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## INTRODUCTION TO COLLEGE COMMUNICATION

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### Dept of English & Communication

<b>Course Code:</b> COMM1000	<b>Co-Requisites:</b> Please see Course Related Information	<b>Pre-Requisites:</b> Please see Course Related Information
<b>Applicable Program(s):</b> Multiple Programs Please See Below for Details	<b>Core/Elective:</b> Core	
<b>Prepared by:</b>	Department of English & Communications, Faculty	
<b>Approved by:</b>	Alexandra MacLennan, Chair, Department of English & Communication	
<b>Approval Date:</b>	Tuesday, June 27, 2023	
<b>Approved for Academic Year:</b>	2023-2024	
<b>Contact Hours:</b>	42.00	
<b>Credit Hours:</b>	0.00	

### Course Description

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In Introduction to College Communication, students develop the reading, writing and critical thinking skills necessary for success in college-level courses, in the workplace, and in civic engagement. Students improve reading comprehension by critically engaging with a variety of texts. Students also plan, draft, and revise a variety of concise, coherent, and well-organized writing assignments that demonstrate an understanding of audience and purpose. With an emphasis on revision, students practice the editing skills necessary to improve their compositions. They also learn how to identify and evaluate types of evidence, respond analytically to arguments by applying basic critical thinking strategies, and learn the fundamentals of a standard documentation style. Throughout the course, students engage in reading, writing, and critical thinking activities in a way that promotes academic integrity and reflects anti-racist and indigenous communication practices. This non-credit course is a pre-requisite for Communicating Across Contexts and for other advanced COMM courses

### Essential Employability Skills

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

- EES 1      **COMMUNICATION:** Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T, P, E,)
- EES 2      **COMMUNICATION:** Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, P, E,)
- EES 4      **CRITICAL THINKING & PROBLEM SOLVING:** Apply a systematic approach to solve problems. (T, P, E,)

EES 5	CRITICAL THINKING & PROBLEM SOLVING: Use a variety of thinking skills to anticipate and solve problems. (T, P,)
EES 6	INFORMATION MANAGEMENT: Analyze, evaluate and apply relevant information from a variety of sources. (T, P, E,)
EES 7	INFORMATION MANAGEMENT: Locate, select, organize and document information using appropriate technology and information systems. (T, P, E,)
EES 8	INTERPERSONAL: Show respect for diverse opinions, values, belief systems and contributions of others. (P,)
EES 10	PERSONAL: Manage the use of time and other resources to complete projects. (T, P,)
EES 11	PERSONAL: Take responsibility for one's own actions, decisions and consequences. (P,)

Note: "T" means elements of the skill are taught; "P" means elements of the skill are practiced; "E" means elements of the skill are evaluated; "C" means the skill culminates.

## Course Learning Outcomes

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

- CLO 1      Apply a set of strategies to create short pieces of organized, coherent, clear, and concise writing with an understanding of one's audience and purpose.
- Develop strategies to identify reader and purpose.
  - Complete stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing, and reflection).
  - Create short pieces of well-organized, unified, and coherent communication that have a distinct introduction, body, and conclusion (e.g., topic and concluding sentences, transition words and phrases).
  - Develop a clear, logical thesis/main message with relevant supporting points and/ or evidence.
  - Organize the main idea, supporting points, and/ or evidence of a short piece of communication (e.g., emails, paragraphs, letters).
  - Apply correct grammar (e.g., use varied sentence types; create complete, grammatically correct sentences) and apply standard punctuation rules/conventions
  - Make appropriate and effective vocabulary choices.
- CLO 2      Apply critical reading strategies to improve comprehension of text.
- Determine the author's implicit/ explicit main message.
  - Describe an author's audience.
  - Identify supporting points in a text.
  - Annotate texts to understand and engage with the text.
  - Outline the structure, organization, and major parts of a text.
  - Distinguish between facts and opinions in a text.
  - Summarize and/ or paraphrase ideas.
  - Apply strategies to interpret vocabulary in context.

CLO 3

Apply basic understanding of critical thinking skills to engage with a topic.

- Identify basic components of an effective argument (e.g., bias, understanding different perspectives on a topic, types of evidence, use of language and tone, structure, and organization).
- Respond to a text with valid support by applying critical thinking strategies and reflective practices (e.g., make text-to-self, text-to-text, and text-to-world connections; ask questions; interpret information; reach logical conclusions, etc.).
- Demonstrate basic research skills.
- Locate and assess information using appropriate technology (e.g., search engines, library databases, and other platforms).
- Demonstrate principles/ understanding of academic integrity (e.g., practice attribution, APA or other standard documentation style).
- Exercise critical thinking through a lens of anti-racism and indigenous practices which include lived experiences.

### Delivery Methods/Learning Activities

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Teaching and learning strategies used in this course include interactive lectures, group discussions, demonstrations, group work, in-class assignments and exercises (skill-building and writing), homework exercises and assignments (reading, writing and skill-building), on-line learning, and peer feedback.

**This course will have 42 or 56 scheduled contact hours depending on the program area.**

### Learning Resources

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***Required:***

*Various - Please see your course section supplement*

***Recommended / Optional:***

College-level dictionary, Spellcheck and grammar checking app or software, as found in Word and similar programs

### Course Related Information

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Pre-Requisites: Admissions or Placement Test. Co-Requisites: None.

### Course Specific Assignment Policy

1. Assignments must be prepared in the format specified in the assignment instructions (e.g., MS Word document) and will be submitted on D2L Brightspace.
2. Assignments will be submitted at least 2 days after the scheduled class in which the assignment topic is covered. For example, if class is on Tuesday, assignments will be due on Thursday (or later.)
3. Students are advised to contact the professor as soon as possible and request an extension if they anticipate that they may miss a deadline due to unforeseen circumstances.
4. Unless an extension is granted, late assignments will be penalized 10% per day to a maximum of five (5) days, after which they will not be accepted and a zero (0) grade will be assigned.
5. All assignments are to be completed in compliance with the Academic Integrity Policy. If a faculty member finds that a student has acted in a manner or produced an assignment that breaches the standards of academic integrity established by George Brown College, the faculty will pursue either an informal or formal resolution, which will be entered into the Academic Integrity Breach Reporting portal and may be subject to grade penalties.
6. Students are advised to keep all marked assignments, feedback on workshops, and the course outline. In cases of disagreement over marks or work completion, assignments must be produced by the student.

A full list of the college's academic policies can be accessed at <https://www.georgebrown.ca/about/policies>

## George Brown Related Information

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### ACKNOWLEDGEMENT OF THE TRADITIONAL LAND

We would like to acknowledge that George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and the land of other Indigenous Peoples who have lived here over time.

### PROGRAM LEARNING OUTCOMES

College programs are designed to deliver program learning outcomes that relate to the unique content of a particular area of study. To review the specific program learning outcomes for your program, please go to your program page on the George Brown College website at <https://www.georgebrown.ca/>

### IMPORTANT PROGRAM INFORMATION

Students are advised to consult program coordinators regarding specific requirements for successfully completing their program, including adding/dropping courses and other issues that might disrupt their course of study.

### RETENTION OF COURSE OUTLINES

Students are expected to retain their course outlines to support learning in the course and for future use in applications for transfer of credit to other educational institutions.

## COLLEGE POLICIES

It is essential that students review all college policies, including Academic Policies available at <https://www.georgebrown.ca/policies>.

## DIGITAL LEARNING REQUIREMENTS

Students are required to have access to a computer and to the internet. There may also be additional technology-related requirements to participate in a course that are not included in the course materials fee, such as headphones, webcams, specialized software, etc. Details on these requirements can be found in the course outline for each course.

The Library Learning Commons (LLC) has a limited number of devices including laptops and portable WIFI devices to support students; however, the LLC cannot guarantee access to a device for all students.

## ACCESSIBLE LEARNING SERVICES FOR STUDENTS

Accessible Learning Services facilitates academic support and services for George Brown College students with physical, sensory, learning, medical or mental health disabilities. Delivered in collaboration with academic departments and other service areas, these services are available to students in all programs at all campuses.

George Brown College is committed to upholding a student's right to individualized and timely accommodation that promotes dignity, independence, autonomy, equity, and inclusion for the student. In addition to our current supports, we are working to eliminate barriers by increasing access to alternate formats, planning accessible buildings and classrooms, enhancing employee training, and adopting inclusive practices in placement and on campus.

Only those involved in a student's accommodation plan shall be alerted to their registration with Accessible Learning Services, and a student's registration with Accessible Learning Services will not be identified on the student's official college transcript and/or graduation documentation. For more information, please visit the Accessible Learning Services website at <http://www.georgebrown.ca/accessible-learning-services/> or call 416-415-5000 ext. 2622 or email [letstalk@georgebrown.ca](mailto:letstalk@georgebrown.ca)

## EQUITY STATEMENT

George Brown College values the diversity of our students, employees, and community partners, and is committed to providing a learning environment where all people are safe and respected. Comments, behaviours, or interactions that are inconsistent with our values may be a violation of the following college policies: Sexual Assault and Sexual Violence, Human Rights Discrimination and Harassment, and the Prevention of Workplace Violence and Harassment. These types of actions or comments are not acceptable and will not be tolerated. The commitment and cooperation of all students and employees is required to maintain a welcoming environment in which to learn and work.

Support and information are available through a Human Rights Advisor at [diversity@georgebrown.ca](mailto:diversity@georgebrown.ca) or the Sexual Violence Response Advisor at [svra@georgebrown.ca](mailto:svra@georgebrown.ca)

For information on the relevant policies visit <https://www.georgebrown.ca/diversity/>

## TEXT-MATCHING DETECTION SOFTWARE

Text-matching detection software assists faculty and students in preventing and detecting plagiarism. Faculty may use such software to check the originality of the academic work students submit in a course by comparing submitted assignments to those contained in publicly accessible internet sites, and academic journals, as well as databases of submitted papers and other sources. Faculty may not submit any student work that contains personally identifiable information through a text matching/anti-plagiarism tool or require students to do so.

Automated text matching software will be made available to all academic staff and students to promote academic integrity and appropriate documentation of sources. Professors may choose to use the college-approved automated text matching detection software in their courses. Students are permitted to submit draft assignments prior to the due date, and to receive the screening report that is also available to professors.

## Student Evaluation System

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Below is a list of evaluation methods included in this course along with the course learning outcomes (CLO) and essential employability skills (EES) assessed by each. In some cases, program learning outcomes (PLO) assessed may also be indicated.

### **Assignment 1 (10%)**

Assignment 1 - Academic Integrity Assignment. Students demonstrate an understanding of academic integrity and reflect on their prior experience with this topic

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

### **Assignment 2 (10%)**

Assignment 2 - Introductory Communication Assignment. Students compose an effective professional communication (e.g., email) that demonstrates an appropriate understanding of audience, purpose, and tone.

Validates Outcomes: CLO 1, EES 1, EES 2

### **Reading Assignments (15%)**

Students demonstrate their accurate understanding of a text and develop a critical response to a text.

Validates Outcomes: CLO 2, EES 1, EES 2, EES 4, EES 7

### **Summary Assignment (10%)**

Summary Reflection Assignment. Using their knowledge of summary writing, students will evaluate a summary written by a large language model (e.g., Chat-GPT) to discover and discuss the gaps in artificial intelligence's compositions.

Validates Outcomes: CLO 1, CLO 2, CLO 3, EES 1, EES 2

### **Varied Assessments (20%)**

Students practice and authentically demonstrate transferable reading, writing, and critical thinking skills.

Validates Outcomes: CLO 1, CLO 2, CLO 3, EES 1, EES 2, EES 4, EES 6, EES 7

### **Critical Thinking Assignment (15%)**

Students engage with a topic that is meaningful and relevant to the student by making connections, using logical reasoning, and practicing nuanced analytical thinking.

Validates Outcomes: CLO 1, CLO 2, CLO 3, EES 1, EES 2, EES 4, EES 6, EES 7

### **Final Assessment (20%)**

Students produce a writing-focused piece of communication that culminates their progressive development of the 3 foundation-level communication skills and concepts.

Validates Outcomes: CLO 1, CLO 2, CLO 3, EES 1, EES 2, EES 4, EES 5, EES 6, EES 7, EES 8, EES 10, EES 11

## **Prior Learning Assessment and Recognition**

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Prior learning assessment and recognition (PLAR) is a process that gives students the opportunity to obtain academic credit for one or more courses in a certificate, diploma or degree based on demonstrated prior learning acquired through life experiences before enrollment in a program. More information regarding PLAR can be found on the GBC website at: <http://www.georgebrown.ca/plar/>

- This course is not PLAR eligible: For more information about PLAR, please refer to the George Brown College website at the link above.

## **Grading System**

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The passing mark for this course is a "C": 60%

This is a Pass/Not Pass Course. Students who do not successfully meet the requirements of the grading system in this course will be assigned a grade of Not Pass (NP).

## **Programs**

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This Course is applicable to the following Programs.

A107 - Transitions to Post-Secondary Education  
A108 - Pre-Health Sciences Pathway to Advanced Diplomas and Degrees  
A109 - Pre-Health Sciences Pathway to Certificates and Diplomas  
A113 - Human Services Foundations  
A146 - Pre-Business  
A757 - Transitions to Post-Secondary Education  
B103 - Business - Accounting  
B107 - Business Administration - Accounting  
B108 - Business Administration - Marketing  
B120 - Business - Marketing  
B122 - Business Administration - Supply Chain and Operations Management  
B125 - Business

B126 - Business Administration - Project Management  
B130 - Business Administration - Finance  
B131 - Business Administration - International Business  
B133 - Business - Finance  
B134 - Business - Human Resources  
B144 - Business Administration - Human Resources  
B145 - Business Administration  
B150 - Business Administration - Finance  
B154 - Business Administration - Human Resources  
B155 - Business Administration  
B156 - Business Administration - Project Management  
B157 - Business Administration - Accounting  
B158 - Business Administration - Marketing  
B161 - Business Administration - International Business  
B162 - Business Administration - Supply Chain and Operations Management  
C100 - Early Childhood Education  
C101 - Community Worker  
C114 - American Sign Language and Deaf Studies  
C119 - Social Service Worker  
C133 - Child and Youth Care  
C137 - Assaulted Women's and Children's - Counsellor/Advocate  
C139 - Health Information Management  
C146 - Behavioural Science Technician  
C152 - Recreation Management in Gerontology  
C158 - Deafblind & Intervenor Studies  
C160 - Early Childhood Education  
F102 - Fashion Management  
F105 - Gemmology  
F110 - Jewellery Methods  
F111 - Jewellery Essentials  
F112 - Fashion Business Industry  
F113 - Fashion Techniques and Design  
F114 - Jewellery Arts  
G102 - Graphic Design  
G113 - Interaction Design  
G119 - Game - Art  
H100 - Culinary Management  
H101 - Hospitality Services  
H113 - Baking and Pastry Arts Management  
H116 - Culinary Management  
H119 - Culinary Management - Nutrition  
H128 - Baking and Pastry Foundations



H130 - Tourism and Hospitality Management  
H132 - Food and Beverage Management - Restaurant Management  
H133 - Hospitality - Hotel Operations Management  
H134 - Culinary Skills  
H141 - Event Planning  
P101 - Dance Performance Preparation  
P104 - Theatre Arts - Performance  
P105 - Dance Performance  
P106 - Commercial Dance  
P107 - Acting for Media  
P108 - Theatre Arts - Preparation  
P111 - Media Foundation  
P112 - Video Design and Production  
R101 - General Arts and Science  
R104 - General Arts and Science - One-Year  
S100 - Dental Technology  
S101 - Denturism  
S102 - Orthotic/Prosthetic Technician  
S113 - Dental Assisting (Levels I and II)  
S115 - Dental Office Administration  
S117 - Hearing Instrument Specialist  
S134 - Dental Hygiene  
S135 - Office Administration - Health Services  
T105 - Construction Engineering Technology  
T109 - Architectural Technology  
T121 - Mechanical Engineering Technology - Design  
T132 - Architectural Technician  
T141 - Computer Systems Technician  
T146 - Electro-Mechanical Engineering Technician  
T147 - Computer Systems Technology  
T148 - Building Renovation Technology  
T160 - Heating, Refrigeration, and Air Conditioning Technician  
T161 - Construction Engineering Technician  
T162 - Heating, Refrigeration, and Air Conditioning Technology  
T163 - Game - Programming  
T164 - Civil Engineering Technology  
T165 - Plumbing Techniques  
T166 - Welding Techniques  
T167 - Electrical Techniques  
T171 - Electromechanical Engineering Technology - Building Automation  
T173 - Mechanical Technician - CNC and Precision Machining  
T176 - Construction Techniques

T177 - Computer Programming and Analysis  
T178 - Interior Design  
T180 - Carpentry and Renovation Technician  
T182 - Electromechanical Engineering Technology - Power and Control  
T187 - Computer Systems Technology  
T191 - Computer Systems Technician  
T193 - Game - Programming  
T197 - Computer Programming and Analysis

## Legend

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### Terms

- ILO: Indigenous Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLO: Course Learning Outcome
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- APO: Additional Program Outcome
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- PLO: Program Learning Outcome