



COURSE IMPLEMENTATION DATE: September 2004
 COURSE REVISED IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED: March 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CSM 104	Communications	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Integrated Academic Learning Skills		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is designed for International Education students to provide academic strategies and skills to support their first year courses. Topics covered include analytical listening strategies, contemporary study approaches, university-level reading strategies, and interactive group communication skills. Material from other disciplines will be used to explore the Canadian academic culture to increase success in university studies.

Note: This course is not equivalent to CSM 108.

PREREQUISITES: None
 COREQUISITES:
 PRE or COREQUISITES: One of CMNS 099, ENGL 099, ENGL 091, ENGL 081, ESL WG84, or equivalent

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*
University Foundation Program

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>30</u>	Hrs
Seminar:	<u>15</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 25
 Expected frequency of course offerings: Once a year or more
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Diane Luu</u>	Date approved: <u>October 7, 2011</u>
Department Head: <u>David Thomson</u>	Date of meeting: <u>October 28, 2011</u>
Supporting area consultation	Date approved: <u>January 20, 2012</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>January 20, 2011</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>February 3, 2012</u>
Undergraduate Education Committee (UEC) approval	

Upon successful completion of this course, students will be able to:

1. Demonstrate effective group communication skills in class discussion and during group oral presentations
2. Use critical thinking, reading, and writing skills to reflect, question, evaluate, and apply preferred learning approaches
3. Apply university level active listening skills, efficient reading strategies, and study techniques and methods
4. Select, organize, and implement specific learning strategies in the chosen discipline
5. Write effectively at all levels of Blooms Taxonomy of Educational Objectives
6. Use scholarly judgment when expressing cross-cultural comparisons and contrasts between various cultures and the Canadian university academic culture

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, interdisciplinary groups, individual consultation, seminars, and student presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): The purpose of this course is to further improve students' current individual and group presentation skills, as well as help them acquire North American academic study strategies.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Suderman, J. (2007). *Understanding intercultural communications*. Toronto ON: Thomson Nelson.
Lahey, P., Trant, M., Verderber, R.F. & Verderber, K.S. (2005). *Communicate!* (1st Canadian ed.). Toronto, ON: Thomson Nelson.
Adams, R., Patterson, B., & Ryder, I. (2003). *Developing reading versatility*. (1st Canadian ed.). Scarborough, ON: Thomson Nelson.
CSM 104 Course pack

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Weekly writing assignments	20%
Quizzes	20%
Group participation	10%
Group oral presentation	10%
Research paper	20%
Final exam	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Writing research papers: an overview of process and application
2. Strategies for critical reading and thinking: analyze, question and verify
3. Oral presentations and visual aids
4. Learning styles and implications for listening, writing, and studying
5. Pattern identification to aid memory and retention
6. Group dynamics and discussion processes
7. Listening for effective communications: analysis, synthesis, and evaluation
8. Prior knowledge and content patterns in the disciplines
9. Effective reading strategies: skimming, scanning, and phrase reading
10. Challenging perspectives: academic learning behaviour and implementing change
11. Cross-cultural studies: the Canadian university context