

Communications I

Applied Science and Environmental Technology

Course Number: ENL1813T	Contribution to Program: Vocational	Normative Hours: 45
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Core/Elective: Multiple Core/Elective
Prepared by: Patrick Dawson Coordinator, English FCTT		Approval Date: 24/05/2012
Co-Requisites N/A		Approved by: Christopher Janzen Chair, Applied Science & Environmental Technology
Pre-Requisites N/A		Approved for Academic Year: 2012-2013

COURSE DESCRIPTION

Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

ESSENTIAL EMPLOYABILITY SKILLS

The course contributes to your program by helping you achieve the following Essential Employability Skills:	
1	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.(T,A)
2	Respond to written, spoken or visual messages in a manner that ensures effective communication.(T,A)
6	Locate, select, organize and document information using appropriate technology and information systems.(T,A)
7	Analyze, evaluate and apply relevant information from a variety of sources.(T,A)

T: Teach **A:** Assess **CP:** Culminating Performance

COURSE LEARNING REQUIREMENTS/EMBEDDED KNOWLEDGE AND SKILLS

COURSE LEARNING REQUIREMENTS When you have earned credit for this course, you will have demonstrated the ability to:	EMBEDDED KNOWLEDGE AND SKILLS
1. plan, write, revise and edit short documents and messages that are organized, complete and tailored to specific audiences.	<ul style="list-style-type: none"> 1 identify audience and purpose. 1 select the appropriate mode for delivering the message. 1 recognize and use basic patterns of standard English. 1 format and write short documents such as routine correspondence, paragraphs, and short essays or reports. 1 edit and proofread documents to eliminate errors.
2. plan and deliver short, organized spoken messages and oral reports tailored to specific audiences and purposes.	<ul style="list-style-type: none"> 1 choose appropriate format and structure for the purpose and audience. 1 plan and organize messages and reports. 1 use strategies to overcome speaking anxiety. 1 use verbal and nonverbal techniques to enhance spoken messages. 1 incorporate cues and transitions to guide listeners. 1 respect time allocations.
3. interpret and reframe information gained from spoken messages in	<ul style="list-style-type: none"> 1 identify and practise effective listening strategies.

ways that show accurate analysis and comprehension.	<ul style="list-style-type: none"> 1 identify barriers to effective listening. 1 summarize and paraphrase information gained through listening. 1 reformat information received through listening to another medium.
4. use effective reading strategies to collect and reframe information from a variety of written materials accurately.	<ul style="list-style-type: none"> 1 separate main ideas from subordinate ideas in written materials. 1 identify the organizational structure of a variety of written messages. 1 read with a purpose to identify needed information. 1 paraphrase, summarize and reformat information collected from written materials.
5. locate, select and organize task-relevant and accurate information drawn from a variety of sources.	<ul style="list-style-type: none"> 1 select and use databases to find information. 1 locate prescribed sources of information. 1 distinguish between primary and secondary sources. 1 evaluate the relevance and validity of information. 1 assess and choose information sources appropriate to the purpose and task. 1 compile and organize information.
6. integrate and document information using commonly accepted citation guidelines.	<ul style="list-style-type: none"> 1 credit other's work or ideas to avoid plagiarism. 1 incorporate research information in written materials and oral messages. 1 use strategies to identify and avoid plagiarism. 1 identify acceptable citation guidelines. 1 cite sources correctly.
7. select and use common, basic, information technology tools to support communication.	<ul style="list-style-type: none"> 1 identify common technology tools used to support communication. 1 select the technology appropriate for the task. 1 use word processing software to write short documents and routine correspondence.

LEARNING RESOURCES

Please check with your instructor before buying textbooks. She or he may specify a required text.

LEARNING ACTIVITIES

During this course, you are likely to experience the following learning activities:

- 1 Exercises and assignments to improve your ability to write effective sentences, paragraphs, and reports
- 1 Presentations and reports using appropriate methods of development
- 1 Writing, revising, and editing of drafts with particular attention to grammar, syntax, punctuation, and spelling
- 1 Exercises in writing concise notes and summaries
- 1 Exercises and/or tests in reading comprehension
- 1 Exercises in conducting research to gather information
- 1 Exercises in giving oral summaries and reports
- 1 Participation in class discussions
- 1 At least one formal oral presentation within a classroom setting
- 1 Writing letters and memoranda using standard formats
- 1 A letter of application and resume
- 1 Research activities
- 1 Planning, writing, revising, and editing written work
- 1 Summarizing written and spoken material
- 1 Using information technology (computers, email)
- 1 Reading assigned material
- 1 Evaluation and assessment in a variety of college contexts
- 1 Collaborative assignments

Although the skills in the course outline are listed separately, they are not treated separately in the classroom. Each assignment will, wherever possible, involve several skills while emphasizing the development of one skill. The student will acquire language skills by reading, writing, listening, and speaking in a real-time environment -- in short, by being part of the learning process, not by being a passive recipient of information.

EVALUATION/EARNING CREDIT

The following will provide evidence of your learning achievements:	This activity validates the following Course Learning Requirements and/or Essential Employability Skills:
written assignments representing 40% of the course grade.	<ul style="list-style-type: none"> 1 plan, write, revise and edit short documents and messages that are organized, complete and tailored to specific audiences. - [CLR 1] 1 select and use common, basic, information technology tools to support communication. - [CLR 7] 1 interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension. - [CLR 3] 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] 1 Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2]
public speaking activities representing 30% of the course grade.	<ul style="list-style-type: none"> 1 select and use common, basic, information technology tools to support communication. - [CLR 7] 1 plan and deliver short, organized spoken messages and oral reports tailored to specific audiences and purposes. - [CLR 2] 1 interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension. - [CLR 3] 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] 1 Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2] 1 Locate, select, organize and document information using appropriate technology and information systems. - [EES 6] 1 Analyze, evaluate and apply relevant information from a variety of sources. - [EES 7]
participation in class activities representing 10% of the course grade	<ul style="list-style-type: none"> 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. - [EES 1] 1 Respond to written, spoken or visual messages in a manner that ensures effective communication. - [EES 2]
research assignments representing 20% of the course grade.	<ul style="list-style-type: none"> 1 interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension. - [CLR 3] 1 use effective reading strategies to collect and reframe information from a variety of written materials accurately. - [CLR 4] 1 locate, select and organize task-relevant and accurate information drawn from a variety of sources. - [CLR 5] 1 integrate and document information using commonly accepted citation guidelines. - [CLR 6] 1 select and use common, basic, information technology tools to support communication. - [CLR 7] 1 Locate, select, organize and document information using appropriate technology and information systems. - [EES 6] 1 Analyze, evaluate and apply relevant information from a variety of sources. - [EES 7]

COLLEGE GRADING NUMERICAL EQUIVALENT TABLE

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90-100%	4.0	C+	67-69%	2.3
A	85-89%	3.8	C	63-66%	2.0

A-	80-84%	3.6	C-	60-62%	1.7
B+	77-79%	3.3	D+	57-59%	1.4
B	73-76%	3.0	D	53-56%	1.2
B-	70-72%	2.7	D-	50-52%	1.0
			F	0-49%	0
			FSP	0	0

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- 1 Portfolio
 - 1 Other
- An interview, and/or a written test of writing competency, and/or a live presentation to confirm oral presentation competency, may be requested to confirm any documentation presented in a portfolio.

RELATED INFORMATION

The following information is course-specific:

In order to receive credit for the course, you must satisfactorily complete all course learning requirements.

The following information is school/department-specific:

The following information is College-wide:

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Centre for Students with Disabilities (CSD)

If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.

Academic Integrity*

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA 18(http://www2.algonquincollege.com/directives/files/2011/01/AA-18-Academic-Dishonesty-and-Discipline.PEC_Approved-Oct.27.2010.pdf) and E43 (<http://www2.algonquincollege.com/directives/files/2011/05/E431.pdf>)

Course Assessments*

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities. For further details consult Algonquin College Directive E38 (<http://www2.algonquincollege.com/directives/files/2010/09/E38.pdf>)

Use of Electronic Devices*

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Directive E39 (<http://www2.algonquincollege.com/directives/files/2010/09/E39.pdf>)

Transfer of Credit

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

* College policies (previously called directives) are under review and redesign. The term *directives* is being retired. As such, the policy classification nomenclature is in transition. Students, it is your responsibility to refer to the Algonquin College Directives/Policies website for the most current information available at: (<http://www2.algonquincollege.com/directives/>)