

Communication Foundations

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-Communication course to be delivered across several programs	--	--	1	1

Course Code: COMM1100	Course Equiv. Code(s): COMM 1312, COMM 1801, COMM 1802, COMM 1803, COMM 1805, COMM 1806, COMM 1807, COMM 1808, COMM 1884, COMM 2204, COMM 3201, TECH 1130
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Nora Simpson Date: June 2024	

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Course Description:

Are you ready to unlock your full potential? In today's fast-paced world, effective communication is key for success. Designed to equip you with the durable skills needed to succeed in your chosen career, this course strengthens your written, oral and information literacy skills. You will participate in engaging activities, interactive discussions, and practical assessments. By the end of this course, you will have a comprehensive toolkit of transferable skills that will benefit you in your professional and personal life. As a student, job seeker, or seasoned professional, this course will support your success throughout your academic journey and beyond.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Prepare information to meet the needs of an intended audience and purpose.
- CLO2 Use professional writing strategies, including, but not limited to format, components and structure when composing documents.
- CLO3 Deliver presentations of professional quality including verbal tone and speed, language selection and relevant visual supports.
- CLO4 Edit writing for clarity, coherence and grammatical correctness including the responsible use of generative AI.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of 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.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
In Process: In class Activities	CLO1, CLO3	EES1, EES2, EES7, EES9	8
Online Activity: Online Activities	CLO1, CLO3	EES1, EES2, EES7	12
Assignment: Written Assessments	CLO1, CLO2, CLO4	EES1, EES2, EES7	25
Assignment: Editing Assessments	CLO1, CLO4	EES1, EES2, EES7	10
Presentation: Oral Assessments - video	CLO1, CLO4	EES1, EES2, EES7	5
Presentation: Group Presentation Activities	CLO1, CLO2	EES1, EES7, EES9	15
Presentation: Group Presentation	CLO1, CLO3, CLO4	EES1, EES7, EES9	15
Assignment: Reflection Assessment	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES7, EES9	10
Total			100%

Notes:

1. Assignments are due by the date assigned in class and posted on DC Connect. Each instructor will provide a facility for the submission of late assignments up to a maximum of 48 hours after the assignment due date and time for the email assignment and interview assignment. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 48 hours. Example 1: Due date is Friday, Jan. 10 at 11:59 p.m.; Saturday, Jan. 11, 12:00 a.m. to 11:59 p.m. - 10%; Sunday, Jan. 12, 12:00 a.m. - 11:59 p.m. - 20%; Monday, Jan. 13, or later - 0. Example 2: Assignment is handed in on time, Friday Jan. 10 by or before 11:59 p.m. and is graded as 8/10; same assignment is handed in Saturday Jan. 11 by or before 11:59 and is graded as 8-1 or 7/10; same assignment is handed in Sunday Jan. 12 by or before 11:59 and is graded as 8-2 or 6/10; beyond Sunday, Jan. 12, there is no ability to submit the assignment and your grade will be 0 on that assignment. These requirements reflect the importance of deadlines in a workplace environment, and the consequences of failing to meet such deadlines. All evaluation criteria must be submitted using the learning management system; email submissions will not be accepted. Given the nature of these activities, there are no "make-up" evaluations.
2. In order to earn formative or in-class assessment marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process. All application marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. Given the nature of these activities, there are no make-ups or facility for submitting after the submission deadline. Application activities not completed within the established timelines and parameters will not be considered for grading purposes. Email submissions will not be accepted. Deviation from this policy will occur on a case by case basis where warranted at the full discretion of the professor. Documentation may be required.
3. All assigned presentations are to be completed as specified in the assignment requirements documentation, and submitted and/or presented by the set due date and time without exception. Late submissions will not be accepted. Email submissions will not be accepted. Given the nature of these activities, there are no "make-up" evaluations or facility for submitting after the submission deadline.

4. In order to earn marks for editing, oral, formative, or reflective assessments, students must complete the on-line requirements by the due date. All application marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class and online to enhance and reinforce learning. Given the nature of these activities, there are no make-ups or facility for submitting after the submission deadline. Application activities not completed within the established timelines and parameters will not be considered for grading purposes. Email submissions will not be accepted. Deviation from this policy will occur on a case by case basis where warranted at the full discretion of the professor. Documentation may be required.
5. All assigned evaluations that require written work must include complete sentences that are clear and precise. These sentences should be well-constructed and grammatically correct. Additionally, ensure that the rules of grammar, usage, and punctuation are followed. Use precise and unambiguous wording, and verify that the spelling is correct. Make sure that all references follow APA or MLA format, including proper in-text citations. Spelling and grammar marks will be indicated in an evaluation rubric. In cases where a rubric is not provided, failure to adhere to these spelling, grammar, and documentation standards may result in a grade of zero.
6. A midterm mark will be calculated for all students at week 7 based on the Flip Introduction, SALS Academic Integrity Module, Growth Mindset Module, SALS Editing and Proofreading Module, Email Assignment, Interview Assignment, and Online Editing Activity.

Required Text(s) and Supplies:

Recommended Resources (purchase is optional):

1. Additional resources will be provided on DC Connect.
Grammarly is a free writing assistant that is often useful for students to improve their writing.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

1. Learning Expectations: Course concepts will be explained through the use of presentation materials and examples. This will be supplemented and supported by some or all of the following: in class exercises, hybrid readings, questions, tutorial exercises, self and collaborative study and assignments to be completed during class and outside of class time.

2. DC Connect: Students are expected to check the college's learning management system daily for both college-wide and program specific information. Each Durham College student has a Durham College e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Should a student have a performance issue with the learning management system, it is their responsibility to report the issue to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons, Room SW100.

3. Attendance: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes and to complete tests and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments. Students are responsible for knowing all course requirements and instructions given in class. Handouts will not be available in subsequent classes. Students are encouraged to form support groups of three to four people for classes. Students are responsible for any missed materials and instruction as a result of an absence from class. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive to class on time, review notes, readings and other requirements in preparation for class.

4. Absence from Class: Students are required to submit the appropriate documents when serious illness or other occurrences interfere with the ability to complete the course requirements. If an emergency occurs, contact the professor by DC Mail or telephone as soon as possible, ideally prior to missing class or evaluation. As soon as you return to the college, make an appointment to see the professor. Any arrangements to make up missed assignments will be at the sole discretion of the course professor.

5. Arrival to Class: Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for class, please enter the classroom as quietly as possible or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you may be asked to leave the class. If you arrive late on a regular basis and disturb a class already in progress, the faculty has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted.

6. Respect for the Learning Environment: At all times, students are expected to respect that other students have the right to a distraction-free learning environment. Any conduct as outlined, but not limited to the items, below will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times: Habitual lateness for class, arrive on time and be prepared for class, cheating or suspected cheating, laptops and other digital devices are to be used for educational purposes only during class time, inappropriate behaviour will not be tolerated including but not limited to swearing, vulgarity, and disrespect toward professor or students. It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, then the faculty member has the right to ask the disruptive student to leave the class and apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures. Students are expected to read the college's Standards of Student Conduct for All Learning Environments policy (ACAD-131) to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

7. Student Success: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The professor cannot provide support and assistance if they are not aware that a problem exists. Students can leave messages on the faculty's voice mail or e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges. If a student has a concern about an individual course, then the first step should be a discussion with their professor. If the issue cannot be solved through collaboration, then the student is advised to make an appointment with the Student Advisor in the Faculty of Liberal Studies.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.
8. In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs: <https://durham.bookware3000.ca/course-materials/textbook-search>. Please speak with your professor to determine if prior versions of a textbook are acceptable.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class
1	Course Learning Outcomes			
	CLO1, CLO3			
	Essential Employability Skills			
	Taught:	EES1	Practiced:	EES1
	Intended Learning Objectives/Topics			
	Welcome and Introduction Discuss Course Outline and Evaluation Criteria Discuss Program and Essential Employability Skills Review Course Expectations, Policies, and Code of Conduct Discuss information literacy			
	Intended Learning Activities			
	Discussion and development of learning in class and hybrid environment Discussion of course learning outcomes Online - Introduction video discussion post			
	Resources and References			
	Course outline			
	Evaluation		Weighting	
	Online Activity: Online Activities		2	

Week/ Module	Hours: 3	Delivery: In Class
2	Course Learning Outcomes	
	CLO1	
	Essential Employability Skills	
	Taught: EES1, EES7	Practiced: EES1, EES7
	Intended Learning Objectives/Topics	
	Information literacy Generative artificial intelligence Reading comprehension Growth mindset and resiliency SALS Academic Integrity module	
	Intended Learning Activities	
Lecture Guided Discussion Interactive exercises - growth mindset Online SALS Academic Integrity Module		
Resources and References		
Lecture Guided Discussion Interactive exercises		
Evaluation		Weighting
In Process: In class Activities		4
Online Activity: Online Activities		

Week/ Module	Hours: 3	Delivery: In Class
3	Course Learning Outcomes CLO1, CLO2, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES7
	Intended Learning Objectives/Topics Grammar review, sentence, paragraph structure, writing process Writing mechanics including using GEN AI for writing support	
	Intended Learning Activities Lecture Guided Discussion Interactive exercises Online - SALS editing skills module	
	Resources and References Lecture Guided Discussion Interactive exercises	
	Evaluation Online Activity: Online Activities	Weighting 2
Week/ Module	Hours: 3	Delivery: In Class
4	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES7
	Intended Learning Objectives/Topics Life and workplace documents email	
	Intended Learning Activities Lecture Guided Discussion Interactive exercises	
	Resources and References Lecture Guided Discussion Interactive exercises	
	Evaluation	

Week/ Module	Hours: 3	Delivery: In Class
5	Course Learning Outcomes CLO1, CLO2, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2
	Intended Learning Objectives/Topics Life and workplace documents email Email Assignment	
	Intended Learning Activities Lecture Guided Discussion Interactive exercises Email Assignment	
	Resources and References Lecture Guided Discussion Interactive exercises	
Evaluation Assignment: Written Assessments	Weighting 10	

Week/ Module	Hours: 3	Delivery: In Class
6	Course Learning Outcomes CLO1, CLO2, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Editing documents for common mistakes Interview Assignment Online editing activity	
	Intended Learning Activities Lecture Guided Discussion Interactive exercises Interview Assessment Online editing activity	
	Resources and References Lecture Guided Discussion Interactive exercises	
Evaluation Assignment: Written Assessments Assignment: Editing Assessments	Weighting 20	

Week/ Module	Hours: 3	Delivery: In Class
7	Course Learning Outcomes CLO2, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7	Practiced: EES1, EES2, EES7
	Intended Learning Objectives/Topics Citations Credible Sources	
	Intended Learning Activities Lecture Guided Discussion Interactive exercises Editing quiz SALS APA or MLA module DC library information literacy module	
	Resources and References Lecture Guided Discussion Interactive exercises	
Evaluation Online Activity: Online Activities Assignment: Editing Assessments	Weighting 9	

Week/ Module	Hours:	3	Delivery:	In Class
8	Course Learning Outcomes			
	CLO1, CLO3			
	Essential Employability Skills			
	Taught:	EES2, EES9	Practiced:	EES2
	Intended Learning Objectives/Topics			
	Stages of teams			
	Intended Learning Activities			
Lecture Guided Discussion Interactive exercises				
Discussion Presentation				
Resources and References				
Lecture Guided Discussion Interactive exercises				
Evaluation			Weighting	
Presentation: Oral Assessments - video			5	
Week/ Module	Hours:	3	Delivery:	In Class
9	Course Learning Outcomes			
	CLO1, CLO3			
	Essential Employability Skills			
	Taught:	EES7, EES9	Practiced:	EES7
	Intended Learning Objectives/Topics			
	Interpersonal communication			
	Intended Learning Activities			
Interpersonal communication				
Group Contract in class SALS Presentation Module				
Resources and References				
Lecture Guided Discussion Interactive exercises				
Evaluation			Weighting	
In Process: In class Activities Online Activity: Online Activities			4	

Week/ Module	Hours:	3	Delivery:	In Class	
10	Course Learning Outcomes				
	CLO3				
	Essential Employability Skills				
	Taught:		EES1, EES9	Practiced:	
	Intended Learning Objectives/Topics				
	Presentation skills				
	Intended Learning Activities				
Lecture Guided Discussion Interactive exercises					
In class activity bad presentation					
Resources and References					
Lecture Guided Discussion Interactive exercises					
Evaluation			Weighting		
In Process: In class Activities			2		
Week/ Module	Hours:	2	Delivery:	In Class	
11	Course Learning Outcomes				
	CLO1, CLO3				
	Essential Employability Skills				
	Taught:		EES1, EES9	Practiced:	
				EES1, EES9	
	Intended Learning Objectives/Topics				
	Group meeting with professor				
Intended Learning Activities					
Group meeting with professor					
Group Research Due All members to attend.					
Resources and References					
Group meeting with professor					
Evaluation			Weighting		
Presentation: Group Presentation Activities			10		

Week/ Module	Hours: 3	Delivery: In Class
12	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES9	Practiced: EES1, EES9
	Intended Learning Objectives/Topics Group presentations	
	Intended Learning Activities Group presentations	
	Resources and References Group presentations	
	Evaluation In Process: In class Activities Presentation: Group Presentation	Weighting 17
Week/ Module	Hours: 3	Delivery: In Class
13	Course Learning Outcomes CLO3	
	Essential Employability Skills	
	Taught: EES1, EES9	Practiced: EES1, EES9
	Intended Learning Objectives/Topics Group presentations	
	Intended Learning Activities Group presentations Students need to submit their self and peer evaluation	
	Resources and References Group presentations	
	Evaluation In Process: In class Activities Presentation: Group Presentation Activities Presentation: Group Presentation	Weighting 5

Week/ Module	Hours: 3	Delivery: In Class
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES7, EES9	Practiced: EES1, EES7, EES9
	Intended Learning Objectives/Topics Group presentations and course wrap up	
	Intended Learning Activities Group presentations and course wrap up Reflective Assessment	
	Resources and References Group Presentations Lecture Guided Discussion Interactive exercises	
	Evaluation Assignment: Reflection Assessment	Weighting 10