay draft.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Peer review (5%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
11	Revision	Online resources: TBA	1. Understand the process of writing revising, editing, proofreading, and finalizing the essay for submission.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 2: Research Essay (25%)	
12	Communication	Online resources: TBA	1. Public speaking; 2. The benefits of public speaking; 3. How to do a rhetorical analysis of a speaking situation; and how to design the slide show.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.		
13	Communication	Online resources: TBA	1. Deliver effective oral and digital presentations; 2. Design effective slide shows.	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Project 3: Public Communication (15%)	
14	Course Reflection	Online resources: TBA	1. Reflect on the course	Distance Learning Peer engagement Instructor facilitation, coaching, and support.	Other (5%)	