



Practitioner submitted task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

OALCF Task Cover Sheet

Task Title: Understanding the Syllabus

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship <input checked="" type="checkbox"/> Secondary School ___ Post Secondary <input checked="" type="checkbox"/> Independence ___	
Task Description: Read and understand a college course syllabus.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A1: Read Continuous Text A2: Interpret Documents B2: Write Continuous Text D: Not Applicable
Level Indicators: A1.2: Read texts to locate and connect ideas and information A2.2: Interpret simple documents to locate and connect information. B2.2: Write texts to explain and describe information and ideas. D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Task Document and Questions• Pen and paper• A computer with Internet access• Alternative: Consider using a syllabus for a course your learner is interested in. The Ontario North website (http://www.ontariolearn.com/en/) has a search engine for online College courses across Ontario and many of the syllabi are available on college websites.	



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Task Title: Understanding the Syllabus

Learner Information and Tasks:

Many college and university professors provide information to students through a syllabus. A syllabus is a document that explains course material, deadlines, important details about the class, and other information so that the professor does not have to repeat information during class time. Look at the "CMM125 College Communications I" syllabus.

Task 1: How many credits do you receive for completing the CMM125 course?

Task 2: Which managing time outcomes can you expect to meet at the end of this course?

Task 3: Which department would you see if you needed accommodations for a disability?

Task 4: Which prerequisites are required to take this course?

Task 5: Most syllabi have more information than the CMM125 syllabus includes. What other information would be useful to you if you were taking this course? (Note: the word "syllabi" is the plural form of "syllabus.")

Task 6: PLAR is an acronym that is used in the syllabus. Use the Internet to search for the PLAR program in Ontario colleges. What is a PLAR and what does it do?



Course Name: CMM125 College Communication I
Credit Value: 3
Prerequisite Course: None

Course Description

This first-level post-secondary course will help students in all programs develop their ability to communicate effectively. The course requires students to meet first-year benchmarks for generic skills in researching, organizing, reframing, analyzing, and presenting information.

PLAR Information

A challenge exam for this course may be arranged through the coordinator of the Language and Communications Department.

Course Learning Outcomes

Upon completion of this course, the student will have reliably demonstrated the ability to:

1. **Plan communications using effective problem-solving and decision-making skills.**
 - 1.1 Identify the variables in the communications process.
 - 1.2 Analyze given situations and determine the appropriate audience, purpose, and message.
 - 1.3 Establish a focus for the message.
2. **Communicate in the form that fulfills the purpose and meets the needs of a particular audience.**
 - 2.1 Choose and apply correctly the format appropriate to the purpose.
 - 2.2 Use language, style, and structure suitable to the audience and purpose.
3. **Produce messages that meet acceptable standards of correctness.**
 - 3.1 Use correctly words that are commonly confused.
 - 3.2 Recognize and correct fragment, run-on, pronoun, subject-verb, apostrophe and comma errors.
 - 3.3 Use correct punctuation.
 - 3.4 Spell correctly.
4. **Collect, organize, and analyze relevant and necessary information from a variety of sources.**
 - 4.1 Demonstrate secondary research skills using suitable print and electronic resources.
 - 4.2 Demonstrate primary research skills using interviews, surveys, questionnaires, anecdotal reports, and/or personal experience, as required.
 - 4.3 Separate the relevant from the irrelevant according to the established focus.
 - 4.4 Group and sequence the selected information.
 - 4.5 Evaluate and draw conclusions as needed from the selected and organized information.
 - 4.6 Evaluate the processes used.
 - 4.7 Use MLA or APA documentation style to cite sources.
5. **Reframe information, ideas, and concepts in ways that demonstrate understanding.**
 - 5.1 Represent verbally the collected information by summarizing, paraphrasing, outlining, and/or quoting directly as required.
 - 5.2 Represent graphically the collected information as required.
 - 5.3 Evaluate the representation for consistency of meaning with the source.
6. **Produce effective essays or informal reports.**
 - 6.1 Use narrative-descriptive, process analysis, cause and effect, comparison/contrast, classification and/or persuasion writing techniques to produce short essays or informal business reports.
7. **Produce various types of business correspondence.**
 - 7.1 Prepare effective business letters and memos.
 - 7.2 Demonstrate an understanding of short report format.



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CMM125 College Communication I

Canadore College of Applied Arts and Technology

8. Manage time and other resources to attain personal and/or project-related goals.

- 8.1 Schedule time, work, and resources to meet deadlines.
- 8.2 Assess progress and, when appropriate, adjust plans.

Optional Competencies

9. Demonstrate an understanding of successful job strategies.

- 9.1 Develop a personal strategy for the job search.
- 9.2 Understand the components of an effective resumé.
- 9.3 Select and package information for the resumé.

Evaluation Strategy

Grading System

A+ Honours	90-100%						
A+	85-89%	B+	75-79%	C+	65-69%	D+	55-59%
A	80-84%	B	70-74%	C	60-64%	D	50-54%
						R	Repeat
						S	Successful
						U	Unsatisfactory
						I	Incomplete

*For a complete detailed description please refer to the *Academic Calendar*.

Student Success

(Dial 5185 for Campus Life or 5301 for the Aboriginal Learning Unit)

Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies.

- Counselling helps with academic, career and personal/crisis issues.
- AccessAbility services will accommodate you if you have physical, mobility, visual, auditory, medical and/or learning disabilities.
- Health Centre provides services to you in case of illness.
- Career Services offers career advice, resume and interviewing workshops.

Waiver of Responsibility

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.



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Answer Key

Task 1: How many credits do you receive for completing the CMM125 course?

You receive 3 credits for completing the CMM125 course.

Task 2: Which managing time outcomes can you expect to meet at the end of this course?

The managing time outcomes that you can expect to meet at the end of this course are the ability to schedule time, work, and resources to meet deadlines, and assess progress and, when appropriate, adjust plans.

Task 3: Which department would you contact if you needed accommodations for a disability?

You would see the Accessibility Services department if you needed accommodations for a disability.

Task 4: Which prerequisites are required to take this course?

There are no prerequisites required to take this course.

Task 5: Most syllabi have more information than the CMM125 syllabus includes. What other information would be useful to you if you were taking this course? Note: the word "syllabi" is the plural form of "syllabus."

Answers will vary but here is an example: **If I was taking this course, I would want to know what assignments I was responsible for and a week-by-week schedule of course material. Other answers may include a breakdown of the course mark, information about the professor or course meeting time, or other related information that would typically be included on a syllabus.**

Task 6: PLAR is an acronym that is used in the syllabus. What does the acronym stand for? Use the Internet to search for the PLAR program in Ontario colleges. Write at least 2 pieces of information that you learned about PLAR from your search.

PLAR stands for Prior Learning Assessment and Recognition. The PLAR program allows students to get course credit for life experience. Each college has its own policy PLAR policy. Other answers may include that you can demonstrate prior knowledge through tests, interviews, or demonstrations, or PLAR portfolios; that you may contact the Coordinator of the Language and Communications Department for more information about using PLAR with this course; or other related facts found when researching PLAR at local colleges or the Ontario Colleges website.



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
A2.2	<ul style="list-style-type: none"> performs limited searches using one or two search criteria 			
	<ul style="list-style-type: none"> extracts information from tables and forms 			
	<ul style="list-style-type: none"> locates information in simple graphs and maps 			
	<ul style="list-style-type: none"> uses layout to locate information 			
	<ul style="list-style-type: none"> makes connections between parts of documents 			
	<ul style="list-style-type: none"> makes low-level inferences 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
D.2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> performs simple searches using keywords (e.g. internet, software help menu) 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature