



# COURSE OUTLINE

## CENTRE FOR NURSING

COURSE NAME: Introduction to College English

COURSE CODE: COMM 1006

CREDIT HOURS: 54

PREREQUISITES: None

COREQUISITES: None

PLAR ELIGIBLE: YES ( ) NO (x)

EFFECTIVE DATE: January 2010

PROFESSOR: Lauralynn Tomassi

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NOTE TO STUDENTS: Academic Departments at George Brown College will NOT retain historical copies of Course Outlines. We urge you to retain this Course Outline for your future reference.

<b>FOR OFFICE USE ONLY</b>	
ORIGINATOR: <u>L. Tomassi</u> SIGNATURE	<u>Jan 11/10</u> DATE
CHAIR: <u>Jane MacRuzg-Rivers</u> SIGNATURE	<u>Jan 11/10</u> DATE
DATE OF REVISION: <u>Sept 2009</u>	

**EQUITY STATEMENT:** George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Language or activities which are inconsistent with this philosophy violate the College policy on the Prevention of Discrimination and Harassment and will not be tolerated. The commitment and cooperation of all students and staff are required to maintain this environment. Information and assistance are available through your Chair, Student Affairs, the Student Association or the Human Rights Advisor.

**STUDENT RESPONSIBILITIES:** Students should obtain a copy of the *Student Handbook* and refer to it for additional information regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, supplemental privileges, and academic dishonesty. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.

## COURSE DESCRIPTION:

This course will prepare its students to successfully complete College English, and it will build skills that are required by Practical Nurses throughout their careers. This course, called Introduction to College English, will focus on research skills and communication techniques through the completion of written and oral assignments and a group presentation requiring visual aids. Students will be introduced to college-level writing skills, research skills, critical thinking, text analysis, peer evaluation and self-editing skills while working in a primarily collaborative environment. This course will span four (4) hours each week over fourteen (14) weeks, for a total of fifty-four (54) hours.

## ESSENTIAL EMPLOYABILITY SKILLS:

As mandated by the Ministry of Training, Colleges and Universities essential employability skills (EES) will be addressed throughout all programs of study. Students will have the opportunity to **learn (L)** specific skills, to **practice (P)** these skills, and/or **be evaluated (E)** on the EES outcomes in a variety of courses. The EES include communication, numeracy, critical thinking & problem solving, information management, interpersonal and personal skills. The faculty for this course has indicated which of the EES are either Learned (**L**), Practiced (**P**) or Evaluated (**E**) in this course:

Skill	L	P	E	Skill	L	P	E
1. To communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience	X	X	X	7. To locate, select, organize and document information using appropriate technology and information sources	X	X	X
2. To respond to written, spoken or visual messages in a manner that ensures effective communication	X	X	X	8. To show respect for the diverse opinions, values, belief systems and contributions of others		X	
3. To execute mathematical operations accurately				9. To interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.		X	X
4. To apply a systematic approach to solve problems		X		10. To manage the use of time and other resources to complete projects		X	
5. To use a variety of thinking skills to anticipate and solve problems.		X		11. To take responsibility for one's own actions, decisions and consequences		X	
6. To analyze, evaluate and apply relevant information from a variety of sources	X	X	X				

## **COURSE OUTCOMES:**

Upon successful completion of this course the students will have reliably demonstrated the ability to:

- 1. Write organized, unified and coherent texts using correct grammar, punctuation, and diction by:**
  - Identifying common grammatical and mechanical errors in writing
  - Identifying diction appropriate to college-level audience and purpose
  - Employing pre-writing strategies to form ideas
  - Drafting a preliminary texts in response to a topic
  - Rewriting draft texts to reflect unity and coherence
  - Editing for grammatical and mechanical correctness and appropriate diction
  - Incorporating outside sources into written work through summarizing and paraphrasing
  - Applying correct APA referencing format to sources used within work
  
- 2. Analyze a variety of texts based on structure and evidence by:**
  - Describing audience and purpose
  - Distinguishing between fact and opinion
  - Recognizing bias in texts
  - Identifying elements of style in texts
  - Clarifying denotative and connotative aspects of vocabulary
  
- 3. Demonstrate the ability to locate, select, and organize material from a variety of electronic and hard-copy sources by:**
  - Developing a research plan
  - Distinguishing between primary and secondary sources
  - Locating information using library (Learning Commons), electronic and hard copy sources
  - Selecting materials based on topical relevance and scholarly value
  - Organizing research materials
  - Documenting using a standard format (APA)
  
- 4. Discover an appreciation and understanding of group dynamics by:**
  - Cooperating with fellow students to complete assignments
  - Contributing to group work in a positive and sensitive manner
  - Sharing ideas and experiences through class and group discussions
  - Demonstrating an understanding of individual roles within a group

## **DELIVERY METHODS / LEARNING ACTIVITIES:**

This course is delivered through a mix of lectures, discussions, workshops/labs and collaborative learning. The majority of learning activities will take place during class time; however, students will be expected to prepare for such activities before arriving to class if so directed by the professor.

## LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:

### *Required:*

May, C.A. (2004). *Spotlight on Paragraph and Essay Skills* (2<sup>nd</sup> ed.). Toronto: Prentice Hall.

### *Recommended / Optional:*

1. A dictionary of standard Canadian English
2. The APA Style Guide, 5<sup>th</sup> Edition

## TESTING POLICY:

The college's policies on academic dishonesty (i.e., cheating) can be accessed at <http://www.gbrownc.on.ca/Admin/VPAcad/policies/gbacademicpolicies9.pdf>. In addition to the above policies, the following guidelines apply:

- Students caught cheating during a test/exam will be assigned a zero grade on the test/exam
- Paper dictionaries are allowed for in-class writing tests (with the exception of any grammar tests or quizzes); electronic dictionaries and other devices, including cell phones and PDAs, are not allowed at any time
- Students **must** complete tests/exams and in-class assignments on the assigned day. If unable to complete the test as scheduled, students **are required to notify the professor before said class begins** so alternative arrangements can be made. Failure to comply with this policy may result in a zero grade. Proof of absence (i.e. a doctor's note) will be expected in order for the professor to consider granting a make-up test/exam.

## ASSIGNMENT POLICY:

The college's policies on assignments (i.e. due dates and academic dishonesty) can be accessed at <http://www.gbrownc.on.ca/Admin/VPAcad/policies/gbacademicpolicies9.pdf>. In addition to the above policies, the following guidelines apply:

- Assignments must be word-processed when directed
- Late assignments will be penalized 10% per day to a maximum of five (5) days, after which they are not accepted and a zero (0) grade is assigned
- Students are advised to keep all marked assignments, feedback on workshops/labs, and the course outline. In cases of disagreement over marks or work completion, assignments must be produced by the student. Except in unusual and verifiable circumstances (see above testing policy), work performed in class cannot be made up.

## EVALUATION SYSTEM:

Assessment Tool	Description	Outcome(s) demonstrated	EES demonstrated	Date/Week	% of Final Grade
Paragraph Assignments	200-250 word paragraphs (topics to be given on a weekly basis) <b>*written in class*</b>	1	1, 7	3, 6, 10, 12	15
Research Proposal Memo	A one-page memo describing the individual student's plans for his/her research essay <b>*written in class*</b>	1	1, 6, 7	4	5
Summary Assignment	A 250-300 word paragraph <i>summary</i> of a scholarly article related to your research topic <b>*written in class*</b>	1, 2	1, 2, 6, 7	5	10
Summary + Critique/Analysis Assignment	A 600-750 word essay that <i>summarizes and critiques</i> the paragraph summary article <b>or compares/contrasts</b> the paragraph summary article to another scholarly research article	1, 2	1, 2, 6, 7	7	15
Research Portfolio	A <b>group</b> compilation of scholarly research articles relating to the project topic, accompanied by an APA reference page	1, 2, 4	1, 6, 7, 9	9	5
Annotated Bibliography	The <b>individual</b> student's APA references plus critique for possible sources to be used in his/her research essay (12 references + short critiques required)	1, 2	1, 6, 7	11	15
Research Essay	A 1250-1500 word research essay ( <b>individual</b> )	1, 2	1, 2, 6, 7	14	25
Group Presentation	A 15 minute presentation on the <b>group's</b> research findings	3, 4	2, 6, 7, 9	14	10
				<b>Total</b>	<b>100%</b>

## GRADING SYSTEM

The passing grade for this course is: 60%

A+	90-100	4.0	B+	77-79	3.3	C+	67-69	2.3	D+	57-59	1.3	Below 50	F	0.0
A	86-89	4.0	B	73-76	3.0	C	63-66	2.0	D	50-56	1.0			
A-	80-85	3.7	B-	70-72	2.7	C-	60-62	1.7						

Excerpt from the College Policy on Academic Dishonesty:

The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.

To view George Brown College policies please go to [www.gbrownc.on.ca/policies](http://www.gbrownc.on.ca/policies)

### TOPICAL OUTLINE

Week	Topic/Task	Outcomes	Content/Activities	Resources
1	Introduction to Course  Introduction to Paragraph Writing: <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Outlining</li> <li>• Topic Sentences</li> </ul> Introduction to Research Project	1, 2		May, Ch. 1-8 WebCT
2	Paragraph Writing Continued: <ul style="list-style-type: none"> <li>• Subtopics</li> <li>• Support</li> </ul>	1, 2, 3	<b>Paragraph Assignment #1 Due</b>	May, Ch. 1-8 WebCT

	<ul style="list-style-type: none"> <li>• Concluding Sentences</li> <li>• Transitions</li> </ul> <p>The Research Process: Getting Started</p>			
3	<p>Proposal Memo Writing:</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Content</li> </ul> <p>Introduction to Summary Writing:</p> <ul style="list-style-type: none"> <li>• Previewing and Reviewing</li> <li>• Listing, Editing and Drafting</li> </ul>	1, 2	<b>Paragraph Assignment #2 Due</b>	WebCT
4	<p>Summary Writing Continued:</p> <ul style="list-style-type: none"> <li>• Paraphrasing</li> <li>• Revision</li> </ul>	1, 2	<b>Research Proposal Memo Due</b>	WebCT
5	<p>Analysis and Critique</p> <ul style="list-style-type: none"> <li>• In-class practice with provided readings</li> </ul>	1, 2	<b>Summary Assignment Due</b>	WebCT
6	<p>Analysis and Critique continued</p> <ul style="list-style-type: none"> <li>• Relevance to research project</li> <li>• Locating scholarly sources</li> <li>• Application of analysis and critique to scholarly sources</li> </ul>	1, 2, 3	<b>Paragraph Assignment #3 Due</b>	WebCT
7	Review	1, 2	<b>Summary + Critique or Analysis Assignment Due</b>	WebCT
<del>8</del>	<del><b>INTERSESSION WEEK</b></del>			
9	<p>Research Essay Writing</p> <ul style="list-style-type: none"> <li>• Review of Brainstorming and Outlining</li> <li>• Role of summary, critique and analysis in research writing</li> <li>• Introduction to the thesis statement</li> </ul>	1, 2, 3,4	<b>Group Research Portfolio Due</b>	May, Ch. 9-10 WebCT
10	<p>Research Essay Writing continued</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Incorporating the thesis statement</li> </ul>	1, 2, 3		May, Ch. 9-10 WebCT
11	<p>Research Essay Writing continued</p> <ul style="list-style-type: none"> <li>• Body Paragraphs</li> <li>• Transitioning from one idea to the next</li> </ul>	1, 2, 3	<b>Annotated Bibliography Due</b>	May, Ch. 9-10 WebCT
12	Research Essay Writing	1, 2, 3		May, Ch 9-10

	continued <ul style="list-style-type: none"> <li>• Conclusions</li> <li>• Revision and editing process</li> </ul>			WebCT
13	Presentation preparation time Essay writing time	1, 2, 3, 4		WebCT
14		1, 2, 3, 4	<b>Research Essay Due</b> <b>Presentations Begin</b>	
<b>14</b>	<b>EXAM WEEK</b>	1, 2, 3, 4	<b>Presentations End</b>	