


# Course Outline

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<b>School:</b>	School of Arts: English and Communications
<b>Department:</b>	English and ESL
<b>Course Title:</b>	College Communications 1 (ESL)
<b>Course Code:</b>	COMM 161
<b>Course Hours/Credits:</b>	42
<b>Prerequisites:</b>	COMM 141, COMM 142, EAPP 300, EAPP 301, EAPP 302, EAPP 303, EAPP 304, ELL 506, ELL 507, ELL 508
<b>Co-requisites:</b>	N/A
<b>Eligible for Prior Learning, Assessment and Recognition:</b>	N/A
<b>Originated by:</b>	Lucy Valentino
<b>Creation Date:</b>	Summer 2012
<b>Revised by:</b>	Cecilia Aponte-De-Hanna
<b>Revision Date:</b>	Fall 2025
<b>Current Semester:</b>	Fall 2025
<b>Approved by:</b>	

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Alison Iannarelli Ferreira, 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

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.

## External Standard Information (ESI)

N/A

## Program Outcomes

N/A

## Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. analyze a variety of texts for main and subordinate ideas, organization, purpose, audience, and style.
2. Utilize effective argumentation techniques to express an opinion.
3. respond to questions using effective comprehension and critical, evaluative skills both orally and in written form.
4. apply critical thinking skills to compose and identify well-written academic paragraphs and thesis focused essays in response to a topic.
5. write a variety of sentences and apply editing and proofreading skills, showing a clear understanding of grammar rules.
6. incorporate paraphrased content from a reading into one's own writing while acknowledging the source using APA referencing and citation style.
7. apply effective presentation skills for a specific audience, using appropriate language, pacing, referencing, and copyright approved visuals.

## 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.*

## New Essential Skills (NES)

8. Reflect on one's actions to engage in a process of continuous learning.

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

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

## Methods of Instruction

Lecture, audio/video recording, group work, online, and on-campus

## Text and Other Instructional/Learning Materials

The costs of textbooks or other learning material are available through the Centennial College Bookstore

<https://www.bkstr.com/centennialprogressstore/shop/textbooks-and-course-materials>.

### **Text Book(s):**

This course uses open educational resources, including content available on each weekly module as well as readings from news media and those found through the college libraries.

### **Online Resource(s):**

Content assigned by your instructor.

### **Material(s) Required for Completing this Course:**

Dictionary, computer with camera and microphone. For online courses, students also require a steady internet connection (Wi-Fi).

Please see the weekly topical outline for any Additional Learning Resources required for your section of this course.

## Classroom and Equipment Requirements

Computer with camera and microphone, high speed internet (Wi-Fi), and dictionary.

## Evaluation Scheme

- Pre-course Writing Sample (PWS): This is a required written task to determine student writing level. (NOTE: Along with the PWS, students in online courses may be required to submit a video introduction).
- Writing Test #1: Students will demonstrate knowledge and understanding of paragraph organization and write an extended paragraph in response to an assigned text.

- Reading Test I and II: These reading tests (2x15%) will assess students' ability to clearly and effectively respond to reading comprehension questions, choose the most appropriate response, and paraphrase and cite evidence from the assigned text as support while using appropriate sentence structure and critical thinking skills.
- Writing Test #2: Students will be assessed on their writing and feedback of a basic essay in response to a question, which requires integrating two paraphrased, cited references from the assigned reading. Students will give and receive feedback based on a rubric to assess the effectiveness of their thesis statement, body paragraph structure, relevance, originality, argumentation and critical thinking skills, grammar and mechanics, language, tone, paraphrased and cited content.
- Oral Presentation: The Oral Presentation will assess students ability to produce original content, reflect, and share their understanding of an assigned topic while maintaining appropriate tone, language, clear speech, timing, professionalism, and cited content (including visuals with minimal text). Students will submit a script along with their visual presentation. For recorded presentations, students must be visually present.
- Final Writing Test: Students will write a basic essay using in response to a reading following the structure and techniques learned in COMM 161, including maintaining parallelism, unity and coherence, paraphrasing and citing in APA, use of effective language and vocabulary, academic tone, and grammar and mechanics.
- Grammar and Skills Building Assignment: Graded activities might include short reflections, course content, grammar quizzes or other assigned task delivered throughout the term.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Pre-course Writing Sample (PWS)	1, 2, 3, 4, 5, 6	1			0
Writing Test #1	1, 2, 3, 4, 5, 6	1			15
Reading Test I and II	1, 2, 3, 5, 6	1			30
Writing Test #2	1, 2, 3, 4, 5, 6	1, 11	8		15
Oral Presentation	2, 5, 6, 7	1, 11	8	1	10
Final Writing Test	1, 2, 3, 4, 5, 6	1			20
Grammar and Skills Building Assignment	1, 2, 3, 4, 5, 6		8	1	10
<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

- 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.

## Program or School Policies

### School of English and Liberal Studies 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

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### SCHOOL OF ENGLISH AND COMMUNICATIONS PLAGIARISM STATEMENT

The policy states that there is Zero Tolerance for any form of Plagiarism.

Definition of Plagiarism: To present another person's ideas, writing, artistic work, drawings, images, data, and/or use Artificial Intelligence (AI) generated content as self produced. Information that is not cited or readily accessible from its original source, except for common knowledge, falls into the category of Plagiarism, whether intentional or unintentional

## 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.

Transfer Credit, PLAR, and Pathways

Students may be eligible for transfer credit, PLAR, or pathway opportunities based on prior learning or experience. Information on eligibility and application processes is available on the College's Pathways to Credit website at <https://www.centennialcollege.ca/admissions/pathways-and-partnerships/pathways-to-credit/>.

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 not eligible for PLAR.

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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	<p>Introduction to COMM 161</p> <p>Pre-course Writing Sample Assignment</p> <p>(Video introduction for online courses)</p>	<p>Course module</p> <p>Pre-course Writing Sample (PWS)</p> <p>-Course Outline</p> <p>-Expectations and Responsibilities</p> <p>-Academic Honesty Policy</p> <p>-Types of support available to students</p>	<p>-Identify COMM 160 course objectives and due dates</p> <p>-learn about Centennial College’s academic honesty policy</p> <p>-demonstrate one’s writing level by writing a basic essay (thesis and 3-body paragraphs)</p> <p>-Complete other activities assigned by your professor</p>	<p>Class lecture</p> <p>Teacher-led activities</p> <p>Individual work</p>	<p>Pre-course Writing Sample (Required)</p> <p>Intro video for online classes (Required)</p>	
2	<p>Active Reading Skills</p> <p>Stated and Implied Main Ideas</p> <p>Supporting Points</p> <p>(Introduction to Culture)</p>	<p>-Module for Class 1</p> <p>-Handouts/slide deck</p> <p>Reading: “3 Reasons to Stop Chasing Happiness” (Quirk, 2024)</p>	<p>-Recognize effective reading strategies</p> <p>-Identify the main idea of a reading</p> <p>-Identify subordinate ideas in a reading</p> <p>-Identify types of supports used</p> <p>-Discuss aspects of culture</p>	<p>Lecture</p> <p>Teacher-led activities and exercises</p> <p>Individual and group work</p>		
3	<p>Answering Reading Comprehension Questions</p> <p>Tone, Audience, and Purpose</p> <p>Fact or Opinion</p> <p>Paraphrasing and citing</p> <p>Grammar Topic: Sentence structure (Simple, Compound,</p>	<p>-Module for Class 2</p> <p>-Handouts/slide deck</p> <p>-OER: Excelsior Writing Lab (Rhetorical Context)</p> <p>-About Reading Test # 1 (Sight Reading: Reading is presented with the test)</p>	<p>-Identify steps to effectively answer reading comprehension questions</p> <p>-Differentiate facts from opinion</p> <p>-Identify the author’s rhetorical context</p> <p>-Paraphrase and cite ideas using the latest version of APA</p> <p>-Prepare for Reading Test #1</p> <p>-Name cultural practices</p>	<p>Lecture</p> <p>Teacher-led activities and exercises</p> <p>Individual and group work</p>		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Complex) (Culture: Individualism and Collectivism)					
4	Making an Argument Reading Test #1  Grammar Topic: Pronouns  (Culture: Indirect and Direct Approaches)	-Module for Class 3 -Handouts/slide deck -Reading Test #1 (15%)	-Define argumentation -Recognize steps to making an effective argument -Demonstrate reading comprehension skills - Answer comprehension questions with relevant support -Paraphrase and cite from a source -Identify direct and indirect communication types -Use grammar taught and practised effectively	Lecture Teacher-led activities and exercises  Individual work  Individual work to be evaluated for assessment	Reading Test #1 - 15%	
5	Paragraph Organization  The Extended Paragraph  Paraphrasing and Citing as Support  Grammar Topic: Transitions  (Culture: Power Distance)	-Module for Class 5 -Handouts/slide deck -About Writing Test #1 (Sight Reading: Reading is presented at the time of the test)  Reading: Refer to content in the module	-Organize ideas in paragraph form -Write effective topic sentences followed by logical, cohesive support and examples -Integrate and cite paraphrase ideas using the latest version of APA style -Identify relevant and irrelevant supporting details -Write a concluding statement -Identify features of Power Distance in cultures	Lecture Teacher-led activities and exercises  Individual and group work		
6	Writing Test #1  Grammar Topic: Verbs and Pronouns  (Culture: Cultural Conditioning)	Module for Class 6 -Handouts/slide deck -Writing Test #1 (Sight Reading: Reading is presented at the time of the test)	-Demonstrate effective extended paragraph writing skills -Integrate paraphrased ideas using APA format to cite someone else's ideas to support the main idea -Use transitions effectively -Demonstrate grasp of grammar taught and practised in the course -Identify aspects of cultural conditioning	Lecture Teacher-led activities and exercises  Individual work  Individual work to be evaluated for assessment	Writing Test #1 - 15%	
7	Moving from an Extended Paragraph to an Essay	-Module for Class 7 -Handouts/slide deck -About Your Oral	-Identify components of an essay -Write a thesis statement with three points of development (PoD)	Lecture Teacher-led activities and exercises	Content/Grammar Quiz or	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	The Thesis Statement and 3 Points of Development (PoD)  Grammar Topic: Parallelism  (Culture: Canadian Culture)	Presentation (10%) —due in Class 8  Reading: Refer to content in the module	-Identify sentences that follow parallelism and those that do not -List ideas in parallel structure	Individual and group work	Skills Dev. Activity -- TBA (part of 10%)	
8	Oral Presentations  Improving thesis statements  Grammar Topic: Parallelism (Continued)	-Module for Class 8 -Handouts/slide deck -Oral Presentations	-Present on a topic using effective organizational and communication techniques -Develop a script suitable for an oral presentation (“live” or “video presentation”) -Demonstrate skills of speech timing and enunciation, professional presentation demeanour, audience, purpose, and use of effective visuals -Cite visuals using appropriate attribution -Identify effective thesis statements -List items using parallel structure	Lecture Teacher-led activities and exercises  Individual and group work  Individual work to be evaluated for assessment	Oral Presentation - 10%	
9	Steps to Writing a Preliminary Essay  Reading Critically  Grammar Topic: Articles	-Module for Class 9 -Handouts/slide deck -OER Critical Reading (UofT Writing Advice)  Reading: "No Hyphen for Me" (Sachadina, 2013)	-Develop a preliminary essay with supporting points and examples -Evaluate a reading basing on concepts of culture covered in class. -Identify types of articles and their functions.	Lecture Teacher-led activities and exercises  Individual and group work	Content/Grammar Quiz or Skills Dev. Activity -- TBA (part of 10%)	
10	Paraphrasing and Citing Review  Reading Test #2  Grammar Topic: Punctuation	-Module for Class 10 -Handouts/slide deck  Reading Test #2 (Sight Reading: Reading is presented at the time of the test)	-Answer critically to reading comprehension questions. -Support one's ideas with relevant support -Paraphrase and cite from a source -Evaluate the author's message -Use grammar taught and practised effectively	Teacher-led online lesson activities and exercises  Individual work  Individual work to be evaluated for assessment	Reading Test #2 - 15%	
11	Essay Development Review	-Module for Class 11 -Handouts/slide deck -OER Fragments and	-Demonstrate skills in essay organization -Integrate paraphrased and cited content from a source using APA	Teacher-led online lesson activities and exercises		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Grammar Topics: Correcting Fragments and Run-on Sentences Avoiding Errors with Modifiers	Run-ons (University of North Carolina at Chapel Hill)  Reading: Refer to content in the module	-Identify and revise fragment and run-on errors	Individual work		
12	Giving and Receiving Feedback  Writing Test #2  Grammar Topics: Using Collocation Avoiding Word Choice Errors	-Module for Class 12 -Handouts/slide deck  Writing Test #2: Stage 1 - Essay Submission (Sight Reading: Reading is presented at the time of the test)	-Identify steps to give peer feedback -Write with the reader in mind -Follow a set of criteria for marking an essay -Identify words that go tother in speech -Choose the correct word based on context	Teacher-led online lesson activities and exercises  Individual work  Individual work to be evaluated for assessment	Writing Test #2: Essay Submission	
13	Giving Feedback for Peer Review (Continued)  Grammar Topic: Editing for Sentence Errors	-Module for Class 13 -Handouts/slide deck  Writing Test #2: Stage 2 - Peer feedback (You must have submitted Stage 1 to complete this stage)	-Give constructive feedback -Evaluate someone else's writing -Give examples of effective essay development -Demonstrate proofreading skills by identifying common grammar errors in sentence structure	Teacher-led online lesson activities and exercises  Individual work  Individual work to be evaluated for assessment	Writing Test #2: Peer Feedback Culminates this assessment (15%)	
14	Final Writing Test	Final Writing Test (Sight Reading: Reading is presented at the time of the test)	-Read critically to make connections with a topic for discussion -Write a persuasive preliminary essay using appropriate structure, support, style, coherence and grammar -Integrate and cite paraphrased ideas from an assigned reading references -Use APA formatting appropriately -Write a variety of sentences with correct grammatical structure and punctuation	Individual work to be evaluated for assessment	Final Writing Test (20%)	