


# Course Outline

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School:	English & Liberal Studies
Department:	English and ESL
Course Title:	Communications Skills Intermediate
Course Code:	ELL 407
Course Hours/Credits:	90
Prerequisites:	ELL 307
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Nantheekha Thiyagarajah
Creation Date:	Fall 2019
Revised by:	Nantheekha Thiyagarajah
Revision Date:	Summer 2024
Current Semester:	Fall 2024
Approved by:	

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Patricia Coles, Associate Dean/Dean,  
English & Liberal Studies

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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.*

## 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 will provide participants with strategies to enhance their communication skills. Through in class delivery, learners will build oral and aural fluency through interaction with people and texts in academic and social situations. Particular attention will be paid to note-taking strategies in listening, communicating ideas clearly and confidently and improving presentation skills. A communicative approach will be taken, giving learners the opportunity to reflect and be an active participant in their learning process.

## External Standard Information (ESI)

N/A

## Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <https://www.skilledtradesontario.ca/about-trades/trades-information/>.

## Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Communicate a variety of feelings and ideas in conversations in English
2. Enhance presentation and communication skills through delivery techniques to adapt to different purposes
3. Express ideas and opinions in varying informal and formal situations
4. improve note-taking skills and strategies necessary for academic success
5. Apply vocabulary related to the unit topic in oral and written discourse

## 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.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
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.*

## 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.

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

## Methods of Instruction

An outcomes-based approach will be taken utilizing communicative activities to facilitate student learning. The Communication Skills course consists of a series of five modules designed for intermediate English language learners. Each module includes in-class instruction and online language learning. In addition, there will be a number of out of class learning components where students will have the opportunity to practice their communication skills.

## Text and Other Instructional/Learning Materials

### Text Book(s):

Ostrowska, S., & Jordan, N. (2017). Prism 2 Listening and Speaking. Cambridge, United Kingdom: Cambridge University Press.

### Online Resource(s):

Websites

## Evaluation Scheme

- ✦ Participation (Modules 1 - 5): Preparation, attitude, class participation and behaviour
- ✦ Listening Quiz (Modules 2 - 4): Listening Comprehension Quiz
- ✦ Modules 2 - 4): Assignment based on the field trip
- ✦ Speaking Assignment (Module 1): Narrative Story (Telling a Story)

- ⇨ Speaking Assignment (Module 2): Clarification Language
- ⇨ Speaking Assignment (Module 3): Debate
- ⇨ Speaking Assignment (Module 4): Explaining a Process
- ⇨ Speaking Assignment (Module 5): Opinion/ Process Presentation

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Participation (Modules 1 - 5)	1, 2, 3, 4, 5	1, 2, 6, 7, 8, 9, 10, 11		1, 2, 3	11
Listening Quiz (Modules 2 - 4)	3, 4, 5	1, 2, 8, 10, 11		2, 3	40.5
Modules 2 - 4)	1, 2, 3, 4, 5	1, 2, 8, 9, 10, 11		1, 2	6.5
Speaking Assignment (Module 1)	1, 2, 3	1, 2, 8, 9, 10, 11		1, 2, 3	8
Speaking Assignment (Module 2)	1, 2, 3	1, 2, 8, 9, 10, 11		1, 2	5.25
Speaking Assignment (Module 3)	1, 2, 3	1, 2, 5, 6, 7, 8, 9, 10, 11		1, 2, 3	8.75
Speaking Assignment (Module 4)	1, 2, 5	1, 2, 6, 7, 8, 9, 10, 11		1, 2, 3	8.75
Speaking Assignment (Module 5)	1, 2, 3, 5	1, 2, 5, 6, 7, 8, 9, 10, 11		1, 2, 3	11.25
<b>Total</b>					<b>100%</b>

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](mailto:calcs@centennialcollege.ca), 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

## Use of Dictionaries

- Dictionary use is not permitted in test or examination settings.

## 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.

**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 are expected to attend all classes. Attendance and participation in all class discussions and activities are important to student success.

## 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](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](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

Skills assessment already used to determine appropriate placement

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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
1-2	<ul style="list-style-type: none"> <li>- Customs and Traditions (Unit 4 - pp. 80 - 88, 91 - 93)</li> <li>- Note-taking Strategies</li> <li>- Listening for Main Ideas and Details</li> <li>- Narratives (Telling a Story)</li> </ul>	<ul style="list-style-type: none"> <li>- Prism 2 Listening and Speaking Textbook</li> <li>- Additional instructional materials/ handouts as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- identify the main idea and supporting details of listening exercises using note-taking skills</li> <li>- tell a narrative story</li> <li>- apply vocabulary related to the unit topic in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group listening, viewing and discussion; individual, pair/group practice; individual, pair/group speaking; online language software	<ul style="list-style-type: none"> <li>- Participation: 20%</li> <li>- Assignment 1 – Speaking (Narrative Stories): 80%</li> </ul>	Weeks 1 - 2
3-5	<ul style="list-style-type: none"> <li>- Discovery and Invention (Unit 6 - pp. 124 - 132, 135 - 137)</li> <li>- Note-taking Skills</li> <li>- Listening for Main Ideas and Details</li> <li>- Asking for Clarification</li> </ul>	<ul style="list-style-type: none"> <li>- Prism 2 Listening and Speaking Textbook</li> <li>- Additional instructional materials/ handouts as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- identify the main idea and supporting details of listening exercises using note-taking strategies</li> <li>- ask for clarification in oral and written discourse</li> <li>- apply vocabulary related to the unit topic in oral and written discourse</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group listening, viewing and discussion; individual, pair/group practice; individual, pair/group speaking; online language software	<ul style="list-style-type: none"> <li>- Participation: 10%</li> <li>- Assignment 1 – Clarification Language: 45%</li> <li>- Field Trip - 10%</li> <li>- Quiz 1 - Listening Comprehension: 45%</li> </ul>	Weeks 3 - 5
6-8	<ul style="list-style-type: none"> <li>- Animals (Unit 1 - pp. 14 - 21, 25 - 28)</li> <li>- Listening for Main Ideas and Details</li> <li>- Language to Express and React to</li> </ul>	<ul style="list-style-type: none"> <li>- Prism 2 Listening and Speaking Textbook</li> <li>- Additional instructional materials/ handouts as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- identify the main idea and supporting details of listening exercises using note-taking strategies</li> <li>- express and react to an opinion using language and style</li> <li>- apply vocabulary related to the unit topic in</li> </ul>	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group listening, viewing and discussion; individual, pair/group practice; individual,	<ul style="list-style-type: none"> <li>- Participation: 10%</li> <li>- Assignment 1 – Debate: 45%</li> <li>- Field Trip -</li> </ul>	Weeks 6 - 8

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Opinion		oral and written discourse	pair/group speaking; online language software	10% - Quiz 1 - Listening Comprehension: 45%	
9-11	- Health and Fitness (Unit 5 - pp. 102 - 110, 113 - 115) - Listening for Main Ideas and Details - Language to Explain a Process	- Prism 2 Listening and Speaking Textbook - Additional instructional materials/ handouts as appropriate	- identify the main idea and supporting details of listening exercises using note-taking strategies - explain a process using language and style - apply vocabulary related to the unit topic in oral and written discourse	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group listening, viewing and discussion; individual, pair/group practice; individual, pair/group speaking; online language software	- Participation: 10% - Speaking Assignment 1- Explain a Process: 45% - Field Trip - 10% - Quiz 1 – Listening Comprehension: 45%	Weeks 9 - 11
12-14	- Fashion (Unit 7 - pp. 146 - 154, 156 - 159) - Listening for Main Ideas and Details - Language to Express Opinion and Explain a Process	- Prism 2 Listening and Speaking Textbook - Additional instructional materials/ handouts as appropriate	- identify the main idea and supporting details of listening exercises using note-taking strategies - express your opinion and provide steps to making change using language and style - apply vocabulary related to the unit topic in oral and written discourse	A variety of instructional strategies will be used as appropriate. For example: whole-class, pair/group listening, viewing and discussion; individual, pair/group practice; individual, pair/group speaking; online language software	- Participation: 10% - Speaking Assignment 1- Opinion and Process: 45% - Quiz 1 – Listening Comprehension: 45%	Weeks 12 - 14