

Communications I

Applied Science and Environmental Technology

Course Number: ENL1813T	Co-Requisites: N/A	Pre-Requisites: N/A
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Core/Elective: Multiple Core/Elective
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Approved for Academic Year:	2015-2016	
Normative Hours:	45.00	

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 practice 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.

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

EES 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)
EES 2	Respond to written, spoken or visual messages in a manner that ensures effective communication. (T,A)
EES 6	Locate, select, organize and document information using appropriate technology and information systems. (T,A)
EES 7	Analyze, evaluate and apply relevant information from a variety of sources. (T,A)

Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

- 1.) plan, write, revise and edit short documents and messages that are organized, complete and tailored to specific audiences.**
- identify audience and purpose.
 - select the appropriate mode for delivering the message.
 - use basic patterns of standard English.
 - format and write short documents such as routine correspondence, reports, descriptions, or summaries.
 - edit and proofread documents to eliminate errors.

support message content with visual elements.

2.) plan and deliver short, organized spoken messages and oral reports tailored to specific audiences and purposes.

choose appropriate format and structure for the purpose and audience.

plan and organize messages and reports.

use strategies to overcome speaking anxiety.

use verbal and nonverbal techniques to enhance spoken messages.

incorporate cues and transitions to guide listeners.

respect time allocations.

use visual support that enhances communication.

3.) interpret and reframe information gained from spoken messages in ways that show accurate analysis and comprehension.

identify and practise effective listening strategies.

identify barriers to effective listening.

summarize and paraphrase information gained through listening.

reformat information received through listening to another medium, such as graphics.

4.) use effective reading strategies to collect and reframe information from a variety of written materials accurately.

separate main ideas from subordinate ideas in written materials.

identify the organizational structure of a variety of written messages.

read with a purpose to identify needed information.

paraphrase, summarize and reformat information collected from written materials.

interpret the visual elements found in written materials.

5.) locate, select and organize relevant and accurate information drawn from a variety of sources appropriate to the task.

select and use databases to find information.

locate prescribed sources of information.

distinguish between primary and secondary sources.

evaluate the relevance and validity of information.

assess and choose information sources appropriate to the purpose and task.

compile and organize information in both written and visual formats.

6.) integrate and document information using commonly accepted citation guidelines.

credit other's work or ideas to avoid plagiarism.

incorporate research information in written materials, oral messages and visuals.

use strategies to identify and avoid plagiarism.

identify acceptable citation guidelines.

cite sources correctly.

7.) select and use common, basic, information technology tools to support communication.

identify common technology tools used to support communication.

select the technology appropriate for the task.

use word processing software to write short documents and routine correspondence.

use presentation software for the organisation and support or oral communication.

Learning Resources

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

Learning Activities

Writing Activities

- Writing letters and memoranda using standard formats
- Preparing a letter of application and resume
- Following the principles of direct structure in the creation of written work
- Summarizing written and spoken material
- Using information technology (computers, email)
- Writing technical descriptions
- Including visual elements that improve communication
- Planning, writing, revising, and editing written work

Speaking Activities

- Delivering oral summaries and reports
- Using appropriate methods of development for presentations
- Developing slideware and presentation aids that support oral communication
- Participating in collaborative assignments and presentations
- Presenting at least one formal oral within a classroom setting

Research Activities

- Conducting research to gather information
- Reading assigned material
- Documenting sources
- Summarizing research results
- Designing visuals based on research data

In-Class activities

- Participating in class discussions
- Completing exercises and/or tests in reading comprehension
- Writing, revising, and editing of drafts with particular attention to grammar, syntax, punctuation, and spelling
- Improving your ability to write effective sentences, paragraphs, and reports

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 list provides evidence of this course's learning achievements and the outcomes they validate:

Written Assignment(s) (40%)

Validates Outcomes: CLR 1, CLR 3, CLR 7, EES 1, EES 2

Presentation(s) (30%)

Validates Outcomes: CLR 2, CLR 3, CLR 7, EES 1, EES 2, EES 6, EES 7

Research Assignment(s) (20%)

Validates Outcomes: CLR 3, CLR 4, CLR 5, CLR 6, CLR 7, EES 6, EES 7

Participation (10%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, CLR 7, EES 1, EES 2, EES 6, EES 7

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:

- 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 the required portfolio.
- Portfolio

Course Related Information

Please consult Blackboard for a copy of the course schedule and more information about the assignments.

College Related Information

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.

Students with Disabilities

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

Academic Integrity & Plagiarism

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 AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class

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 Policy AA32: Use of Electronic Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at <http://www.algonquincollege.com/directives/>

Grade Scheme

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90% - 100%	4.0	A	85% - 89%	3.8
A-	80% - 84%	3.6	B+	77% - 79%	3.3
B	73% - 76%	3.0	B-	70% - 72%	2.7
C+	67% - 69%	2.3	C	63% - 66%	2.0
C-	60% - 62%	1.7	D+	57% - 59%	1.4
D	53% - 56%	1.2	D-	50% - 52%	1.0
F	0% - 49%	0	FSP	0	0

Legend

Terms

- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels

- T: Taught
- A: Assessed
- CP: Culminating Performance