

## Course Outline

<b>Course Title:</b>	Communications I		
<b>Course Number:</b>	COMM201	<b>Approval Date:</b>	2018/7/9
<b>Course Hours:</b>	45 hours	<b>Academic Year:</b>	2018
<b>Academic School:</b>	School of General Arts & Sciences		

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**Program Co-ordinator or  
Equivalent:**

Fred Wood - fred.wood@flemingcollege.ca

**Dean (or Chair):**

Silvana Macdonald - silvana.macdonald@flemingcollege.ca

## Course Description

Communications I is an introductory course that provides a foundation in college-level communications by teaching students to read critically, write appropriately for a variety of audiences, conduct and cite research, and revise for clarity and correctness. In seminars and labs, students will engage in both independent and collaborative activities, including the development of a digital portfolio designed to help them become more effective communicators in academic and professional environments.

**Prerequisites:** None.

**Corequisites:** None.

## Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop strategies for reading and writing assignments that emphasize the rhetorical nature of communications.
2. Analyze the needs of authentic audiences to create effective communication.
3. Engage in peer review to participate in communications as a social act.
4. Analyze communications and practice communicating within a variety of writing forms and formats.
5. Develop strategies for engaging in writing as iterative and complex processes.
6. Use technology to support effective communication.
7. Apply basic principles of credibility using research and documentation.

## Learning Resources

No textbook is required,

All course material will be available through D2L.

## Assessment Summary

Assessment Task	Percentage
Assignments	100%

## Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)  
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)  
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)  
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)  
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)  
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

**Alternate accessible formats of learning resources and materials will be provided, on request.**

## Program Standards

The Ministry of Training, Colleges and Universities oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Training, Colleges and Universities](#) (MTCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your

program, follow the MTCU link ([www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/))

## Detail Plan

**Term:** 2018 Fall **Session Code:** DC

**Class Section:** 80

**Faculty:** Amy Bowen - Amy.Bowen@flemingcollege.ca  
Kimberly O'Neill - Kimberly.ONeill@flemingcollege.ca

**Program Co-ordinator or Equivalent:** Fred Wood - fred.wood@flemingcollege.ca

**Dean (or Chair):** Sandra Dupret - sandra.dupret@flemingcollege.ca

**Academic Planning and Operations Department:** William Howe - William.Howe@flemingcollege.ca

## Learning Plan

<b>Wks/Hrs Units</b>	<b>Topics, Resources, Learning, Activities</b>	<b>Learning Outcomes</b>	<b>Assessment</b>
1	Welcome and Course Introduction; Writing Diagnostic		
2	<b>Writing Personal and Public</b>		Blog ("B") #1
3	<b>Credibility and First Drafts</b>		B #2;
4	<b>Documenting in APA</b>		B #3; First draft of "This I Believe" due at <i>BEGINNING</i> of lab for in lab peer review
5	<b>Research and Documentation: Primary vs Secondary; Introduction to the Profile Assignment</b>		B #4; Second draft of "This I Believe" due at <i>BEGINNING</i> of lab for in lab peer review
6	<b>Writing a Profile: Conventions of the Genre and Interviewing Skills</b>		B #5;
7	<b>Writing a Profile: Taking and Using Good Notes</b>		B #6; Final version of "This I Believe" uploaded to dropbox in D2L (20%)

<b>Wks/Hrs Units</b>	<b>Topics, Resources, Learning, Activities</b>	<b>Learning Outcomes</b>	<b>Assessment</b>
9	<b>True Writing is Re-writing</b> Editing vs. revising; reflecting on the profile genre; your word processor can do more than spell-check		B #7;  First draft of Profile Assignment due at BEGINNING of lab for in lab peer review(2.5%)
10	<b>Refining the Profile</b>		B #8; Second Draft of Profile Assignment due for in-lab peer review (2.5%)
11	<b>What's Your Point?</b>		B #9;
12	<b>Making Your Case: Persuasive Communication</b>		B #10;  Final version of Profile Assignment uploaded to D2L dropbox by END of lab (25%)
13	<b>Making Your Case: Persuasive Communication</b>		
14	<b>Making Your Case: Persuasive Communication</b>		Final version of Persuasive Assignment uploaded to D2L dropbox by END of lab (10%)
15	<b>Making Your Case: Persuasive Communication</b>		

## Assessment Requirements

<b>Assessment Task</b>	<b>Date/Weeks</b>	<b>Course Learning Outcome</b>	<b>Percentage</b>
Weekly Blogs	Weekly outside of class and posted to WordPress (10 x 1% each for completion and 5% each for 3 randomly-selected marked blogs)	1-7	25%
In class Activities	Various weeks in class (10 x 1%)	1-7	10%
"This I Believe"	Draft 1 (2.5%) Draft 2 (2.5%) Final draft (20%)	1-7	25%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Profile	Draft 1 (2.5%) Draft 2 (2.5%) Final draft (25%)	1-7	30%
Persuasive Assignment	Persuasive Assignment (10%)	1-7	10%

## Exemption Contact

Information about the Transfer Credit process can be accessed through your myCampus Portal under the Registrar's Office and Resources Tabs or by contacting the Transfer Credit Coordinator, ([transfercredit@flemingcollege.ca](mailto:transfercredit@flemingcollege.ca)) in the Registrar's Office.

## Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

## Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

1. Students are encouraged to retain course outlines for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.
2. Mutually, faculty and learners will support and adhere to college Academic Regulations (policy #2-201) and Student Rights and Responsibilities (policy #5-506).

3. In addition, the following guidelines have been developed by the Communications Department to support the learning process.

a) **Class Attendance and Assignments**

Attendance at all classes is strongly recommended. Regular class attendance is a key factor in students' success. Students must attend the course section(s) that appear on their timetables. In-class assignments must be completed during regularly scheduled class time.

b) **Modification to the Learning Sequence**

Rescheduling of course topics and evaluations may be necessary to accommodate scheduling challenges or other unforeseen circumstances. Significant changes will be discussed and mutually agreed to in class.

c) **Due Dates, Late Penalties and Missed Assessments**

Students must submit all written assignments on the assigned dates unless they have made specific arrangements with the instructor at least 24 hours prior to the due date in question. In the case of emergencies, students must contact their instructor as soon as possible to discuss alternate arrangements. Alternate arrangements will be made for valid reasons only; documentation may be required.

A penalty of 10% per calendar day will be applied to an assignment not submitted by the original or extended due date. An assignment more than three calendar days late will receive a mark of zero ("0"). No assignment will be accepted after the last day of classes without prior arrangement with the instructor. Late submissions will not be accepted for drafts of "This I Believe," the Profile, the Persuasive Reflection, or weekly blogs. Peer reviews and one-minute reflections must be completed during lab time.

d) **Classroom Behaviour**

Students are not permitted to use cellphones or other electronic devices for the purposes of sending/receiving calls, text messaging, or web surfing during seminars or labs. Electronic devices will be permitted for academic purposes related to activities occurring in the class. Students wishing to record class material must receive permission from the instructor.

e) **Evaluation Criteria**

Written assignments will be graded according to the assessment tools provided on the course D2L page.

f) **Grades**

Grades for assignments will be entered into the gradebook within two weeks of submission. Students have two weeks after receiving their final course grade to appeal the final mark.

g) **Final grades**

Final grades are assigned based on a student's level of academic achievement corresponding to the assessment components cited in the course outline. Faculty cannot offer additional evaluation activities beyond those cited in this course outline.

#### h) **Records**

Students are encouraged to keep copies of all submitted assignments, and to retain graded material until the end of the semester.

#### i) **Academic Integrity**

Fleming College views very seriously any form of academic dishonesty, such as plagiarism; submission of work for which credit has already been received; cheating, impersonation; falsification or fabrication of data; the acquisition of confidential materials, e.g. examination papers; misrepresentation of facts, altering transcripts or other official documents.

#### j) **Plagiarism**

In essence, plagiarism is the submission for credit of work taken without adequate documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form). The following are all types of plagiarism:

1. Copying text word-for-word from the Internet without giving proper credit.
2. Incorporating text from the Internet, but inadequately paraphrasing and summarizing (for example, just changing a few words). Note that this is plagiarism *whether or not it is properly cited*. A paraphrase, in particular, must be unrecognizably related to the original source text.
3. Submitting an assignment and claiming it as your own when it was actually written by someone else or copied from someone else.

**A plagiarized assignment will receive a grade of zero.**

See the Fleming College library website for information on documentation:

<http://flemingcollege.ca.libguides.com/apastyle>

For college rules regarding plagiarism, see Section 6 of Fleming's Academic Regulations.