AEC4U, COMMUNICATION IN AVIATION ENGLISH, GRADE 12, UNIVERSITY PREPARATION

TEACHER CONTACT INFORMATION:

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☎ Zoom | Conference Calling

🌐 D2L | Brightspace

🎥 Zoom Meeting ID | 820 4209 3588
Passcode | AEC4Uoia

◎ Remote | Asynchronous Learning

COURSE DESCRIPTION:

Communication in Aviation English develops and hones student oral and written communication on an everyday and business level. The purpose of the course is to prepare students in six elements of communication: vocabulary expansion, pronunciation, grammar development, oral fluency, reading comprehension and social interaction. To this end, the course expands upon the student's spoken communication in English. The course prepares students for all facets of communication on an everyday and business basis.

Within this course and in all units, the emphasis will be on implementing Aviation connected examples and situations in order to better prepare students for their entrance into the CFA. Whereas the course focuses on oral communication generally, it delves into Aviation related material, scenarios and examples in order to practically engage students in their future job in aviation.

COURSE CREDIT: 1.0
HOURS OF STUDY: 200
PREREQUISITE: Placement Test

Note: Students complete the OIA Oral Placement test before joining the AEC4U course in order to ascertain what level of proficiency they currently stand at. This will allow student placement into the appropriate level.

OUR LEARNING DESTINATIONS – UNITS OF STUDY | SCHEDULE

AEC4U is organized into the following four units:

1. Everyday English
2. Business English
3. Avoidance in Common Errors in Oral Communication
4. Canadian Protocol and Social Norms

1. EVERYDAY ENGLISH

UNIT #: 1 of 4

TIME: 33 hours

DESCRIPTION: The purpose of this unit is to cultivate student understanding and practice on all manners of everyday oral communication, including understanding lingo, idioms used in Canada, speaking on the phone, conversing face to face, dealing with everyday communication needs and breaching miscommunications. In terms of content, the unit focuses on:

      a. Greetings in Canada: Formal and Informal
      b. Canadian Facts and Symbolism
      c. Idioms within the Canadian Context
      d. Citizenship and Charter of Rights and Freedoms
      e. Verbal vs. Non-Verbal Communication and Etiquette
      f. Professionalism and Speaking in Interviews

2. BUSINESS ENGLISH

UNIT #: 2 of 4

TIME: 27 hours

DESCRIPTION: The purpose of this unit is to introduce and practice with students oral communication within a business setting. The unit delves into on the job and in the office oral business requirements, including understanding when to engage in chitchat, speaking to coworkers and superiors, conducting presentations, engaging in meetings and the role of technology in oral communication. To this end, students will also learn how and when texts and emails are appropriate in a work setting. Social network apps will also be discussed in terms of when and how they can be used appropriately in a business setting. In terms of content, the unit explores:

      a. Understanding Personality Similarities and Differences: Myers-Briggs
      b. Intrapersonal Skills: On-the-Clock Discourse
      c. Conducting Presentations: Oral, Written and Technological Techniques
      d. Technology in the Workplace

3. AVOIDANCE OF COMMON ERRORS IN ORAL COMMUNICATION

UNIT #: 3 of 4
TIME: 33 hours
DESCRIPTION: This unit is co-taught in order to role play scenarios on an everyday basis that occur and that can cause oral communication problems in social and business relationships. To this end, students will observe the errors in oral communication as well as the more appropriate manner through which these errors are avoided. In terms of content, the unit delves into the following common errors:

    a. CVs and Resumes: Pitfalls to Avoid in Preparation
    b. Researching for an Interview
    c. Interviewing for a Job: Responding
    d. Speaking across Socio-Cultural Barriers: Traditional Norms
    e. Avoiding Boasting
    f. Business Culture: Inclusivity

4. CANADIAN PROTOCOL AND SOCIAL NORMS

UNIT #: 4 of 4
TIME: 27 hours
DESCRIPTION: This unit develops student understanding and application of this knowledge in terms of Canadian culture and Canadian social norms. Students are taught the appropriate manner through which to approach social discourse on a social and business level. To this end, students delve into the Canadian way of communicating on an everyday and business level in terms of the overriding Canadian values of patience, tolerance, inclusivity, peacefulness and desire to help in times of need. In terms of content, the unit is divided into case studies that include:

    a. Avoiding Stereotypes and Discrimination: Touchy Subjects
    b. Engaging in Inclusivity
    c. Applying Tolerance: Active Listening
    d. Unspoken Rules and Customs

DAILY SCHEDULE (MONDAY-FRIDAY)

Day 1	Day 2	Day 3	Day 4	Day 5
1.1	1.2	1.3	1.4	1.5
Greetings in Canada: Formal and Informal	Canadian Facts and Symbolism	Idioms within the Canadian Context	Citizenship and Charter of Rights/Freedoms	Verbal and Non-Verba Comm. and Etiquette

Day 6	Day 7	Day 8	Day 9	Day 10
1.6	2.1	2.2	2.3	2.4
Professionalism and Speaking in Interviews	Personality Similarities and Differences: MBTP	Intrapersonal Skills: Workplace Discourse	Techniques for Presentations:	Technology in the Workplace

Day 11	Day 12	Day 13	Day 14	Day 15
3.1	3.2	3.3	3.4	3.5
CVs and Resumes: Pitfalls to Avoid in Preparation	Researching for an Interview	Interviewing for a Job: Questions and Responses	Speaking across Cultural and Traditional Norms	Avoiding Boasting

Day 16	Day 17	Day 18	Day 19	Day 20
3.6	4.1	4.2	4.3	4.4
Business Culture: Inclusivity	Avoiding Stereotypes and Discrimination: Touchy Subjects	Engaging in Inclusivity	Applying Tolerance: Active Listening	Unspoken Rules and Customs

Day 21	Day 22	Day 23	Day 24	Day 25
5.1	5.1	5.2	5.2	5.3
Culminating Assignment	Culminating Assignment	Examination Preparation	Examination Preparation	Examination

ASSESSMENT AND EVALUATION

Within AEC4U assessment and evaluation will be based on the provincial curriculum expectations and the achievement chart presented below. The achievement chart for studies in business is organized into four interrelated categories: knowledge and understanding, thinking and inquiry, communication, and application (KICA). These categories encompass all the curriculum expectations in the course. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

A student's final mark will include the following weighting and have a balance of the four categories embedded:

KICA OVERVIEW	
Knowledge and Understanding	25%
Thinking and Inquiry	25%
Communication	25%
Application	25%
Total	**100%**

COURSE BREAKDOWN: out of 100%
UNIT 1-4 COURSE CONTENT: 70%
CULMINATING PERFORMANCE TASK (CPT): 10%
EXAMINATION: 20%

Marks	Level of Achievement	Marks	Level of Achievement
95-100	Level 4+	87-94	Level 4
80-86	Level 4-	77-79	Level 3 +
73-76	Level 3	70-72	Level 3-
67-69	Level 2+	63-66	Level 2
60-62	Level 2-	57-59	Level 1+
53-56	Level 1	50-52	Level 1-

NOTE: A grade value of 49.4% or < will result in a fail - credit will not be granted.

CATEGORIES	50–59%	60–69%	70–79%	80–100%

KNOWLEDGE AND UNDERSTANDING: Subject-specific content acquired in each course and the comprehension of its meaning:				
THE STUDENT:				
KNOWLEDGE OF CONTENT (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
UNDERSTANDING OF CONTENT (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
THINKING: The use of critical and creative thinking skills and/or processes:				
THE STUDENT:				
USE OF PLANNING SKILLS (e.g., generating ideas, gathering information, focusing research, organizing information)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
USE OF PROCESSING SKILLS (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
USE OF CRITICAL AND CREATIVE THINKING PROCESSES (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	Uses critical/ creative thinking processes with limited effectiveness	Uses critical/ creative thinking processes with some effectiveness	Uses critical/ creative thinking processes with considerable effectiveness	Uses critical/ creative thinking processes with a high degree of effectiveness
COMMUNICATION: The conveying of meaning through various forms:				
THE STUDENT:				

EXPRESSION AND ORGANIZATION OF IDEAS AND INFORMATION (e.g., clear expression, logical organization in oral, graphic, and written forms, including media forms)	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
COMMUNICATION FOR DIFFERENT AUDIENCES AND PURPOSES (e.g., use of appropriate style, voice, point of view in oral, graphic, and written forms, including media forms)	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
USE OF CONVENTIONS (e.g., grammar, spelling, punctuation, usage, vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

APPLICATION: The use of knowledge and skills to make connections within and between various contexts:

THE STUDENT:				
APPLICATION OF KNOWLEDGE AND SKILLS (e.g., literacy strategies and processes; literary terminology, concepts, and theories in familiar contexts)	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
TRANSFER OF KNOWLEDGE AND SKILLS (e.g., literacy strategies and processes; literary terminology, concepts, and theories to new contexts)	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
MAKING CONNECTIONS WITHIN AND BETWEEN VARIOUS CONTEXTS (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

CLASSROOM PROCEDURES AND POLICIES	
STUDENT COLLEGIAL BEHAVIOURS	- Come to class discussions prepared, having read and (if applicable) research further material in accordance to that which is under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work individually and amongst peers to understand unit goals assessment deadlines. - Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion. - Clarify, verify, or challenge ideas and conclusions. - Respond thoughtfully and considerately to diverse perspectives, summarize points of agreement and disagreement; and qualify or justify their own views and understanding. - Make new connections in light of presented evidence or reasoning.
MANDATORY TIME LOG / ATTENDANCE	- If students are not feeling well, it is understandable that they may need to rest and are unable to attend online lectures. If students are not ill, I expect to see them logged-on in class everyday (Monday-Friday). - This course involves a significant amount of student participation via group discussions and class collaboration. Therefore, the class learning environment depends on each and every student's presence. - If you are unable to attend class for any reason - such as: illness, appointment, internet connectivity issues - please notify me prior to the absence (if possible). - If absent, you are expected to complete any missed work from lecture, review documents posted on D2L, keep-up with required readings, and contact a classmate for any additional information. If unable to contact a peer, you are more than welcome to email me to ask any questions or voice any concerns regarding the missed class content.
D2L / EMAIL MESSAGING	- You can send an email through D2L or email either through your cellular device or desktop to my personal message inbox on D2L or to my email found on the initial page of the syllabus. - Responses will occur within 36 hours or less. - Please be professional when writing your question, comment, or concern.
ZOOM CONFERENCE CALLING	- We will meet twice on Zoom throughout your engagement in the AEC4U course (mandatory). - Our first meeting will take place during the initial week of your enrollment. - Our second meeting will take place once you have completed unit 2. - Please note, unlimited teacher consultation through Zoom as students require.

- Complete the following timetable as instructed in the exemplar below.
- You can find the 'Student Hours of Availability Timetable' under the initial module, titled, *Course Syllabus and Student Resources.*
- Once completed please submit in the corresponding dropbox.
- I will send you a direct message with a specific date and time for both meetings once you have submitted the timetable.

Student Hours of Availability: Meeting Times with Ms. A. Shoemaker and Ms. A. Denisa
AEC4U - Communication in Aviation English

Full Name: _____

Please indicate **all possible days of the week and times of the day**, you are available to meet with me on a video conference call for both our initial and secondary Zoom meeting.

Indicate your availability by marking the space with an "**X**". If you are not available during that particular day/time leave space blank (see example below)

I will choose **only one** of your available times for our video conference call.

Example of completed timetable:

Time:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am	X		X			X	
8:30am	X			X		X	

Note: Our meeting will be roughly half an hour to discuss course content, assessments, provide feedback, and answer any questions you may have.

Please fill out the timetable below:

Time:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am							
8:30am							
9:00am							
9:30am							
10:00am							
10:30am							
11:00am							

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6:00pm								
6:30pm								

ACADEMIC MISCONDUCT / PLAGIARISM

- By far the deepest consequence to plagiarizing is the detriment to your intellectual and moral development: you won't learn anything, and your ethics will be corrupted.
- Giving credit where it's due but adding your own reflection will get you higher grades than putting your name on someone else's work. In an academic context, it counts more to show your ideas in conversation than to try to present them as *sui generis*.
- You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material.
- If you have any questions about what does or does not constitute plagiarism, ask!
- Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

RESPECT FOR DIVERSITY	- Diverse perspectives enrich academic conversations and enliven the learning process. In that spirit, I intend to conduct this course in a manner that clearly respects the diversity of students and their perspectives. - Through course content, activities, and various materials, I will provide examples that respect and value a wide variety of perspectives. Any feedback and/or suggestions you might have to increase the value of diversity in this course is welcomed and appreciated. - Over the course of the semester, you may have cultural/religious holidays or observances that conflict with the class schedule. To the extent possible, I will give you a reasonable amount of time to make up any academic assignment missed due to participating in a cultural/religious observance. - Please inform me within the first week of the semester of any intended absences for such observances, and I will accommodate you accordingly.