

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA



GENERAL COURSES CURRICULUM GUIDE

A collection of the CCCJ  
General Courses



The Council of Community Colleges of Jamaica (CCCJ) is a statutory agency under the Ministry of Education, formed by an Act of Parliament, which was passed in December 2001, to supervise and coordinate the work of Community Colleges in Jamaica. The Council, which comprises members of the Colleges, representatives from other sectors of the tertiary and secondary education system, as well as members of business and industry, held its first meeting in July 2002, and established business Offices at 24, Trafalgar Road in August of the same year.

At the present time, there are eight affiliate colleges, five of them being Community Colleges and the other three being multi-disciplinary colleges.

The colleges offer programmes from the certificate, diploma, associate and baccalaureate levels as well as a number of continuing education courses. Additionally the colleges offer professional programmes, franchise programmes and pre-university courses in collaboration with the University of the West Indies, the University of Technology and other universities/colleges.

In the pursuance of the twin objectives to supervise and coordinate the work of the Colleges, the CCCJ is mandated to exercise essentially three main functions.

#### 4. **Regulatory Function**

The CCCJ, through its regulatory function seeks to determine and implement common standards in the Colleges to ensure the integrity of the courses from one campus to the next, and also with the intention of addressing the need for articulation with other educational institutions both locally and abroad. In this regard, the CCCJ:

- a. prescribes the conditions under which individuals may be admitted as students of community colleges
- b. considers, recommends and approves curricula to be used in the affiliate colleges
- c. determines conditions for the holding of examinations
- d. examines and assesses the work of students in the Colleges

#### 2. **Promotional Function**

The CCCJ's promotional role covers:

- a. advising the Minister of Education on policy and education matters relating to community colleges
- b. promoting the interests of community colleges
- c. implementing public awareness programmes relating to community colleges

#### 3. **Developmental Function**

The CCCJ's developmental function relates to:

- a. providing professional development opportunities for members of staff of the colleges
- b. collaborating with other institutions, including institutions of further and higher learning, in the provision of educational opportunities
- c. soliciting and receiving grants, donations, prizes or gifts on behalf of community colleges, subject to the approval of the Minister of Education

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## Foreword

The courses which have been compiled in this handbook are the General courses which are shared across programmes. Each outline is the most current version of the course. As of September 2015, all programmes must implement the revised version of each General course as outlined in this handbook. Please note that any addendums for courses which are sent out regarding any general course after the implementation of this general courses curriculum guide supersedes the course(s) in this guide.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Administrative Communication
<b>COURSE CODE:</b>	COMM3501
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Communication I (COMM1101) Communication II (COMM1202)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## COURSE RATIONALE:

Administrative communication is critical to any organization and students must be equipped with the requisite knowledge and skills to function effectively in the workplace. It is also imperative that students understand how to apply contemporary managerial communication techniques in a global society.

## COURSE DESCRIPTION:

This course is designed to introduce students to the managerial communication strategies used in contemporary organizations through discussions, simulation exercises and oral presentations. Students will be exposed to the appropriate writing, speech and listening skills in varying context of a culturally modern diverse business environment.

## COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. demonstrate an understanding of communication at the managerial level in modern business organizations
2. display appropriate managerial writing and oral presentation skills
3. know the strategies used for identifying and solving conflicts
4. develop appropriate interpersonal communication strategies
5. understand the expectations of management in business meetings
6. develop and demonstrate relevant negotiation skills
7. write proposals using proper format and structure

## UNIT I – Managing Communication in Modern Organization

(4 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. manage verbal and nonverbal cues in interpersonal communication
2. create an effective listening environment

### **Content:**

1. Importance of Non-verbal communication:
  - a. complementing
  - b. accenting
  - c. contradicting
  - d. repeating
  - e. regulating
  - f. repeating
2. Techniques for effective listening in the:
  - a. micro environment
  - b. macro environment

## UNIT II – Techniques in Persuasion

(6 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use key elements of persuasion in writing and speaking situations
2. identify fallacies in an effort to avoid them in speech and writing

### **Content:**

1. Facts (historical data etc)
2. Statistics
3. Illustrations
4. Appeal to authority
5. Relevant examples
6. Deliberate language
7. Understanding audience needs
8. Fallacies

## **UNIT III – Conflict Management**

**(9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use terminologies associated with conflict management
2. explain the benefits and consequences of conflict
3. describe the types and levels of conflict
4. compare and contrast different approaches to managing conflict
5. apply different techniques used to resolve conflict

### **Content:**

1. Definition of conflict, negotiation, arbitration, and mediation
2. The Benefits and Consequences of conflict
3. Types of levels of conflict
4. Approaches to conflict management:
  - a. compromising
  - b. collaboration
  - c. accommodating
  - d. competing
  - e. avoiding
5. Conflict Resolution Techniques:
  - a. collective bargaining
  - b. conciliation
  - c. arbitration

## **UNIT IV – Negotiation**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between negotiation, arbitration and mediation
2. demonstrate different levels of language in negotiation
3. apply the different negotiation strategies

### **Content:**

1. Factors influencing managerial negotiation:
  - a. culture

- b. channel
  - c. receiver
  - d. sender
  - e. purpose
  - f. time
  - g. language (verbal utterances, nonverbal cues, semantics, lexicon)
2. Negotiation strategies:
- a. bluff,
  - b. surprise
  - c. stacking
  - d. fait accompli
  - e. take it or leave it
  - f. screen

## UNIT V -Management of Meetings and Conference

(12 hours)

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. plan a formal business meeting
2. demonstrate appropriate characteristics of chairperson
3. develop and demonstrate understanding of the chairperson's agenda
4. show an awareness of meeting protocols
5. manage turn taking within the meeting
6. differentiate between types of meetings
7. explain the purpose of each of the four types of meetings
8. simulate a meeting based on stipulated objectives
9. organize a conference paying keen attention to details
10. simulate a conference reflecting a knowledge of the audience and purpose

### **Content:**

1. Structure of the chairperson's agenda
2. Functions of the chairperson
3. Techniques in managing turn taking in meetings
4. Protocols used in formal meetings
5. Planning a formal meeting
6. Meetings:
  - Types of meetings:
    - i. briefing meeting
    - ii. planning

- iii. consultation
- iv. review
- v. evaluation

Conference:

- a. What is a conference?
- b. Organizing a conference
- c. Staging the conference
- d. Conference administrative documents:
  - i. registration forms

## **UNIT VI – Preparing Business Proposals**

**(9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

- 1. prepare effective proposals for different purposes
- 2. demonstrate correct use of language in proposal writing

### **Content:**

- 1. What is a proposal?
- 2. Characteristic of the proposal
- 3. Types of proposals
- 4. Proposal formats ó Unsolicited and Solicited
- 5. Drafting the proposal
- 6. Proposal Introduction
- 7. Proposal Body
- 8. Proposal Close
- 9. Writing Proposals

## **METHODS OF DELIVERY:**

1. Lectures
2. Case Studies and Analysis
3. Role Plays
4. Discussions
5. Guest Lectures
6. Presentation(s): Individual/Group or Orally
7. Simulations
8. Meeting/Conference Participation/Visit

## **METHODS OF ASSESSMENT AND EVALUATION: Continuous Assessment**

- |  |                         |
|--|-------------------------|
| 1. Role play/Scenarios for Negotiation   | 10% (Simulation)        |
| 2. Business Proposal                     | 15% (Oral Presentation) |
| 3. Meeting/Conference Management Project | 40% (Final Project)     |
| 4. Persuasive Proposal and Report        | 15% (Oral Presentation) |
| 5. Case Analysis and Writing             | 20% (Written Reports)   |

**N.B.** The Final Project requires participants to plan, organize and conduct a comprehensive Meeting/Conference on issues/topics relating to their area(s) of specialization. This is a Group project and the size will be determined based on feedback from the lecturer.

## **RESOURCE MATERIAL:**

### **Prescribed:**

Bovee, L.C., & Thill, J.V. (2009). *Business Communication Today* (latest edition). NJ: Prentice Hall.

Guffey, M.E., (2010) *Essentials of Business Communication* (latest edition). OH: South-Western Cengage Learning

Leonard, D. J., & Smeltzer, L. R. (2002). *Managerial Communications: Strategies and Applications*. OH: McGraw-Hill.

Ober, S. (2007). *Contemporary Business Communication* (latest edition). KY: South-Western College.

[www.mcgrawhill.com](http://www.mcgrawhill.com)

[www.ebschost.com](http://www.ebschost.com)

[www.pearson.com](http://www.pearson.com)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Business Ethics
<b>COURSE CODE:</b>	BUSE1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to introduce students to contemporary and provocative ethical issues facing businesses globally. The course provides students with opportunities to apply ethical reasoning to the demands of business management. The analysis of selective readings and case studies will be used to explore key ethical principles and the various ways in which business specialists and ethical theorists address the issues in the global marketplace.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. have a clearer understanding of different ethical frameworks, their own ethical philosophy, and how each relates to business
2. demonstrate an ethical awareness and appreciation of the complexity of ethical decision making in business organizations
3. apply analytical skills in understanding and resolving ethical issues
4. examine the consequences of ethical and unethical behaviours

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the term ethics and business ethics
2. distinguish among the various types of ethics
3. determine reasons why businesses should be ethical
4. outline the relevance of business ethics within context of global society
5. analyze the concept of morality and its relation to human conduct
6. explain the kinds of ethical issues
7. discuss ethical dilemmas experienced in organizations
8. explain the three-step process for resolving an ethical dilemma
9. practice resolution of an ethical dilemma in your life or community
10. analyze cases relevant to ethics and business

**Content:**

1. Definition of ethics and business ethics
2. Types of ethics: descriptive/comparative ethics, meta/analytical ethics, normative ethics and applied ethics
3. Arguments for and against ethics in business
4. Globalization, multinationals, and business ethics
  - a. Globalization
  - b. Business ethics and cultural differences:ethical relativism
5. Nature of morality:
  - a. Morality: moral standards and non-moral standards
  - b. Characteristics of moral standards
  - c. Stages of moral development (Lawrence Kohlberg)
  - d. Moral reasoning and analyzing moral reasoning
6. Kinds of ethical issues: systemic, corporate and individual
7. Ethical dilemmas:
  - a. Definition of ethical dilemma
  - b. Dilemmas in organizations
  - c. Three-step process for resolving an ethical dilemma: analyze the consequences, analyze the actions and make a decision
8. Relevant cases

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish among the ethical theories: utilitarianism, deontology, moral rights and virtue
2. analyze Jeremy Bentham's basic theory of utility and its relevance to utilitarianism
3. evaluate the various types of utilitarianism and their applications to business
4. discuss the strengths and weaknesses of utilitarianism
5. assess deontological theory in relation to business
6. evaluate the theory of moral rights
7. discuss Aristotle's approach to virtue ethics
8. compare and contrast deontology with utilitarianism and virtue
9. analyze cases relevant to the ethical theories

**Content:**

1. Definition of theories:
  - a. utilitarianism
  - b. deontology
  - c. moral rights
  - d. virtue
2. Jeremy Bentham's basic theory of utility
3. Types of utilitarianism: Act and Rule utilitarianism
4. Strengths and weaknesses of utilitarianism
5. Deontological theory
6. Moral rights:
  - a. characteristics of rights
  - b. Kinds of rights: negative and positive rights
  - c. Basis for moral rights - Kant's theory: Categorical Imperative
7. Virtue ethics: the nature of virtue, moral virtues and strengths and weaknesses
8. Comparison of deontology with utilitarianism and virtue
9. Relevant cases

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. discuss the principles of justice
2. analyze the theories of Justice
3. assess Rawls two theories of justice in today's business world
4. analyze cases relevant to justice and economic distribution

**Content:**

1. Definition of justice
  - a. Principles of justice
2. Types of Justice
  - a. Distributive Justice:
    - i. Egalitarianism - Justice based on equality
    - ii. Capitalism - Justice based on control
    - iii. Libertarianism - Justice based on freedom
    - iv. Liberal egalitarianism - Justice based on fairness
  - b. Retributive Justice
  - c. Compensatory Justice
3. Rawls two principles of justice
4. Relevant cases

**UNIT IV –Ethical issues in Business and Society**

**(12 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. discuss the issue of discrimination
2. identify affirmative actions to take when addressing discriminating practices
3. demonstrate your understanding of sexual harassment
4. make a distinction of the types of sexual harassment
5. develop an anti-sexual harassment policy
6. analyze the employer - employee duties/rights in relation to someone with AIDS
7. discuss how environmental issues impact organizations
8. analyze cases relevant to ethical issues in business and society

**Content:**

1. Discrimination:
  - a. nature of discrimination: race, colour, sex
  - b. extent of discrimination
  - c. the law and discrimination
2. Affirmative actions
3. Sexual harassment:
  - a. nature of sexual harassment
  - b. extent of sexual harassment
4. Types of sexual harassment (quid pro quo and hostile environment)
5. The law and sexual harassment
6. AIDS in the workplace
7. Environment Issues:

- a. Air Pollution - global warming, ozone depletion, acid rain, airborne toxics and air quality
  - b. Water Pollution - organic wastes
  - c. Land Pollution
  - d. The Ethics of Pollution Control
8. Relevant cases

**UNIT V – Other Ethical issues in Business and Society (12 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

- 1. explain the potential ethical challenges presented by generally accepted financial standards and principles
- 2. assess the implications that bribery and extortion has on the organization
- 3. discuss the dimensions of whistle blowing
- 4. recommend ways to build internal mechanism to address the needs of whistle-blowers
- 5. analyze possible risk involved in being a whistle blower
- 6. analyze cases relevant to financial ethics, bribery and extortion and whistle blowing

**Content:**

- 1. Financial Ethics:
  - a. Creative accounting
  - b. Insider trading
  - c. Hoarding
  - d. Black market
- 2. Bribery and extortion
  - a. Definition of bribery and extortion
  - b. Impact of bribery and extortion on the organization
- 3. Definition of whistle blowing
  - a. Types of whistle blowing (internal and external)
  - b. Conditions when whistle blowing is ethical and unethical
- 4. Develop an internal whistle blowing mechanism
  - a. Addressing the needs of the whistle blower
- 5. Risks involved in whistle blowing
- 6. Relevant cases

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. demonstrate an understanding of corporate governance
2. discuss the importance of corporate governance and its relationship to social responsibility
3. discuss the responsibilities of the board of directors and the major governance committees
4. examine an appropriate model for corporate governance in an organization
5. define code of ethics and its relevance to businesses
6. prepare a code of ethics for a profession
7. assess corporate scandals
8. analyze cases relevant to corporate governance and ethics

**Content:**

1. What is corporate governance
  - a. Explain effective corporate governance practices
2. Corporate governance and its relationship to social responsibility
3. Responsibilities of board of directors and major governance committees: audit committee, compensation committee and corporate governance committee
4. Models of corporate governance in an organization
  - a. Japanese Model
  - b. Anglo-US model
5. Code of ethics and its relevance to business
6. Professional codes of ethics
7. Corporate scandals: General Motors, Enron and other local companies
8. Relevant cases

**METHODS OF DELIVERY:**

1. Lectures
2. Case Studies
3. Discussions
4. Group Work
5. Power Point Presentations

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                               |     |
|-------------------------------|-----|
| 1. Common Coursework          | 20% |
| 2. Major Project/Presentation | 20% |
| 3. Final Examination          | 60% |

## **RESOURCE MATERIALS:**

### **Prescribed:**

Velasquez, M. G. (2006). *Business ethics: concepts and cases* (6<sup>th</sup>ed.). NJ: Prentice Hall.

## **SUPPLEMENTAL READINGS**

Donaldson, T., Werhane, P., & Cording, M. (2007). *Ethical issues in business: a philosophical approach* (8<sup>th</sup>ed.). NJ: Prentice Hall.

Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2009). *Business ethics 2009 update: ethical decision making and cases* (7<sup>th</sup>ed.). KY: South-Western College.

Fritzsche, D. J. (2005). *Business ethics: a global and managerial perspective* (2<sup>nd</sup>ed.). OH: McGraw-Hill.

Ghillyer, A. (2010). *Business Ethics Now* (3<sup>rd</sup>ed.). McGraw-Hill Education.

Gini, A. (2008). *Case studies in business ethics* (6<sup>th</sup>ed.). NJ: Prentice Hall.

Hartley, R. F. (2004). *Business ethics: mistakes and success*. NJ: Wiley.

Hartman, L. (2007). *Perspectives in business ethics* (3<sup>rd</sup>ed.). OH: McGraw-Hill.

Hosmer, L. (2007). *The ethics of management* (9<sup>th</sup>ed.). OH: McGraw-Hill.

Shaw, W. H. (2007). *Business ethics* (6<sup>th</sup>ed.). KY: Wadsworth Publishing.

### **Newspapers:**

Local and international

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Business Law
<b>COURSE CODE:</b>	BLAW2401
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to provide students with an understanding of the general/fundamental legal principles of operating within the business environment.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. understand the legal concepts and apply them in their approach to general business administration
2. recognize a valid contract and how to deal with all the vitiating factors involved in a contract
3. understand the importance of people relating to each other in relation to their rights and responsibilities under tort
4. understand the essential elements of a sale of goods contract
5. understand the legal framework surrounding the law of agencies

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define law
2. differentiate between Criminal and Civil Law
3. Illustrate the hierarchy of the Court's structure in your jurisdiction
4. examine the various sources of law
5. discuss the impact of the sources of law on law making bodies and procedures currently in practice

**Content:**

1. Definition of law
2. Classification of law ó Criminal and Civil
3. Court Structure of your jurisdiction
4. Sources of law:
  - a. Common law
  - b. Equity
  - c. Custom Law
  - d. Doctrine of Judicial Precedent/Case law
  - e. Legislation ó Statutory Interpretation
  - f. Delegated legislation
  - g. Constitution ó Constitutional Supremacy versus Parliamentary Sovereignty, Charter of Fundamental Rights and Freedom

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define a contract
2. examine forms of contract
3. examine the essential elements of a valid contract
4. discuss terms in a contract
5. evaluate the effects of instantaneous communication on contracts
6. explain the effects of mistakes on a contract
7. explain the types of misrepresentation that may occur in a contractual process
8. discuss the effects of misrepresentation on a contract
9. examine the concepts of duress and undue influence and their effects on a contract
10. discuss methods of terminating a contract

## **Content:**

1. Definition of contract
2. Types of Contract:
  - a. simple
  - b. contracts under seal
  - c. standard form contracts
3. Essential elements of a valid contract:
  - a. Offer and acceptance
  - b. consideration
  - c. intention to create legal relations
  - d. capacity
  - e. illegality
  - f. genuineness of consent of parties
4. Effects of instantaneous communication on contracts
  - a. Email
  - b. Fax
  - c. Telephone/voicemail
  - d. Text messages, BBM, etc
5. Terms in a contract:
  - a. express
  - b. implied
  - c. conditions
  - d. warranty
  - e. exclusion clauses
6. Vitiating Factors
  - a. Mistake
  - b. Misrepresentation
  - c. Duress
  - d. Undue influence
7. Termination/discharge of a contract
  - a. Performance
  - b. Agreement
  - c. Frustration
  - d. Breach

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define Tort
2. explain the elements of tort, based on negligence
3. examine the principles of tort relating to trespass to person
4. discuss the concepts of private and public nuisance
5. discuss vicarious and occupier's liability
6. assess the remedies and defences available for tortious actions

**Content:**

1. Definition of a Tort
2. Elements of Torts, based on negligence
3. Trespass to Person:
  - a. Assault
  - b. Battery
  - c. Defamation of Libel and Slander; Cyber defamation
4. Private and Public Nuisance
5. Occupier's Liability
  - a. duty to lawful and unlawful visitors
  - b. duty to children
6. Vicarious Liability
7. Defences in Tort:
  - a. Volenti fit injuria
  - b. Contributory Negligence
  - c. Res ipsa loquitur
  - d. Remoteness of damage

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define Sale of Goods contracts
2. explain the transactions that fall under the Sale of Goods Act
3. examine the implied and expressed conditions under the Sale of Goods Act
4. examine the Rules governing the passing of property under the Sale of Goods Act
5. critique the rights of the seller and the buyer under the Sale of Goods Act
6. discuss the implications of electronic transactions on sale of goods contracts

**Content:**

1. Definition of Sale of Goods
2. Transactions that fall under the Sale of Goods Act
3. Terms: Express and Implied conditions
  - a. title
  - b. description
  - c. satisfactory quality
  - d. sample
  - e. fitness for purpose
4. Rules for the passing of property
5. Rights of parties
  - a. buyer
  - b. seller
6. Electronic transactions: buying and selling of goods and services online

**UNIT V – Law of Agency**

**(4 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define principal-agent relationship
2. examine ways of creating an agency relationship
3. discuss the duties of both parties under an agency agreement
4. discuss the methods of terminating an agency relationship
5. critique the available remedies in the law of agency

**Content:**

1. Definition
2. Creation of agency relationship
3. Parties in an agency relationship
4. Duties of parties
5. Termination

## **METHODS OF DELIVERY:**

1. Lectures
2. Case Studies
3. Discussions
4. Group Work
5. Presentations ó Skype, You Tube videos, Power Point

## **METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |     |
|-----------------------|-----|
| 1. Mid semester test  | 15% |
| 2. Common Coursework  | 15% |
| 3. College Coursework | 10% |
| 4. Final Examination  | 60% |

## **RESOURCE MATERIAL:**

### **Prescribed:**

Abbot, K. R., & Pendlebury, N. (2007). *Business law* (8<sup>th</sup> ed). NJ: Thomson Learning.

### **Recommended:**

Keenan, D. (2000). *Smith and Keenan's Advanced Business Law* (11<sup>th</sup> ed.). NJ: Prentice Hall.

Dobson, P., & Charlesworth. J. (1997). *Charlesworth business law* (Rev. ed.).

UK: Sweet and Maxwell.

Smith, D., & Lawson, R.D. (2002). *Business law for business and marketing students*.

UK: Butterworth-Heinemann.

Ministry of Justice (Jamaica) website

<http://www.moj.gov.jm/law>

- *The Sale of Goods Act*
- *The Jamaica (Constitution) Order in Council 1962*
- *Electronic Transactions Act (2007)*

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Caribbean Studies
<b>COURSE CODE:</b>	CARS2301
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## COURSE RATIONALE:

Caribbean Studies is a necessary part of the general education of students who are of Caribbean origin, or who plan to live and work in the Caribbean. The course will give students a grasp of issues of critical importance to the development of the Caribbean region. Its aim is to help students to become critical thinkers, with the knowledge and ability to rationally analyze and evaluate policies and projects developed for Caribbean countries, and to solve problems which they have identified as important to their communities of origin, or to the region as a whole. Finally, it is intended to enhance students' sense of their potential and responsibilities as citizens of the Caribbean community.

## COURSE DESCRIPTION:

This course provides an overview of how different aspects of Caribbean Life and development as a region, affect our development. Within this course students are equipped to understand the Caribbean Region, its position in relation to the rest of the world, cultural expressions and identity, the impact of dominant ideologies and individuals who have had impact on leadership in the Caribbean and the different ideologies that have shaped integration and the development of the Caribbean Region.

Students will be introduced to the role of the mass media and of new technologies in creating the information society. It will also encourage them to examine the ways rapid access to information from all over the world is shaping cultural values, the world of work, and the political process ó implications for planning policy and projects in the Caribbean.

Students will also examine the tasks of leadership which will encourage them to critically evaluate the impact of dominant ideologies, and of individuals who have provided leadership in the Caribbean. They will be introduced to different ideologies that have shaped the integration movement in the Caribbean. It will encourage them to assess the seriousness of the challenges to the integration movement, and weigh these against the potential for development inherent in integration.

## **COURSE OUTCOMES:**

Upon successful completion of this unit, students should be able to:

1. understand the influence of the common historical experiences on the development of Caribbean culture, and of social and political structures
2. understand the relationship that exists between the Caribbean and the global society
3. understand how to appraise the contributions of major ideological movements to the development of the Caribbean region
4. understand how to propose critical tasks of leadership in individual Caribbean countries, and in the region as a whole
5. aware of major constraints to, and opportunities for, the development of Caribbean societies
6. value the contributions of the Caribbean's diverse cultures and peoples to the development of the region
7. understand how to conduct basic research into issues they have identified as being of concern to Caribbean communities, and to the entire region and Developmental projects, new technologies and environmental issue

## **UNIT I – Identify all Territorial Units in the Region**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify locations on the globe that are of historical and current significance to peoples of the Caribbean
2. discuss the impacts of winds, floods, volcanoes, earthquakes and hurricanes on development in the Caribbean

### **Content:**

1. Locate units with respect to:
  - a. The rest of the region
  - b. The USA
  - c. Canada
  - d. Latin America
  - e. Africa
  - f. Europe
  - g. Asia
  - h. The Middle East
2. Identify French, Dutch, English and Spanish speaking countries
3. Examine the main geographical features of the Caribbean Region

## **UNIT II – Shaping Caribbean Identity**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of identity and how it is formed
2. discuss the contribution of Tainos and Kalinagos to Caribbean Development
3. describe the basic features of European settlement, organization of trade, and systems of governance in the Spanish and English Caribbean including products and protectionism
4. discuss reasons for, and the impacts on Caribbean development of encomienda, slavery, and European and Asian indentureship
5. explain the features of British colonial governance and the steps taken to regain sovereignty in the Caribbean
6. discuss the factors that induced Britain to grant independence to Caribbean territories in the 20<sup>th</sup> Century

### **Content:**

1. The Indigenous People
2. The Colonial Experience
  - a. The Europeans
  - b. Slavery and resistance
  - c. Immigration and Indentureship
  - d. Constitutional Development : Note different constitutional paths followed by the territories of the region
3. Independence

## **UNIT III – Caribbean Cultural Expressions/Identity**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define culture and explain the sociological concepts related to culture (erasure, retention, renewal, imperial, relative)
2. discuss the value for the diverse cultural contributions of the peoples of the Caribbean
3. analytically discuss the concept of Caribbean Identity and its importance to the region

**Content:**

1. Music
2. Dance
3. Drama
4. Oral Traditions
5. Festivals
6. Arts and Architecture
7. Caribbean Voices ó Selected Recordings of Caribbean Writers
8. Sport

**UNIT IV – The Caribbean in the Information Society**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of the information age, and the terms mass media and information technologies
2. discuss their impact on Caribbean society, economy, politics, and culture of mass media and information technologies

**Content:**

1. Mass Media and cultural identity
2. The role of new technologies of information in shaping the political process in Caribbean countries
3. Perpetuating hegemony ó the role of the mass media and of new technologies of information
4. The mass media and information technology: their impact on business in the Caribbean

**UNIT V – The Tasks of Leadership**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define leadership and leadership styles
2. appraise briefly the contributions of major ideological movements and their leaders to the development of their respective territories in the region
3. conduct basic research into the contributions of past and present Caribbean Leaders to determine the factors that accounted for their greatness
4. distinguish among Pan Africanism, Black Power, and La Negritude

5. briefly discuss the contributions of Garvey, Du Bois, and Henry Sylvester Williams; Aime Césaire, Senghor and Demas; and Stokely Carmichael, Malcolm X and Walter Rodney, to the development of these concepts
6. describe the features of THREE syncretic or local religions and the roles they play in modern society

**Content:**

1. The Influence of the Western Intellectual Tradition
  - a. Democracy : English Speaking Caribbean
  - b. Marxism/ Socialism: Cuba, Jamaica 1970s, Guyana 1970, Grenada
  - c. Capitalism : English speaking Dutch and Caribbean
  - d. Dictatorship: Haiti, Dominican Republic
2. The Role of Leadership: Pre and Post Independence
  - a. Derek Walcott
  - b. Arthur Lewis
  - c. Edna Manley
  - d. Marcus Garvey
  - e. Norman Manley
  - f. Eric Williams
  - g. Bob Marley
  - h. Grantley Adams
  - i. Fidel Castro
  - j. Michael Manley
  - k. Edward Seaga
  - l. Buzz Butler
  - m. Robert Bradshaw
3. Challenges to dominant ideologies : the radical Caribbean Intellectual Tradition
  - a. An analysis of how the works of selected political or community leaders, artists or intellectuals, identified by the student for more in-depth study, have helped to theorize, or to provide active leadership in dealing with issues such as :
    - i. What it is to be a Caribbean person, both inside and outside the Caribbean
    - ii. Issues of ethnicity and identity in the Caribbean
    - iii. Freedom and autonomy as personal, national and regional projects

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the concept of integration and the neo-functionalist and transactional perspectives of integration
2. outline the early attempts at integration and give reasons for their failure
3. discuss the features of CARICOM
4. briefly assess the relevance of Caribbean integration in the 21<sup>st</sup> Century

**Content:**

1. The Integration Movement:
  - a. Neo-Functionalist perspective
  - b. Transactional perspective
  - c. Federationalist perspectives
2. The role of CARICOM (CSME, CCJ)
3. Establishing relationships with the non- Anglophone Caribbean
4. Factors encouraging/discouraging integration
5. The role of Integration in promoting Caribbean social and economic development

**METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Guest Lectures
4. Presentation(s)
5. Field Trips
6. Independent study project supported by tutorial sessions

**METHODS OF ASSESSMENT AND EVALUATION:**

- |   |     |
|---|-----|
| 1. Common Coursework                                  | 15% |
| Research Paper on an assigned topic (1200 words)      |     |
| 2. College Coursework                                 |     |
| Independent Study of a Topic Selected by the Student, | 15% |
| culminating in an extended paper (2500 words)         |     |
| Test  | 10% |
| 3. Final Examination                                  | 60% |

## **RESOURCE MATERIAL:**

### **Prescribed:**

- Beckles, H. & Shepherd, V. (1993). *Caribbean slave society and economy: a student reader*. Jamaica: Ian Randle Publishers.
- Boxill, I. (1997). *Ideology and Caribbean integration (new generation series)*. Jamaica: University of the West Indies Press
- Demas, W. (1997). *Critical issues in Caribbean development: West Indian development and the deepening and widening of the Caribbean community*. Jamaica: Ian Randle.
- Dunn, H. (1995). *Globalization, communications and Caribbean identity*. Jamaica: Ian Randle Publishers

### **Recommended:**

- Barker, C. (1999). *Television, globalization and cultural identities*. UK: Open University Press.
- Fergus, H. (1996). *Education in the West Indies: developments and perspectives 1948-1988*. (D. Craig, Ed.) *Educational development in some Eastern Caribbean countries: perspectives on current needs*. Jamaica: ISER, Mona
- Girvan, N., & Simmons, D. (1996). *Caribbean ecology and economics*. Jamaica: ISER, Mona.
- Kegley, C.W., & Wittkopf, E. R. (2008) *World politics: trend and transformation* (latest edition). NY: St. Martin's Press.
- Lewis, G. (2004). *Main currents in Caribbean thought: the historical evolution of Caribbean society in its ideological aspects 1492 - 1900*. NE: University of Nebraska Press.
- Time For Action: The report of the West Indian Commission*.(1992). Jamaica: Mona, UWI

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Communication I Updated May 2016 (Version 1.0)
<b>COURSE CODE:</b>	COMM1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to develop the community college students' ability to write expository essays, projects or papers and make oral presentations in varying contexts in and out of the classroom. It is hoped that this course will be used by students to help them fulfil the academic evaluation requirements of the courses they will sit at this level and help them to become better communicators. The course gives students practice in the manipulation of secondary sources of information to support their own ideas in writing and speech.

## **REQUIREMENTS FOR THE COURSE:**

Access to if not your own Computer, access to the internet, books, journals, newspapers, magazines, a library membership, and an open mind hungry for knowledge.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. demonstrate academic writing skills
2. manipulate varied, credible and reliable sources to present informed and supported points of view
3. create competent expository essay
4. produce competent oral presentations
5. employ the APA style in their academic endeavours, writing, presentations, and research

## **UNIT I – What is Communication**

**(6 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define Communication
2. explain transactional model of communication
3. demonstrate efficient note taking using the Cornell Method

### **Content:**

1. Communication Process
2. Barriers to communication (Internal / External; semantic and language; Physical, psychological, physiological)
3. The Cornell Method : <http://lsc.cornell.edu/wp-content/uploads/2015/10/Cornell-Note-Taking-System.pdf>

## **UNIT II – Language in the Caribbean Context**

**(5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define language
2. discuss the historical and social factors that have shaped the Caribbean language situation
3. examine areas of divergence between Creole and Standard English

### **Content:**

1. What is a language
2. Historical factors and social factors that affected the development of the Caribbean language situation.
3. Comparison of Standard English and Caribbean Creole- lexicon, semantics, phonology, morphology, syntax.

**NB. Language used in text message and its departure from the standard form**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the basic types of oral delivery
2. deliver a 3-5 minutes oral presentation
3. use a PowerPoint or other visual aid in an oral presentation
4. manage emotional anxiety during an oral presentation

**Content:**

1. Types of Delivery:
  - a. Memorised
  - b. Manuscript
  - c. Impromptu
  - d. Extemporaneous
2. Basic Visual Aids, Charts, PowerPoint, Models
3. Preparing a basic power point presentation
4. How to overcome emotional anxiety

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. construct a thesis statement
2. use connectives and transitional devices appropriately in the writing process
3. incorporate research materials in the writing process
4. construct well developed paragraphs
5. use peer review and editing techniques to review written work
6. use prewriting and planning strategies in the writing process
7. use the APA referencing and in text citation in the writing process
8. employ post writing strategies in the writing process

**Content:**

1. Introduction to paragraph development
2. Topic Sentences
3. Supporting Sentences: details such as examples, illustrations, statistics, facts
4. Concluding sentence/clincher
5. Cohesion, unity, adequacy and completeness
6. Pre writing: Planning, idea generation and research
7. Writing:
  - APA Referencing:
    - a. Sources of information
    - b. In-text citations
    - c. List of references
    - d. Plagiarism
8. Post writing: Publishing

**METHODS OF ASSESSMENT AND EVALUATION: Continuous Assessment**

1. Course work/Test/ Quizzes 35%
2. Portfolio: 50%
  - a. Bibliography
  - b. Formal Outline for the essay
  - c. 1<sup>st</sup> Draft
  - d. Peer Review
  - e. Final Draft
3. Individual oral presentation lasting 3-5minutes 15%

**RUBRICS**

***Student Presentation Rubric***

Oral Presentation Rubric v 2	Good	Average	Needs Improvement	Sub Total	Total
<b>Delivery;</b> Clarity of voice Projection of Voice	3	2	1		
<b>Control of Emotional Anxiety</b> Breath Control, Para Language, Movement	3	2	1		
Integration of Visual Aid	3	2	1		
<b>Time Management</b> Speech presented within the stipulated time	3	2	1		
<b>Content</b> Presentation of a Main Idea Development of at least 1 point 1 point 2 sub points	3	2	1		
<b>Organization</b> Introduction: attention getter, topic, thesis, body: one point adequately developed, conclusion: restate of thesis / summation	3	2	1		<b>/15</b>

Review Rubric, can be used for stage reviews, peer review of draft essay

.Feature	E	VG	G	A	F	P	Comment
Thesis State.	6	5	4	3	2	1	Main idea, Major Points
Outline	6	5	4	3	2	1	Logic, planning, format
Sources	6	5	4	3	2	1	Reference page, in text citation
Paragraphing	6	5	4	3	2	1	Emphasis, Coherence, Cogency , Unity, Organisation/Order
Transitions	6	5	4	3	2	1	Internal summaries, previews, Signposts, conjunctions
Introduction	6	5	4	3	2	1	Thesis statement, attention getter, if arg- + opinion
Body	6	5	4	3	2	1	Paragraphs well developed clear rhetorical Organisation
Conclusion	6	5	4	3	2	1	No new points, summarize, restate, tie up , the body and intro
Tone	6	5	4	3	2	1	Objective-expository, subjective- persuasive-
Spelling	6	5	4	3	2	1	
Subject Verb	6	5	4	3	2	1	
Tense	6	5	4	3	2	1	
Punctuation Capitalisation	6	5	4	3	2	1	
Worldliness	6	5	4	3	2	1	
Sentence Cons. Parallellism	6	5	4	3	2	1	
Reviewers comment							Lecturers comment

## *Expository Grade Breakdown*

### I. Content ó 10 marks

#### *10 – 9 V Good*

Clear development of main points

Rational reasoned coherent presentation of analysis

At least three points must be adequately developed with corresponding supporting points

To get full marks

#### *8- 7 Good*

Clear development of main points

Rational reasoned coherent presentation of analysis

Less than three points adequately developed with corresponding supporting points

#### *6-5 Average*

Clear development of main points

Rational reasoned coherent presentation of analysis

Less than three points

Points not adequately developed with corresponding supporting points

#### *4-1 Below Average*

No development of main points

No supporting points

Incoherent or non-existent analysis

### II. Organization ó 8 marks

a) Paragraphing ó 1 mark

b) Rhetorical strategy ó analysis, cause and effect, classification, comparison, definition, illustration  
- 2 marks

c) Introduction ó that contains a thesis, which includes:

1. 3- 5 main points of the essay,
2. main idea,
3. attention getter, - 3 marks

d) Conclusion

1. Recap, summation, restating
2. No new points ó 2 marks

### III. Expression/Use of English-7 marks

- a) Academic Grammar, Word Choice, Tone- 2 marks
- b) Punctuation ó 2 marks
- c) Subject Verb Agreement -2 marks
- d) Connectives ó 1 mark

## **ASSIGNMENT ELECTRONIC SUBMISSION**

These assignments should utilise Turnitin software, where applicable,. If that is not available your teacher will instruct you of an alternate electronic means of submission. As your course evaluation is ongoing, students are encouraged if not required to send sections of their assignments to their lecturers for review, generally speaking you are taught a task this week the home work is required a minimum of 1 day before the first class in the next or following week.

This is so for several reasons:

1. Based on the submissions the teacher can tailor or review a section that the class may have misunderstood, for use in the next class
2. The student and teacher can submit their assignment and comment at any time convenient to them before the next class

Electronic submissions are recommended because it facilitates the advantages named above as well as it: ...

1. cuts printing costs
2. and is a record of submission

## **NON SUBMISSION**

Please note that if you miss a submission deadline your grades may be lower than a student who consistently sends in his submission on time as your lecturer may penalise you or refuse to mark the specific submission. It is recommended that you email your lecturer early seeking permission to submit a stage of an assignment late. Do remember lecturers are accommodating but it is at their discretion that they allow a late submission.

Please be aware however that study is a reality of deadlines and pressure to meet deadlines.

Remember that you have to complete all stages of the course as well as the final projects at the level of competence to pass the course.

## RESUBMISSION

The course is designed to develop student competence thus a student is allowed one resubmission if they fail a submission or submission is below competence. However, in such a case the student's grade for that specific assignment is the average of the two submissions. As the course is competency based, for a student to pass they have to demonstrate competence in both stage and final product. That is all stages of the essay writing process, expository and argument and the presentation making process, as well as in the expository essay, argumentative essay and presentation.

## Required Text

The majority of units will be taught using a variety of material prepared by your teacher; many teachers will give you a website, page url or blog containing the material. Some may recommend chapters or pages in text books that best explain specific areas. We recommend that you copy or read these recommended excerpts which usually are available in your school library . However, an essay writing manual and there are many, for eg A Writers Guide: a handbook for writing and research by Maimon & Perez will help a student immensely. Not only because it provides good information on the essay writing process but also because it can be used as a resource for referencing.

Blooming with the Pouis 2009 Ramsay et al, introduction p xxi, Introduction to Argument p 131  
Writing in English, 1999, Mcdinald et al; Chapters 10, 18 -24  
The Art of Public Speaking, 2007 Stephen Lucas; Chapters 10,12,13,14

All the texts named above have been referenced in the syllabus guide, however they can and should be supplemented by other texts and approaches to the topics.

## Recommended Texts

Any college essay writing text

**NB: STUDENTS who FAIL this course are required to do an automatic RE-DO**

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Communication II Updated May 2016 (Version 1.0)
<b>COURSE CODE:</b>	COMM1202
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Communication I (COMM1101)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

In order to meet the demands of the global market, one must be an effective communicator. Therefore, this course seeks to highlight the various routes of communication and also examine a variety of business documents used in communicating. This will assist learners in developing proficiency in communication. It is designed to provide students with opportunities to produce different types of oral and written communication while selecting and combining forms, media, channels and technologies to maximize communication. Specific emphasis will be placed on producing formal business documents such as letters and reports.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. distinguish between the types of business documents
2. demonstrate competence in producing formal business documents
3. respond appropriately to various business related scenarios

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish among the various communication routes
2. cite instances in which each route is used
3. illustrate through oral or written presentation how the different contexts affect the nature of communication
4. analyze the different contexts in which communication takes place
5. use examples to describe instances in which formal and informal communication take place

**Content:**

- a. Routes of Communication - vertical, lateral, diagonal and other uses
- b. Contexts of communication - intra-personal, inter-personal, small group and large groups
- c. Formal and informal, grapevine, bypassing

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. collect and exhibit samples of specific written business communication
2. compose formal letters using appropriate format, content and tone
3. compose the letter appropriate to the given situation
4. sequence ideas within paragraphs in written documents
5. compile samples of original business documents based on given scenarios
6. create the appropriate business document for formal business meetings using the appropriate format, content and tone
7. prepare and produce the appropriate documents for internal communication
8. construct different forms capable of capturing specific information
9. write press releases using the five Ws (who, what, why, when, where)
10. identify the different types of résumé
11. create a combination résumé
12. use electronic means to generate business documents
13. compose reports using appropriate format, content and tone
14. compose the reports appropriate to the given situation

## **Content:**

1. Letters:
  - a. Definition of the business letter
  - b. Purpose of the business letter
  - c. Parts of the business letter ó heading, inside address, salutation, body etc.
  - d. Types of business letters - complaint, adjustment, request, application
  - e. identify the four basic types of résumé (chronological, functional, targeted resume and combination résumé)
2. Résumé:
  - a. What is a résumé?
  - b. Types of resumes identify the four basic types of résumé (chronological, functional, targeted resume and combination résumé)
  - c. Parts of a résumé
  - d. Characteristics of a résumé
3. Memorandum:
  - a. What is a memorandum?
  - b. Memorandum guidelines
  - c. Purpose of the memorandum
  - d. Parts of the memorandum
4. Minutes:
  - a. What are minutes?
  - b. Forms of minutes: resolution, narrative and action minutes.
  - c. Parts of minutes
  - d. How to take business minutes
5. Agenda:
  - a. What is an agenda?
  - b. Parts of the agenda
6. Notice:
  - a. What is a notice?
7. Press release
  - a. What is a press release?
  - b. How is a press release used?
  - c. Press release components ó embargo date, contact information, heading etc.

8. Form Design

- a. What is a form?
- b. Requirements of form design
- c. Good principles of form design
- d. Layout

9. Types of Computerized telecommunication:

- a. Video Calling
- b. Video Conferencing
- c. E-mail
- d. Social Networks
- e. Fax
- f. Text messaging/ instant messaging
- g. Teleconferencing

10. Report:

- a. What is a report?
- b. Types of Formal and Informal
- c. Format Guidelines
- d. Planning the report
- e. Drafting report content/text
  - i. Report Introduction
  - ii. Report Body
  - iii. Report Close
- f. Writing Reports
  - i. Adapting to your audience
  - ii. Examining style and tone
  - iii. Maintaining consistent structure/format

## **METHODS OF DELIVERY:**

1. Lectures
2. Work sheets
3. Audio and tape evaluations
4. Discussions
5. Peer conferencing
6. Presentation(s)
7. Research
8. Role Play
9. Simulation

## **METHODS OF ASSESSMENT AND EVALUATION:**

1. Common Coursework
  - a. In class test 5%
  - b. Midterm test 15%
  - c. Project (individual) 20%
2. Final Examination 60%

## **FINAL EXAMINATION**

**SECTION A**            25 Multiple Choice Questions

**SECTION B**            Produce three (3) Business documents

**NB. The Format of Resume taught in this course is to be used when conducting Work Experience. Documents tested in common coursework should not be tested in final exam.**

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## Rubric for Letter Writing

<b>CONTENT</b>	<b>SCORE</b>
<ul style="list-style-type: none"> <li>• Letter clearly states the purpose</li> <li>• Appropriate explanations or facts used to support the main idea</li> <li>• Easy to follow</li> <li>• Tone is appropriate for intended audience</li> </ul>	12-10
<ul style="list-style-type: none"> <li>• Letter clearly states the purpose</li> <li>• Some explanations or facts used to support the main idea</li> <li>• Somewhat hard to follow</li> <li>• Tone is generally appropriate for intended audience</li> </ul>	9- 7
<ul style="list-style-type: none"> <li>• Purpose of letter is unclear</li> <li>• More explanations or facts need to be used to support the main idea</li> <li>• Hard to follow</li> <li>• Tone is too formal or too informal for intended audience</li> </ul>	6-4
<ul style="list-style-type: none"> <li>• Purpose of letter is unclear</li> <li>• Main idea is not supported by explanations or facts</li> <li>• Letter rambles; hard to follow or understand</li> <li>• Tone is inappropriate for intended audience</li> </ul>	3-1
<b>USE OF LANGUAGE</b>	
<ul style="list-style-type: none"> <li>• Correct sentence structure</li> <li>• Accurate use of punctuation and grammar</li> <li>• No spelling errors</li> <li>• Creative use of language</li> </ul>	7-8

<ul style="list-style-type: none"> <li>• Few errors with sentence structure</li> <li>• One or two mistakes with punctuation or grammar</li> <li>• One or two spelling errors</li> </ul>	6- 4
<ul style="list-style-type: none"> <li>• Frequent errors with sentence structure</li> <li>• More than two mistakes in punctuation or grammar</li> <li>• More than two spelling errors</li> </ul>	3 ó 1
<b>FORMAT</b>	
Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	<b>5</b>
Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	<b>4</b>
Some noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	<b>3</b>
Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	<b>1-2</b>
<b>TOTAL</b>	

**Content:** 12 marks  
**Use of Language:** 8 marks  
**Format** 5 marks  
**Total** 25 marks

**Rubric for Report/Press Release**

<b>CONTENT</b>	<b>10</b>	<b>7 – 9</b>	<b>6-4</b>	<b>2-3</b>	<b>0-1</b>	<b>Mark Received</b>
	Handles all the elements of the case professionally; develops and supports ideas using well-chosen examples and creative details	Handles most of the elements of the case professionally, develops and supports ideas using examples	Handles case material competently; includes essential information; factually correct.	Misses one major element of the case; leaves out essential information; some minor factual errors.	Misses two or more elements of the case; major factual errors; misinterprets case assignment	
<b>USE OF ENGLISH</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1-2</b>	
	Full range of sentence patterns used effectively. Makes virtually no grammatical or syntactical errors.	Mastery of sentence patterns demonstrated; may have <b>occasional</b> grammatical errors; may have minor problems with punctuation or usage.	Sentence patterns most often successfully used. Writes generally correct prose; occasionally fails to catch minor grammatical errors.	Makes grammatical/syntactical errors such as run-ons, fragments, unintelligible sentences	Makes repeated grammatical or syntactical errors. Frequently misspells	

<b>FORMAT/LAYOUT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	
	Includes all required components and follows formatting guidelines for <b>layout (headings), spacing, alignment, headings, etc.</b> Format and layout make the report <b>exceptionally attractive</b> , drawing attention to the content, and enhancing readability.	Almost all required components are included; formatting guidelines for layout (headings), spacing, and alignment are almost always followed. <b>1-2 problems in format and layout</b> , but readability and attractiveness are not affected.	Some required components are included; formatting guidelines for layouts (heading, spacing and alignment are sometimes followed. <b>3-4 problems in format and layout</b> , but the report is easy to read.	Required components are mostly absent; formatting is <b>repeatedly inconsistent</b> in layout (headings), spacing, and alignment, reducing readability and attractiveness	Off-topic; formatting guidelines for layout (headings), spacing, and alignment are not followed, making the report <b>unattractive or hard to read.</b>	
<b>TOTAL</b>						

**Content:** 10 marks  
**Use of Language:** 6 marks  
**Format** 4 marks  
**Total** 20 mark

## **RESOURCE MATERIAL:**

### **Prescribed:**

Bovee, Courtland. L & Trill, John. V *Business Communication Today* (11<sup>th</sup> ed.) Pearson

Evans, D. C. (2003). *People, communication and organizations* (2<sup>nd</sup> ed.). NJ: Prentice Hall.

Simon, V., & Osbourne, S. (2009) .*CAPE communication studies*. UK: Macmillan Publishers.

### **Job Search Website**

<http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm>

EBSCOhost database

<https://www.ebscohost.com/>

Springer E-Books

<http://www.springer.com>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Customer Service
<b>COURSE CODE:</b>	HOSP1102
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 Hours Theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course will focus on developing an awareness of the importance of customer service to the success of the tourism and hospitality industry. It aims at developing skills, attitudes, and thinking patterns needed to win loyalty.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. understand the importance of customer service to the Hospitality Industry
2. appreciate the ways in which customer flow and queuing systems have improved the quality of service
3. demonstrate interpersonal skills necessary for the delivery of quality customer service
4. apply decision making and conflict resolution techniques in solving customer complaints
5. show application of professional codes of conduct necessary in the enhancement of quality customer care

## **UNIT I – The Concept of Customer Service**

**(3 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the evolution of service from the early 20<sup>th</sup> century to present
2. examine the four(4) inherent characteristics of service
3. explain the importance of customer service

4. discuss the roles of technology in enhancing the customer service experience

**Content:**

1. What is service
2. Overview of the service industry
3. Traditional versus modern management hierarchy
4. Importance of service
5. Nature/characteristics of customer service ó intangibility, heterogeneity, perishability, inseparability.
6. Roles of technology in customer service delivery

**UNIT II – Developing Customer Loyalty**

**(9 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. show how application of the laws of service can aid in building customer loyalty
2. discuss strategies that lead to customer loyalty
3. review industry best practices for achieving customer satisfaction
4. Explain the importance of developing a strong service culture

**Content:**

1. The Laws of Service ó
  - a. Satisfaction = perception ó expectations
  - b. First impressions are important
  - c. A service oriented attitude alone will not assure good service, etc.
2. Handling moments of truth
3. Strategies for creating customer loyalty
4. Three (3) categories of customer turnoff
  - a. Value turnoffs
  - b. System turnoffs
  - c. People turnoffs
5. Zone of indifference
6. Service Culture

**UNIT III - The Psychology of Customer Flow**

**(3 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. discuss the methods used to handle customer flow
2. discuss how technology can assist in managing customer flow

**Content:**

1. Customer Flow
2. Waiting lines ó
  - a. match capacity to demand,
  - b. make the wait invisible
  - c. respond to how customers perceive the wait
  - d. Make the wait equitable
3. Virtual waitingø
4. Technology and customer flow ó efficiency, speed, convenience, diversification of service

**UNIT IV– Communication and Customer Service**

**(12 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of communication in the service industry
2. use simulated exercises to demonstrate how communication skills can be utilized to bring satisfaction

**Content:**

1. Reasons for communication
2. Communication process
3. Formal vs. Informal communication
4. Voice inflection as a customer service tool
5. Power of eye contact
6. Power phrases and words to avoid
7. Barriers to communication
8. How to improve communication with customers
9. How to deal with different types of customers
10. Listening skills
11. Telephone skills
12. Social media

**UNIT V– Problem Solving and Conflict Resolution**

**(9 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. analyze given situations dealing with customer care and conflicts
2. solve conflict situations in order to achieve a win-win situation

**Content:**

1. Role of problem solving in customer service
2. Types of Customers
  - a. Disgusted
  - b. Whining
  - c. Assertive/Aggressive
  - d. Disappointed
  - e. Hurried
  - f. Angry
3. Creativity and problem solving skills
4. Problem solving process and strategies
  - a. Reasons for complaints
  - b. Strategies to deal with complaints
5. Development of negotiation skills
6. Empowerment

**UNIT VI – Personal Development****(5 hours)****Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. demonstrate the ability to work efficiently and effectively in teams
2. apply stress and time management techniques to given situations
3. demonstrate appropriate professional attributes in given situations
4. demonstrate appropriate use of protocol

**Content:**

1. Team work
2. Self-concept
3. Stress and time management
4. Attributes of professional service personnel ó proper grooming, punctuality, personality, attitude and aptitude.
5. Observing protocol ó Greetings, dealing with officials, proper introductions

**METHODS OF DELIVERY:**

1. Lecture
2. Video Presentations ó e.g. Youtube
3. Guest lectures
4. Role Play

5. Projects
6. Tests
7. Simulations
8. Case Studies

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                         |     |
|-------------------------|-----|
| 1. Course Work          | 50% |
| 2. Examination(2 hours) | 50% |

**RESOURCE MATERIAL:**

**Prescribed:**

Harris, E. (2012) [Customer Service: A Practical Approach \(6th Edition\)](#)

Timm, P R. (2010).*Customer Service- Career Success Through Customer Loyalty* (6<sup>th</sup>ed).  
New York, NY: Pearson

**Recommended:**

Willams, M. (2002).*Providing Quality Service: What Every Hospitality Service Provider Needs to Know*. New York, NY: Prentice Hall.

Henry, B. (2003). *Quality Customer Care for the Caribbean*. Kingston, Jamaica.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Entrepreneurship and Business Practice
<b>COURSE CODE:</b>	MGMT2401
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Fundamentals of Accounting (ACCT1101) Introduction to Management (MGMT1101) Principles of Marketing (MRKT1201)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## COURSE DESCRIPTION:

The course is designed to provide a global introduction to the process of turning an idea into a successful start-up enterprise. It will also help students to discover and develop the personal attributes needed to become a successful entrepreneur. The student will begin to understand the competencies required to be an entrepreneur through case studies, creative problem solving and exercises aimed at self-development. Using the fundamentals of economics, marketing, accounting and business organizations, students will develop a comprehensive business plan that includes marketing and sales, financial, and legal considerations for starting and operating a small business.

## COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. understand the operations of businesses
2. understand the importance of entrepreneurship to the development of a country
3. understand the role and nature of entrepreneurship
4. understand various start up business models
5. understand how to apply and adapt classic market research techniques and tools to entrepreneurial business ventures
6. understand the importance of planning for operational success
7. understand how to construct a business plan

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the role of the entrepreneur in business in Jamaica and across the world
2. describe an entrepreneurship profile
3. conduct a self-evaluation to determine potential as an entrepreneur
4. describe the benefits and drawbacks of entrepreneurship
5. explain the forces that drive the growth of entrepreneurship
6. describe the cultural diversity of entrepreneurship
7. describe the important role small business play in our nation's economy

**Content:**

1. Definition of an entrepreneur
2. Benefits of entrepreneurship
3. Drawbacks of entrepreneurship
4. Cultural diversity of entrepreneurship - Young entrepreneurs, women entrepreneurs, part-time entrepreneurs, home based entrepreneurs, family business

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the differences among creativity, innovation and entrepreneurship
2. describe why creativity and innovation are such integral parts of entrepreneurship
3. explain how entrepreneurs can enhance their own creativity
4. explain how entrepreneurs can enhance the creativity of their employees
5. describe the steps in the creative process
6. discuss techniques for improving the creative process
7. describe the protection of intellectual property through patents, trademarks and copyrights

**Content:**

1. Creating innovation and entrepreneurship
2. Creativity, a necessity for survival
3. Creative thinking
4. Barriers to creativity
5. How to enhance creativity

6. Creative process- preparation, investigation, transformation, incubation, illumination, verification and implementation
7. Techniques to improve creativity
8. Intellectual property
  - a. Patents
  - b. Trademarks
  - c. property rights

### **UNIT III – Strategic Management**

**(3 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. construct a vision statement
2. construct a mission statement
3. conduct a SWOT analysis on a given organization
4. discuss the relationship between business strategies and the firms mission

#### **Content:**

1. Definition and purpose of a vision statement
2. Definition and purpose of a mission statement
3. Designing mission and vision statements
4. Components of SWOT analysis
5. Relationship between business strategies and the firm's mission

### **UNIT IV – Forms of Business Ownership**

**(6 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the advantages and the disadvantages of the three (3) major forms of ownership
2. discuss the advantages and the disadvantages of the corporation, Limited Liability Company, the professional corporation and the joint venture
3. identify the laws governing the establishment of a business in Jamaica
4. explain the benefits and the drawbacks of buying a franchise
5. outline the major trends shaping franchising
6. explain the advantages and the disadvantages of buying an existing business
7. define the steps involved in the right way to buy a business
8. describe the various techniques for determining the value of a business

**Content:**

1. The sole proprietorship, partnership, corporation
2. Laws governing the establishment of a business
3. Joint venture, franchising
4. Advantages of buying an existing business
5. Drawbacks of buying and franchising

**UNIT V – The Marketing Plan**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the principles of building a Guerrilla marketing plan and the benefits of preparing one
2. explain how small businesses can pinpoint their target market
3. discuss the role of market research in building a marketing plan and outline the market research process
4. discuss the marketing opportunities the world wide web offers entrepreneurs and how to take the best advantage of them
5. discuss the four P's of Marketing

**Content:**

1. Definition of marketing
2. Building a Guerrilla Marketing Plan
3. Pinpointing the target Market
4. Determining customer needs and wants through market research
5. The marketing mix:
  - a. product
  - b. price
  - c. place
  - d. promotion

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of preparing a financial plan
2. describe the various sources of equity capital available to entrepreneurs
3. describe the various forms of loan programmes available to entrepreneurs
4. outline the general process required for accessing a loan
5. describe different means of acquiring start-up capital
6. describe the steps in preparing a basic financial statement
7. create projected (pro-forma) financial statements
8. conduct break even analysis for a business
9. explain the importance of cash management
10. create a cash budget

**Content:**

1. Basic Financial Statements - balance sheet, income statement, statement of cash flow
2. Pro-forma statements
3. Sources of equity financing: private and public funding
4. Break-even analysis
5. Cash management
6. Cash management, role of the entrepreneur
7. Cash budget preparation

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the stages in the location decision
2. describe the location criteria for retail and service business
3. explain the site selection process for manufacturers
4. explain the principles of effective layouts for retailers, service business and manufactures

**Content:**

1. Location - a source of competitive advantage, factors affecting location choices
2. Location criteria for retail and service businesses
3. Location decisions for manufacturers
4. Layout and design considerations

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the challenges involved in the entrepreneur's role as leader and what it takes to be a successful leader
2. describe the management structure of the business
3. discuss the importance of communication to the success of the business
4. explain the use of technology in the communication system within the organization
5. construct an organization chart for a business venture
6. describe the importance of hiring the right employees and how to avoid making hiring mistakes
7. describe the steps in developing a management succession plan for a growing business that will allow a smooth transition of leadership to the next generation

**Content:**

1. Leadership: types of leaders and qualities of leaders
2. Managing a business: CEO, Functional Managers, Supervisors
3. Communications in business
4. Email, Intranet, teleconferencing,
5. Organization Chart
6. Succession planning

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain why entrepreneurs need a business plan
2. identify the parts of a business plan
3. develop a comprehensive business plan that will be fully completed as a final project

## **Content:**

### *Business Plan Guide*

Organization of the business plan components:

1. Executive summary:
  - a. Summarize key items that stand on their own
  - b. Draw the reader's attention
2. Company overview:
  - a. Type of business
  - b. Demographics
3. Business environment:
  - a. Industry analysis
  - b. Target customer profile
4. Company description:
  - a. Management team
5. Financial review:
  - a. Financial forecast
  - b. Cash flow
  - c. Income statement
  - d. Balance sheet
6. Company strategy:
  - a. Business model
7. Action plan:
  - a. Next steps
  - b. Benchmarks
  - c. Timeframes

## **METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Videos
4. Simulation(s)
5. Case Studies
6. Field Trip(s)

## **METHODS OF ASSESSMENT AND EVALUATION:**

There are two categories of assessment methods available.

The first is reserved **ONLY** for students pursuing the A.Sc. Business Studies programme and the second is for all other students whose programme profiles include Entrepreneurship and Business Practice as a required course.

## **Category I**

### **A.Sc. Business Studies Programme ONLY**

1. Business Plan	40%
2. Practicum	40%
3. Assignments:	
a. Assignment 1	10%
b. Assignment 2	<u>10%</u>
	<u>100%</u>

## **Category II**

### **Programmes other than A.Sc. Business Studies**

1. Business Plan	40%
2. Mid-Semester Examination	20%
3. Presentation	20%
4. Assignments:	
a. Assignment 1	10%
b. Assignment 2	<u>10%</u>
	<u>100%</u>

## **RESOURCE MATERIAL:**

### **Prescribed:**

Zimmerer T., Scarborough N. (2007). *Essentials of entrepreneurship and small business management* (5<sup>th</sup> ed.). NJ: Prentice Hall.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foreign Language I ó Spanish Updated May 2016 (Version 1.0)
<b>COURSE CODE:</b>	LANG2301
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	75 (30* hours theory, 45 hours Practical)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## COURSE DESCRIPTION:

This course is aimed at developing the basic communicative competences in the target language by equipping students with both receptive (listening, reading) and productive (speaking, writing) skills to function in real life situations where Spanish is used. It is also expected to serve as a foundation course for the advanced course and for further studies in the language. The course aims to develop in students the ability and desire to use Spanish effectively for purposes of a practical communication in basic everyday situations. There are two components to the course a conversational and a generic part which are combined to provide learners with a holistic appreciation for the Spanish language.

## COURSE OUTCOMES:

**Upon successful completion of this course, students should:**

1. listen and understand simple spoken Spanish in varying situations
2. read and understand simple Spanish texts
3. write correctly in simple Spanish
4. exhibit sufficient knowledge of the customs of Spanish-speaking countries
5. extract specific relevant information from written and spoken Spanish

***N.B. The weighting assigned to the assessment of each component of this course:***

- |   |                   |
|---|-------------------|
| <b><i>1. Conversational Spanish</i></b> | <b><i>40%</i></b> |
| <b><i>2. General Spanish</i></b>        | <b><i>60%</i></b> |

*These are combined to calculate the final grade for candidates*

## UNIT I - La familia

(6 hours)

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify the members of the family
2. use basic phrases to describe the members of their family
3. use the irregular verb *ser* in given situations
4. use the forms of selected regular verbs in expressions to talk about the family

**Content:**

1. Vocabulary for members of the family ó hermano, hijo, padrastro, etc.)
2. The verb *llamarse* ó como se llama tu mamá, tu papá, etc.
3. Commonly used verbs ( vivir, trabajar, ser, tener,)
4. Subject pronouns
5. Professions and occupations with *ser* ó e.g. mi hermana y yo somos estudiantes
6. ¿Cuál es la profesion de tu madre? ¿Dónde trabaja tu madre?  
¿Dónde vive tu familia?  
¿Cuántos años tiene tu abuela? Mi abuela tiene 80 años?
7. Descriptive adjectives- alto, bajo, gordo, joven, viejo, - estricto, simpatico)

**Culture:** Hispanic Families ó e.g. prevalence of extended families.

## UNIT II - Mi Barrio

(6 hours)

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe their community in Spanish
2. use the verb *estar* to express location, position and state/condition
3. give the Spanish for important buildings and other locations in the community
4. talk about weather conditions in Spanish
5. Name the seasons of the year and relate them with weather conditions

**Content:**

1. Name places in town ( restaurante, hotel, supermercado, hospital, etc.)
2. Ask where places are located e.g. ¿Dónde estáí ?
3. Prepositions ó en, cerca de, al lado de, enfrente de, lejos de,

4. Seasons - Las estaciones del año
5. *Hacer* in idiomatic expressions to describe weather ó Hace sol, hace buen tiempo etc.
6. ¿Qué tiempo hace en invierno normalmente?

### UNIT III - Mi Colegio

(6 hours)

#### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. give description and location of their school in Spanish
2. describe their uniforms in Spanish
3. name their courses and subjects in Spanish
4. state likes and dislikes in relation to their subjects
5. use correctly more Spanish verbs related to school and studies.

#### **Content:**

1. El nombre de mi instituto/ colegio/ Universidad esí
2. Names of subjects and courses (asignaturas- español, comunicación, administración de negocios; Curso ó hotelería, negocios.)
3. Uniforme ó camisa, pantalones, falda, zapatos, camiseta, calcetines, medias)
4. The verb *gustar* ó *no me gusta*, *me gusta*, *mi asignatura favorita*,
5. Present tense of regular *ar/ er* and *ir* verbs- (*estudiar*, *llevar*, *leer*, *comprender*, *escribir*, *asistir*)

### UNIT IV - Mis Actividades

(7 hours)

#### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use regular and irregular verbs to speak in Spanish about their activities
2. talk about hobbies and pastimes in Spanish
3. use *ir+a+ infinitives* to express intention with regards to activities
4. use *tener que* + infinitives to express obligation

#### **Content:**

1. Vocabulary for sports, household chores and other activities
2. Regular verbs- e.g. *mirar*, *cocinar*, *comprar*, *practicar*, *limpiar*, *visitar*, *comer*, *beber*; irregular verbs *ó*  *jugar*, *ir*, *hacer*, *dormir*.
3. Discussing plans or intentions ó *voy a estudiar ahora*

4. Expressing obligation ó Tengo que practicar el futbol

## **UNIT V - Mi Rutina Diaria**

**(6 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. conjugate reflexive verbs
2. identify and use reflexive pronouns correctly
3. outline their daily routine in Spanish
4. ask others questions concerning their routine
5. using time expression to say when something is done
6. demonstrate an understanding of someone's routine in oral and written texts

### **Content:**

1. Reflexive verbs- levantarse, bañarse, cepillarse, etc.
2. Other verbs- salir, regresar, etc.
3. ¿A qué hora te levantas? Me levanto a las ocho.
4. salir de / llegar a
5. Ana se levanta a las siete
6. Vocabulary: adverbs of time - por la mañana, de la mañana, de la tarde,

## **UNIT VI - De Compras I**

**(7 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. give the Spanish for given food items in a shopping scenario
2. enquire in Spanish about the cost of items
3. quantify items required
4. use more regular and irregular verbs in Spanish
5. name the specialized stores where items can be purchased
6. use more stem changing verbs ó e.g. costar, querer, preferir, etc.
7. use numbers 100-1000 etc.

### **Content:**

1. Vocabulary - Spanish for food items- la carne, los vegetales, la leche, etc.
2. More regular verbs ó comprar, vender, pedir

3. Shopping for specific food items at different shops: la frutería, la panadería, la heladería, etc.
4. Stating intentions ó voy a la panadería a comprar pan.
5. Asking about costs- Cuanto cuesta/ cuánto vale/ qué precio tieneí ?
6. Stating costs ó cuesta ochocientos dólares.
7. Stating quantities ó un kilo de tomates, una libra de azúcar, etc.
8. Making requests ó quiero una docena de naranjas por favor.

**Culture:** Monetary units of Hispanic countries.

## **UNIT VII - De Compras II**

**(7 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify in Spanish, specific clothing items
2. describe items of clothing using descriptive adjectives, stating colours and material of origin
3. use common Spanish expression in a shopping scenario, such as enquiring about size and preferences and responding to these questions
4. state likes and dislikes in Spanish
5. use demonstrative adjectives correctly
6. make comparison of inequality

### **Content:**

1. More vocabulary for clothing- (la ropa, los zapatos, la falda, etc.
2. Shopping expressions ó Que numero calza usted?  
- Que talla usas?
3. Material of origin- De que es la blusa? es de algodón.  
Quiero un par de zapatos de cuero.  
Prefiero una falda negra
4. Demonstrative adjectives - esta, este, esa, ese, estas, etc.
5. Review the verbs- gustar, encantar, preferir, etc.

## **METHODS OF DELIVERY:**

1. Lectures
2. Discussion
3. Situational Role Play
4. Dialogues
5. Use of authentic materials for listening and reading comprehension
6. Exercises to enhance pronunciation
7. Research projects given as oral presentations and in writing
8. Writing exercises

**Conversational Spanish** [40%] (30 Hours)

**Conversational Spanish** (30 Hours, 2 hours per week)

## **COURSE DESCRIPTION:**

This course focuses on memorizing, speaking, listening and writing basic Spanish phrases to allow non-Spanish speakers to communicate at the basic level with Spanish speakers. It includes giving instructions, understanding basic questions and responses and mastering industry specific vocabulary that pertains to the business, hospitality, tourism and other sectors.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. Communicate in Spanish within the following contexts listed within the units

## **SPANISH LANGUAGE FUNDAMENTALS**

Identify and demonstrate pronunciation of Spanish vowels, consonants and diphthongs

## **ESSENTIAL WORKPLACE SPANISH**

- Identify interrogatory words, colours and numbers [0- 2015 etc.]
- Pronounce well and know the days of the week, months, age, birthdays, holidays and telephone numbers in Spanish [make reservations]
- Demonstrate how to say the time and write dates in Spanish

- Greet, introduce and say farewell in Spanish
- Demonstrate the use of proper etiquette terms and commands/directional words in Spanish
- Memorize articles of clothing [use the verbs, llevar; usar; clazar; costar]
- Conjugate and use the verbs -serø and -estarø appropriately
- Say profession and give brief job description in Spanish
- Demonstrate how to say the price of items
- Memorize, identify and describe visible body parts in Spanish
- Memorize, identify and describe place/ facilities at the hotel/factory/business in Spanish
- Demonstrate the address and say where places are in Spanish
- Memorize and identify vocabulary for the equipment used and say their location in Spanish
- Memorize and practice specific vocabulary for housekeeping, reception/front desk, business and food and beverage operations.
- Demonstrate how to use -gustarø
- Memorize ingredients and kitchen tools
- Memorize how to express universal signs [no smoking, bathroom etc.] in Spanish

**METHODS OF ASSESSMENT AND EVALUATION:**

**General Spanish (45 hours)**

**(60% of total grade)**

There will be *continuous assessment* throughout the course and at the end. Tests will be given in the areas of listening, speaking, reading and writing.

- |                             |     |     |
|-----------------------------|-----|-----|
| a. Continuous Assessment:   |     | 40% |
| i. Oral                     | 20% |     |
| ii. Listening comprehension | 10% |     |
| iii. Writing                | 10% |     |
| b. Final Examination:       |     | 60% |
| i. Oral                     | 30% |     |
| ii. Reading and Writing     | 30% |     |

## Conversational Spanish (30 hours)

(40% of total grade)

### Coursework and in class tests: Continuous Assessment

60%

Class Participation	5%
Oral	20% ( <i>emphasis of course on basic proficiency in speaking</i> )
Listening	10% (In-Class test)
Reading	10% (In-Class test)
Writing	15% (In-Class & take home piece: 5%, Portfolio: 10%)

### Project on a Spanish Speaking country, giving general information:

40%

The project will have an ***oral presentation which must entail at least 50% in Spanish***, given that these students are not Spanish specialist. It will be prepared to be presented at the end of the course. In order to complete the project, each student will hand in a written text in Spanish, covering all of the areas indicated below (but not limited to):

- Map/Cuisine/ Gastronomy
- National Symbols
- Places of interest
- Population
- Currency
- Celebration etc.

**Students must pass both coursework and final project to complete successfully. Regular class attendance is important and expected. For this course both tardiness and early departure from class are considered forms of absenteeism. Students absent from class for any reason are still responsible for all work missed. Instructors have the right to determine whether work missed can be made up and have the liberty to set reasonable expectations for attendance.**

### RESOURCE MATERIAL:

#### Prescribed:

Prado, M. (1997) Practical Spanish Grammar (latest edition) Wiley Publisher

#### Recommended:

Spanish Dictionary

Jarvis, Ana C. Lebreo, Raquel (1996). *Basic Spanish Grammar Workbook*

Bankay, Anne-Marie, Kemchand, Ingrid et al, Chevene: Spanish for Caribbean Secondary Schools: Students Book 1 (latest edition) NJ: Pearson Longman

Blommers, T. J, Lagunas-Solar, M., et al (2006). *Dimelotu!* (5th ed.) Boston: The Thomson Corporation

Lewis, Malva. J, Nelson-Spinger, Yolanda

Kattan óIbarra, J. (1993). *Teach yourself Spanish*. IL: NTC/ Contemporary Publishing.

Moore, Zena (1997) *Español Para la Vida Book 1*(latest edition) Nelson Thrones

### **Websites:**

Google Translate ó <http://google.com.jm>

Study Spanish.com- <http://www.studyspanish.com>

[http://www.123teachme.com/learn\\_spanish/conversational\\_spanish](http://www.123teachme.com/learn_spanish/conversational_spanish)

<http://www.learnspanishtoday.com/>

<http://www.learnspanish.com>

[http://www.openculture.com/free\\_spanish\\_lessons](http://www.openculture.com/free_spanish_lessons)

[www.bbc.co.uk/languages/spanish/guide/alphabeth.shtml](http://www.bbc.co.uk/languages/spanish/guide/alphabeth.shtml)

## THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foreign Language II - Spanish
<b>COURSE CODE:</b>	
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	60 (60 hours theory)
<b>PRE-REQUISITE(S):</b>	Foreign Language I(LANG2301)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

### **COURSE DESCRIPTION:**

This course is designed for students with a level of competence in Foreign Language 1. Therefore, it is aimed at building on the basic communicative competences in the target language learnt. It is also expected to develop students who will be able to communicate more effectively in the Spanish environment.

### **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

This course aims to further develop in students the ability and desire to use Spanish effectively for purposes of practical communication at a higher level.

## **Unit 1- En el restaurante**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. reserve a table at a restaurant by telephone
2. greet clients at the door and seat them
3. ask for and make meal suggestions
4. ask and state how a meal is prepared
5. express opinion on the meal
6. make and resolve complaints/requests
7. give basic instructions in the kitchen and dining room
8. identify and state the use of various cooking utensils and equipment
9. expressing thirst and hunger
10. reading menus

**Grammar-** Polite commands and passive voice

## **Unit 2- De viaje**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. making reservations at the travel agency
2. understanding travel packages- ida y vuelta, billete, escala, etc.
3. at the airport- Going through Customs and Immigrations

**Grammar-** Preterite and Imperfect Tenses

## **Unit 3- En el hotel**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. Reservations/Reception
2. Complaints
3. Facilities at a hotel
4. Entertainment
5. Transportation options
6. Visitor information

## **Unit 4- En la ciudad**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. Asking and giving directions
2. Cardinal Points
3. Tours
4. Asking about places, services, attractions, etc.
5. Giving information about places of interest/tourist attractions
6. Buying stamps and sending a postcard

**Grammar-** Conocer vs Saber

## **Unit 5- En el banco**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. Changing money( Quisiera cambiar doscientos dolares a pesos)
2. Request and give information about foreign exchange (¿A cómo está el cambio? ¿Tiene cheques o billetes?)
3. Ask and give advice ¿Qué debo hacer para abrir una cuenta? Debe traer su pasaporte.

**Grammar-** Expressions of obligation: hay que, tener que, deber que, etc.

## **Unit 6- Empleo**

1. Qualities of a good employee
2. Reading and creating job advertisements
3. Writing job applications and resúmenes
4. Job interviews- frequently asked questions

**Grammar-** Conditional tense

## **METHODS OF ASSESSMENT AND EVALUATION**

There will be continuous assessment throughout the course and at the end. The course's evaluation will comprise of tests on the area of reading, listening, speaking and writing.

### **Continuous Assessment:**

Oral            20%

Writing        10%

Listening      10%

### **Final Examination:**

Oral            30%

Writing        30%

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foundation Concepts in Mathematics I
<b>COURSE CODE:</b>	MATH0001
<b>CREDITS:</b>	None
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course, the first of the three Foundation courses, is designed for students whose previous exposure to mathematics has left them deficient in certain concepts, principles and skills that are critical for making confident and sustained progress even at the very elementary level. The course places much emphasis on clear understanding of a minimal set of core concepts along with competence and accuracy in performing the associated skills. It seeks to use concepts developed in the earlier units on arithmetic relations and operations as a basis for establishing their algebraic counterparts; these, as the course develops, are reinforced and made more meaningful and practical by real-world contextualization and applications.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. understand the basic properties of the real number system
2. understand the principles and rules governing the four basic operations (addition, multiplication, subtraction and division) on the set of real numbers and gain a high level of proficiency in performing them in any combination they occur
3. understand the connection between the use of the four operations with numerical values and their use with variable expressions
4. be able to employ algebraic forms and expressions as generalizations of arithmetic operations and relations
5. display increased confidence and facility in applying arithmetic and algebraic processes to problem solving in theoretical as well as real life situations
6. appreciate the need for and develop ability in using mathematical symbols with care and due precision in order to obtain its maximum usefulness as a communicative, analytical and problem-solving tool

7. acquire increased motivation in engaging in mathematics thinking and greater awareness in avoiding common, persistent misconceptions and errors
8. make efficient and effective use of relevant mathematical functions and aids to calculation available on a scientific calculator

## **UNIT I – Integers and Operations**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define/identify numbers belonging to the set of integers and relate to whole and natural numbers
2. represent integers on the number line
3. use common order relations ( $<$ ,  $\leq$ , etc.) to compare integers and to order elements in any subset of integers
4. use real life analogies to model positive and negative integers
5. recognize the absolute value of a number as its distance from zero on the number line
6. obtain and use the additive inverse (opposite) of any given integer
7. use number line to model simple addition and subtraction in negative and positive integers
8. perform multiplication and division involving negative and positive integers
  - a. demonstrate a recognition of multiplication as repeated addition
  - b. demonstrate a recognition of division as separation into equal parts
9. use standard rules of addition, subtraction, multiplication and division for swift calculation involving any of these operations
10. observe order of operations in performing any combination of the four operations
11. simplify numerical expressions involving symbols of grouping (brackets, parenthesis, the vinculum line) up to three levels in a given expression

### **Content:**

1. The set of integers
2. Negative and positive numbers as directed numbers
3. The four rules on integers
4. Absolute value

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. state the operations under which associative , commutative and distributive properties hold on the set of integers
2. recognize/demonstrate the use of the identity element of addition (zero) in obtaining additive inverse
3. rewrite expressions involving integers using associative and commutative properties
4. rewrite expressions using the distributive property of multiplication over addition and over subtraction
5. express any integer as product of its prime factors
6. rewrite repeated multiplication in exponential form
7. determine the sign (i.e.  $\bar{o}-\bar{o}$  or  $\bar{o}+\bar{o}$  ) of a power by whether its exponent is odd or even
8. determine LCM and HCF by factoring
9. perform division by cancelling common factors
10. extract integral square roots and cube roots using exponents of numbers expressed in exponential form
11. recognize the correspondence between square and cubic numbers with geometrical plane and solid figures
12. add and subtract Number written in any bases
12. (brackets, parenthesis, the vinculum line) up to three levels in a given expression

**Content:**

1. Commutative, associative and distributive property
2. The identity element zero;
3. Exponential notation
4. Prime numbers and composite numbers
5. Factors and multiples
6. HCF and LCM
7. Square and cubic figures
8. Number bases

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. plot points representing real numbers on number line to show:
  - a. integral values

- b. continuous intervals, open/closed intervals
2. distinguish between proper and improper fractions
3. recognize/demonstrate the use of the identity element of multiplication (unity) in obtaining multiplicative inverses (reciprocals)
4. obtain an equivalent fraction for given denominator (or numerator)
5. use HCF to reduce fraction to simplest equivalent form
6. compare fractions by rewriting with equal denominators
7. perform the four operations on fractions by rewriting with equal denominators
8. obtain the multiplicative inverse (reciprocal) of any rational number
9. use LCM in carrying out addition and subtraction procedures
10. use common rules and algorithms in multiplying and dividing fractions
11. determine the value of any digit in a decimal fraction
12. convert between fractions and decimals
13. use short cuts in multiplying and dividing by powers of 10
14. express numbers in standard (scientific) notation
15. estimate the error obtained for a given rounding of a number
16. determine significant digits in a whole number or fraction in decimal form
17. round numbers to any stated place value or significant digit

**Content:**

1. Fractions
2. Decimals
3. Place value
4. Standard notation

**UNIT IV – Basic Algebra**

**(11 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. in a given real-world problem situation determine variable quantities which require representation with algebraic (letter) symbols
2. distinguish between representation of variables and of constants in an algebraic expression
3. represent word phrases with algebraic expressions and vice versa
4. evaluate algebraic expressions for given values of the variables
5. perform addition and subtraction of like terms :
  - a. rewriting product of coefficient and variable as repeated addition of the variable term
  - b. adding/subtracting coefficients of like terms
6. multiply monomial expressions:
  - a. representing repeated multiplication of a variable in exponential form
  - b. using associative property of multiplication to justify multiplication rule for monomials

- c. manipulating coefficients and indices to multiply any pair of single-term algebraic expressions
- 7. divide monomial expressions:
  - a. using factorization
  - b. manipulating coefficients and indices for quotients involving positive, non-fractional indices
- 8. classify algebraic expressions:
  - a. distinguishing between linear polynomial and quadratic polynomial
  - b. distinguishing between a polynomial and a rational expression
- 9. determine LCM and HCF of single term expressions
- 10. use distributive property over addition/subtraction:
  - a. multiplying terms in brackets,
  - b. factoring out single-term common factors
- 11. add/subtract, multiply/divide pairs of rational expressions:
  - a. simplifying rational expressions by factorizing to their lowest terms
  - b. rewriting algebraic fractions with common denominator,
  - c. method of inverting of divisor
- 12. apply distributive and associative properties to factorize algebraic expressions

**Content:**

- 1. Algebraic expressions: variables
- 2. Substitution
- 3. Addition , subtraction,
  - including:  $(ax + by + \dots) \pm (dx - xy + \dots)$
- 4. Multiplication
  - multinomial single term
  - multinomial by binomial
- 5. Division
  - multinomial by single term
  - simplification of rational expressions
- 6. Factorization
  - $ax + bx + ay + by$
  - $ax^2 + bx + c$  (including perfect squares)
  - $a^2 - b^2$
  - combinations of the above

**UNIT V – Algebraic Statements: Equations, Formulas, Inequalities (9 hours)**

**Learner Outcomes:**

**Upon successful completion of this unit, students should be able to:**

- 1. recognize the essential features of a mathematical statement
- 2. use the symbols (<, =, >) in constructing mathematical statements

3. recognize/construct algebraic identities and distinguish from conditional (ordinary) equations
4. obtain equivalent equations by applying one or more of the four operations by substituting values into an open statement (equation or in equation) :
  - a. test truth or falsity of statement for given value of variable
  - b. search for possible solutions to given equation/inequality
5. solve simple equations by
  - a. standard methods of reduction to equivalent equations
  - b. using inverse operations
6. obtain solution sets of linear inequalities in one variable
7. represent on a number line the solution sets of linear equations and inequalities in one variable
8. solve simultaneous linear equations involving two variables
9. formulate from word problems linear equations in one or two variables
10. solve quadratic equations by:
  - a. factoring
  - b. short method of extracting roots
  - c. use of the quadratic formula
11. formulate equations from given word problems
12. solve systems of equations involving a linear and a quadratic equations
13. convert, by substitution, a given formula into a linear or quadratic equation and solve for unknown variable
14. express any single variable of a formula in terms of the others
15. combine two equations/formulae into one by eliminating a common variable
16. distinguish between a linear equation and a linear inequality
17. use equations to model real-life situations and solve related problems

**Content:**

Linear Equations/in equations including fractional forms

1. Expressions, equations, inequalities, formulae, identities
2. Linear equations, in-equations
3. Simultaneous Equations:
  - a. two linear
  - b. one line and one quadratic
4. Quadratic equations
5. Related real-world problems
6. Algebraic formulas occurring in real world and Mathematics

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. recognize a ratio as a comparison between measures carried out by division.
2. perform simple conversion between different units of the same measuring scale
3. distinguish between comparisons expressed as a ratios and those expressed as rates
4. express ratios or rates in their simplified forms
5. divide a quantity in a given ratio
6. obtain the fourth proportional (missing term) in the relation  $x : y = a : b$
7. identify real-world situations involving equal ratios and formulate simple, proportional equations to solve related problems
8. recognize variation as a special case of functional relations
9. translate to mathematical form and solve verbal statements on variation

**Content:**

1. Ratio and rates :
  - the form  $a:b$  ;
  - *speed, price, etc as kilometers/hour, cost/unit etc*
2. Conversion : metric length, capacity; time(hour-seconds)
3. Proportion:
  - direct; inverse; Unitary Method
4. Percentage: conversion to ratio form and vice-versa
5. Variation : direct; inverse
6. Use of:
  - $y = kx$  and  $y = \frac{k}{x}$ ,  $k$  a constant
  - $y \propto x$ ;  $y \propto x^2$ ;  $y \propto \sqrt{x}$

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. solve simple problems involving commonly used rates: e.g. kilometers per hour, cost per pound etc.

2. perform calculations involving percentages by:
  - a. converting between any two forms of percentages, (vulgar) fractions or decimals
  - b. expressing a fraction of any quantity as a percent
  - c. determining the whole of a quantity given a part expressed as a percent
  - d. increasing/decreasing a given quantity by a given percent
  - e. determining original quantity after given percentage change has occurred
  - f. using algebraic equations to model problems involving percentages
3. solve percentage problems occurring in business and finance, to include:
  - a. profit and loss
  - b. appreciation and depreciation
  - c. simple interest and compound interest
  - d. hire purchase sales
4. solve problems involving Simple and Compound Interest, to include:
  - a. step by step calculation of Interest and Amount
  - b. the use of formulae for problems involving multiple compound periods
  - c. making decisions on best investments
5. perform basic calculations involving:
  - a. income tax, sales taxes
  - b. wages, salaries, allowances, overtime payments and commissions
  - c. interest on stocks and bonds
  - d. conversion of foreign exchange
  - e. analysis of utility bills

**Content:**

1. a. Rates, unit rates calculations
2. b. Percentages: converting fractions and other percentage calculation
- c. Profit and loss calculations
- d. appreciation and depreciation calculations
- e. growth and decline in relevant real-life situations
3. Simple interest and Compound Interest calculations
4. Stocks and Bonds
5. Taxes, Wages and Salaries using different schedule: Overtime wages, Sales taxes, Allowances, Utilities analysis
6. Formulas and schedules specifying organization/companyø
7. Foreign exchange conversion

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. recognize/construct a well-defined set
2. Identify/recognize mathematical or real-life cases in which the null or infinite sets occur.
3. define a particular set by:
  - a. listing its members
  - b. verbal description
  - c. Venn diagrams
  - d. set builder notation
4. determine equality and equivalence of two sets
5. determine whether any set is a subset of a given set
6. determine the number of all subsets of a given set whose cardinal number is known
7. represent the set of rational numbers and major subsets of it using set notation
8. represent in symbols relations and operations involving two or more sets and relation between sets and elements
9. obtain universal sets for two or more given sets
10. perform the operations, union, intersection and complementation on sets represented in any form, including set-builder notation
11. represent using Venn diagrams combinations of set operations represented symbolically [i.e. involving  $\cap, \cup$  and complementation symbol ( $'$ )]
12. represent/interpret the term “**and**” or the term “**or**” as used in verbal statements by use of:
  - a. set notations
  - b. regions on Venn diagrams
13. compute cardinal number of sets in union, intersection, and complement
14. use Venn diagrams to assist in solving two-sets, real life problems involving
  - a. simple data collection/survey problems
  - b. validity of deductive arguments

**Content:**

1. Sets and their elements
2. Null set, Infinite Set, Cardinal Number
3. Use of symbols :  $\in, \notin, \phi, \{ \}, n(A)$
4. Set relations: subsets and universal sets
5. Use of : Total no. of subsets =  $n^2$ , for n elements of set
6. Operations on sets (union , intersection , complement)
7. Interpretation of  $A \cap B, A \cap B', (\overline{A \cap B})$ , etc
8. Subsets of the Real numbers ( $\mathbb{Q}, \mathbb{R}, \mathbb{I}$ , etc )
9. Application of sets to real-life problems

**METHODS OF DELIVERY:**

1. Lectures
2. Tutorials
3. Discussions
4. Short Projects
5. Demonstration
6. Problem Solving
7. Projects
8. Simulation

**PLEASE NOTE:**

Much attention is placed on the methodology employed in the delivery of this course. A variety of experiential, investigative approaches are promoted throughout, real-life analogies are used where relevant and applicable, and problem-solving practices are incorporated for their motivational value as well as their real-life relevance and meaningfulness. Proficiency in manipulation skills (arithmetic computation, algebraic transformations, etc.) imply abundant opportunities for continuous and repeated practice, but without sacrificing of time for constant lecturer/class interaction (questioning, experimenting, testing, demonstrating, making conjectures, physical modelling, proposing alternatives etc., as against one-way lecturing) in a classroom environment that accommodates individual expressions and perspectives all towards achieving better concept formation and application.

**METHODS OF ASSESSMENT AND EVALUATION:**

Course work	Common course work	Minimum 20 %
	College	Maximum 20%
Final exam	(two hours)	60%

**RESOURCE MATERIAL:**

**Prescribed:**

Blitzer, R., (2008). *Thinking mathematically*. (Latest ed.). NJ: Pearson Education.

Toolsie, R. *A complete mathematics course for secondary schools, book 1*.  
Jamaica: Caribbean Educational Publishers

**Recommended:**

Fundamentals of Mathematics Student Workbook (latest ed)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foundation Concepts in Mathematics II
<b>COURSE CODE:</b>	MATH0002
<b>CREDITS:</b>	None
<b>CONTACT HOURS:</b>	60 (60 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course, the second part of the three Foundation courses, continues the focus on conceptual understanding of elementary mathematical principles but places added emphasis on more advanced manipulatory skills and on application to problem solving involving a widened scope of topics to include Geometry, Trigonometry and Vectors. It essentially completes the student's preparation in Mathematics, equivalent to standard college matriculation requirements and to the CSEC General Proficiency in particular.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. gain increased motivation and independence in applying mathematical principles to the learning of new concepts and the solving of fresh problems
2. recognize the need for, as well as demonstrate, precision in the use of mathematics as a tool for communication, calculation, estimation and analysis in various areas of work and study
3. develop efficiency and accuracy in performing routine operations involving materials encountered at the FCM I Level while undertaking more complex materials
4. gain advanced confidence and ability in manipulating mathematical operations by way of symbolic representation in a wider scope of topics, thus permitting the abstraction and generalization needed for a wider range of problem solving procedures.
5. understand how the inherent interrelatedness and consistency among various subdivisions of the subject allow for varied and strategic approaches to problem solving.
6. be able to represent real life situations and problems in mathematical terms, symbols and graphs in order to better define and solve real life problems

7. apply/integrate the principles and techniques of numerical and algebraic operations and of graphical representation to the methods of consumer arithmetic, basic financial calculations and descriptive statistics
8. advance in the habit of supplying reasonable/logical bases for accepting or rejecting a given result or conclusion arrived at through a mathematical endeavour

## **UNIT I – Introduction to Functions and Relations**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. recognize a relation as a mathematical device that expresses a correspondence between two sets (of numbers usually).
2. define a function as a special case of relations in general
3. determine values for which a given function is undefined instrument
4. represent relations/functions using:
  - a. listed sets of ordered pairs
  - b. arrow diagrams
  - c. graphs -points/curve in the coordinate plane
5. specify/define a function using its domain and an algebraic rule (equation)
6. represent with diagrams the inverses and composites of given function(s)
7. calculate any element of the range of a function given its pre-image
8. calculate any element of the domain of a function given its image in the range
9. manipulate equations of linear and quadratic functions to obtain inverses, composites and combinations of these
10. draw accurate graphs of continuous functions and use to:
  - a. determine corresponding elements in domain or range
  - b. solve systems of two equations (linear and/or quadratic )

### **Content:**

1. Definition of a relation:
  - ordered pairs, domain, range, co-domain
2. Relation types :many-one; one-many; one -to óone
3. Arrow graphs,
4. Coordinate graphs
5. Functional notation:
 
$$y = f(x); \quad x \longrightarrow f(x)$$
6. Inverse ;composite functions

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the relationships among points, lines, plane- and three dimensional objects
2. classify angle size/type according to the quadrant within which the terminal side falls in one angular revolution.
3. recognize/state the defining relationships between parallel lines and between perpendicular lines.
4. recognize/ apply the relationships among angles formed where a line cuts two parallel lines and angles at a point
5. demonstrate congruency or similarity of two triangles
6. apply congruency and similarity relations to determination of length of lines, sizes angles and area of plane figures
7. calculate perimeter, areas and volumes of regular plane and solid figures
8. combine/apply relevant properties of geometry and measurement to determine a measure involving any of the three dimensions ( length, area, volume) for a given figure
9. state algebraically and apply the relationships between angles of a polygon and their sides
10. state the theorem, rule or the existing spatial relation justifying a particular deductive conclusion
11. apply theorems on the circle to:
  - a. deduce geometrical facts/properties of simple geometrical figures
  - b. determine unknown angles and lengths of given figures apply methods in the calculations of perimeters, areas and volumes to solutions of real world problems in everyday consumer calculations/estimations

**Content:**

1. Points, lines, planes, solids
2. Angles: angles at a point, acute, obtuse, reflex; right angle, straight angle; supplementary, complementary;
3. Parallel, perpendicular lines
4. Plane figures :Properties
  - a. triangles: right, isosceles, equilateral
  - b. quadrilaterals: square, rhombus, parallelograms
  - c. Pentagons, octagons, etc; regular, re-entrant;
  - d. Congruence and similarity; areas of similar figures; Pythagoras's theorem
5. Plane Figures: Measurements: Perimeters and Areas
  - a. Metric units:
  - b. Triangles (Pythagoras's Theorem to integrate with relevant Unit)
  - c. Quadrilaterals: parallelogram, rhombus

6. Volumes of :
  - a. Solids
  - b. Capacity (fluid)
7. Features of the Circle: chord, tangent; diameter, radius; sector, segment
8. Properties of circle/Theorems:
  - a. Relation between angle at centre and circumference subtended by same arc (the corollaries: angles in semi-circle)
  - b. Angles formed at tangent (tangent relative to radius; chord angle and angle in alternate segment)
9. Application to real-world problems

### UNIT III – Trigonometry

(9 hours)

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. for a given angle in a given right-angled triangle obtain the sine, cosine or tangent ratios
2. apply the relevant trigonometry ratio to the solution of right angled triangles
3. given the value of any trigonometric ratio of an acute angle determine (with the aid of Pythagoras theorem) the exact value of any other ratio (without evaluating related angle)
4. obtain sine and cosine of angles greater than  $90^\circ$  (up to  $360^\circ$ )
5. apply sine- and cosine rules to solution of scalene triangle
6. integrate where relevant trigonometric methods with calculations of length and areas in other units [Unit II, Unit V]
7. Use the right triangle or scalene triangle to model and solve simple measurement problems occurring in:
  - i. regular plane or solid geometric figures
  - ii. angles of elevation and depression
  - iii. simple bearings

#### **Content:**

1. The three basic Trigonometry ratios: sine, cosine, tangent
2. Limited use of the identities:

$$\sin \theta = \cos(90 - \theta) \quad \text{for } \theta \leq 90^\circ$$

$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

3. Area of Triangle/Parallelogram; Use of  $A = \frac{1}{2} ab \sin C$
4. with relevant topics from Geometry
5. Right angled triangle application to:
  - bearings, and angle of elevation

## 6. Sine Rule, Cosine Rule

### UNIT IV – Basic Coordinate Geometry of the Line

(4 hours)

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. demonstrate how a linear set of points in the plane relates to its algebraic equation by:
  - a. determining whether a given point lies on, below or above a line given by a linear equation
  - b. distinguishing between an equation that represents a line (i.e. straight line) and one which does not
2. rewrite any equation of a line in the slope-intercept form,  $y = mx + c$  and use to:
  - a. calculate x- and y-intercepts
  - b. sketch a line using its intercepts or an intercept and its gradient
3. form the equation of a line when the slope and y-intercepts are known or obtainable
4. use formulae to calculate gradients, midpoints and distances between any two points
5. identify parallel and perpendicular lines by examining their gradients
6. identify various real life situations that exhibit patterns of linear growth (or decline) and:
  - a. model using a linear equation or a graph
  - b. use equation or graph to predict or make estimates of unknown values

#### **Content:**

1. Linear expressions and Equations
2. Formulae related to a line:
  - a. gradient:  $\frac{y_2 - y_1}{x_2 - x_1}$
  - b. mid-point  $\left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$
  - c. distance  $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
3. Linear growth and decline represented by  $y = mx + c$  in
  - a. Mathematics
  - b. real world situations
  - c. other subject areas

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the term matrix
2. represent the order of a given matrix in the form  $m \times n$
3. perform matrix addition, subtractions and multiplication
4. state the matrix operations under which the associative or commutative property holds
5. obtain values of unknown entries by equating corresponding entries of equal matrices
6. obtain the inverse of a non-singular matrix
7. use the implication,  $AX = B \Rightarrow X = A^{-1}B$ , to solving systems of linear equation in two variables

**Content:**

1. Definition; order of matrix
2. Determinants
3. Identity matrix, Inverse of 2x2matrix
4. Matrix multiplication and addition
5. Inverse of a 2 x 2 Matrix
6. Singular and Non-singular matrices

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between vector and scalar quantities
2. recognize a vector in the plane as a special case ( $2 \times 1$ ) of a matrix.
3. represent a vector as a displacement in the plane from an initial point P to a terminal point Q
4. use horizontal and vertical components to specify a vector in the x-y plane
5. use directed line segments to represent graphically vectors given in component form and vice-versa.
6. determine
  - a. equivalent vectors
  - b. inverse of a given vector
  - c. modulus of a given vector
7. determine resultant of combining two or more vectors;
  - a. by drawing
  - b. by addition (subtraction) of components
8. express a given vector in terms of two or more component vectors
9. recognize the relationship between free vectors and position vectors

10. represent points in the plane by position vectors
11. apply position vectors to solution of simple problems in plane geometry

**Content:**

1. Vector quantities: displacement, velocity
2. Modulus; Zero vector; inverse vector
3. Commutative, associative, distributive properties
4. Simple vector equations in component form
5. The identities/conditions
  - $\overrightarrow{PQ} = -\overrightarrow{QP}$  (for inverse vectors)
  - $\overrightarrow{AB} + \overrightarrow{BC} = \overrightarrow{AC}$  (triangle rule, derived from parallelogram rule)
  - $\overrightarrow{AB} = k\overrightarrow{PQ} \Leftrightarrow AB \parallel PQ$  (parallel lines)
  - $\overrightarrow{AB} = k\overrightarrow{BQ}$  (collinear points A, B and C)
6. Position vectors
7. Geometrical relationships among sides, diagonals, angles of triangles, rhombuses, and parallelograms.

**UNIT VII – Introduction to Statistics and Probability**

**(10 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between classes of variables and scales, as:
  - a. quantitative and qualitative (or categorical) data/scales
  - b. discrete and continuous variables
2. describe limitations and advantages of different categories of data/variables
3. distinguish between different types of statistical data obtained in different ways, as:
  - a. primary
  - b. secondary
  - c. sampling
  - d. census taking
4. use frequency distribution table to summarize data
5. represent (ungrouped) data on cumulative frequency table
6. calculate and interpret measures of central tendency:
  - a. mean
  - b. mode
  - c. median
7. calculate and interpret measures of dispersion :
  - a. range
  - b. mean deviation
  - c. variance

- d. standard deviation
- 8. make comparisons between two sets of data based on mean and standard deviation
- 9. represent data from frequency table using histogram
- 10. represent data on cumulative frequency table using ogive
- 11. read and interpret data represented on a histogram or ogive
- 12. read and interpret data presented on pie-charts, line graphs bar graphs
- 13. explain the difference between Relative frequency definition of probability and the Classical definition
- 14. recognize sample spaces with equally likely outcomes
- 15. use classical definition of probability to calculate simple probabilities of familiar occurrences.

**Content:**

- 1. Discrete and continuous variables
- 2. Qualitative, categorical scales
- 3. Measures of Central tendencies:
  - a. Mean, mode, and median of raw scores
- 4. Measures of dispersion:
  - a. range
  - b. variance
  - c. standard deviation
- 5. Frequency distribution tables (ungrouped data)
- 6. Cumulative distribution tables(ungrouped data)
- 7. Simple bar graph
- 8. Pie chart
- 9. Line graph
- 10. Histogram
- 11. Equiprobable outcomes/events
- 12. Classical definition of probability

$$P(E) = \frac{n(E)}{N(S)}$$

$$= \frac{\text{number of equally likely outcomes in E}}{\text{number of equally likely outcomes in sample space}}$$

- 13. Classification of Variables and Scales
  - a. Discrete and continuous
  - b. Qualitative, categorical scales
- 14. Measures used in summarizing statistical data
- 15. Measures of Central Tendencies:
  - a. mean, mode, and median of raw score

**METHODS OF DELIVERY:**

1. Lectures
2. Demonstrations
3. Discussions
4. Simulation
5. Tutorial
6. Problem Solving
7. Project
8. Group/individual work

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |                 |
|-----------------------|-----------------|
| 1. Common Coursework  | 20%             |
| a. Two (2) tests      |                 |
| 2. College Coursework | 20%             |
| 3. Final Examination  | 60% (two hours) |

**RESOURCE MATERIAL:**

**Prescribed:**

Blitzer, R., (2008). *Thinking mathematically*. (latest ed.). NJ: Pearson Education.

Toolsie, R. *A complete mathematics course for secondary schools, book 2*.

Jamaica: Caribbean Educational Publishers

**Recommended:**

Fundamentals of Mathematics Student Workbook

**Website:**

Ebscohost - <http://ebsohost.com>

Springer USA ó <http://springer.com>

Math.COM - <http://www.math.com/>

Khan Academy ó <http://khanacademy.com>

## THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Foundation Concepts in Mathematics III
<b>COURSE CODE:</b>	MATH0003
<b>CREDITS:</b>	None
<b>CONTACT HOURS:</b>	25 hours
<b>PRE-REQUISITE(S):</b>	<b>Foundation Concepts in Mathematics I</b>
<b>CO-REQUISITE(S):</b>	<b>Foundation Concepts in Mathematics II</b>
<b>SEMESTER:</b>	

### **COURSE DESCRIPTION:**

This course aims to provide additional advancement in Mathematics for students requiring more competencies in concepts relating to Transformation Geometry, Construction, and Distance-Time Graphs. Students pursuing courses in Pre-Calculus, Calculus, applied sciences and Engineering Mathematics will appreciate the concepts and competencies developed from completing this course. This course builds on the foundations developed from successfully completing FCM I and FCM II in previous semesters.

### **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. appreciate the use of mathematics as a form of communication
2. apply mathematical knowledge to the solutions of problems in everyday activities
3. use a range of mathematical techniques and skills accurately
4. demonstrate the ability to think critically and logically
5. understand how mathematical concepts are used in different careers.

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. draw and interpret graphs of a quadratic function to determine:
  - a. the elements of the domain that have a given image
  - b. the image of a given element in the domain
  - c. the maximum or minimum value of the function
  - d. the equation of the axis of symmetry
  - e. the interval of the domain for which the elements of the range maybe greater than or less than a given point
  - f. an estimate of the value of the gradient at a given point
  - g. intercepts of the functions
2. determine the axis of symmetry and the maximum or minimum value of a quadratic function expressed in the form  $a(x + h)^2 + k$
3. sketch graph of quadratic function expressed in the form  $a(x + h)^2 + k$  and determine the number of roots
4. draw and interpret the graphs of other non-linear functions expressed in the form  $y = ax^n$  where  $n = -1, -2$  and  $+3$
5. draw and interpret distance-time graphs and speed-time graphs (straight line only) to determine:
  - a. distance
  - b. time
  - c. speed
  - d. magnitude of acceleration

**Content:**

1. Quadratic function graphs ó concepts of gradient of a curve at a point, turning point, tangent; roots of the equation,  $(a(x + h)^2 + k$  and number of roots)
2. Axis of symmetry, maximum and minimum value of quadratic function  $a(x + h)^2 + k$
3. Other non-linear functions graphs -  $y = ax^n$  where  $n = -1, -2$  and  $+3$
4. Distance-time and speed-time graphs and their interpretations

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. draw and measure angles and line segments accurately using appropriate geometrical instruments
2. construct lines, angles and polygons using appropriate geometrical instruments
3. identify the type(s) of symmetry possessed by a given plane figure
4. solve geometric problems using properties of:
  - a. lines, angles and polygons
  - b. circles
  - c. congruent triangles
  - d. similar figures
  - e. faces, edges, and vertices of solid
  - f. classes of solid
5. represent translation in the plane using vectors
6. determine and represent the location of:
  - a. the image of an object
  - b. an object given the image under a transformation
7. identify the relationship between an object and its image in the plane after a geometric transformation
8. describe a transformation given an object and its image
9. locate the image of a set of points under a combination of transformations
10. state the relations between an object and its image as the result of a combination of two transformation

**Content:**

1. Parallel and perpendicular lines ó triangles, quadrilaterals, regular and irregular polygons
2. Lines, angles and polygons construction ó triangles, quadrilaterals, regular and irregular polygons; angles ó 30, 45, 60, 90, and 120.
3. Type(s) of symmetry including line(s) of symmetry, rotational symmetry, and order of rotational symmetry.
4. Geometric problems involving: vertically opposite, alternate, adjacent, corresponding, co-interior, complementary, supplementary angles; angles at a point, parallel lines and transversals; equilateral, right, and isosceles triangle, congruent triangles; square, rectangle, rhombus, kite, parallelogram, trapezium, circles; similar figures; prisms, pyramids, cylinders, cones, spheres

5. Transformation geometry: column matrix notation  $\begin{pmatrix} x \\ y \end{pmatrix}$ , translation, reflection, rotation, glide-reflection, enlargement, reduction; similarity; congruency, combination of transformations.

### **METHODS OF DELIVERY:**

1. Lectures
2. Demonstrations
3. Problem Solving
4. Research
5. Presentation(s)
6. Portfolio
7. Case Studies
8. Tutorials

### **METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |     |
|-----------------------|-----|
| 1. Common Coursework  | 20% |
| 2. College Coursework | 20% |
| 3. Final Examination  | 60% |

Lectures / Tutorials	21 hrs.
Final Examination	2 hrs.
Unit Test 1 and 2	<u>2 hrs.</u>
Total	25 hrs.

### **RESOURCE MATERIALS:**

#### **Recommended:**

Chandler, S., Smith, E., et al (2008). Mathematics for CSEC (Latest Ed) UK: Nelson Thorne Limited.

Toolsie, R. (2006). Mathematics, A Complete Course Volume 1 & 2 (Latest Ed) Jamaica: Caribbean Educational Publisher Limited

#### **Websites:**

<http://mathworld.wolfram.com/>

<http://plus.math.org/>

<http://mathforum.org/>

<http://khanacademy.org/>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Fundamentals of Accounting
<b>COURSE CODE:</b>	ACCT1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to help students acquire competency in the preparation of accounting transactions and its relevance to the workplace. The course progresses from the identification and preparation of source documents, to recording and posting of transactions to books of original entries, posting to the relevant ledgers through to the preparation of financial statements. Areas of emphasis will include post trial balance adjustments such as accruals, prepayment, depreciation and provision for bad debts.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. demonstrate an understanding of the fundamental accounting principles and their application in the business world

## **UNIT I – Accounting Framework**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the term accounting
2. explain the difference between accounting and book-keeping

3. state the purpose of accounting to individuals and organizations
4. reproduce the accounting cycle using a flow chart
5. explain the elements of the balance sheet (statement of financial position) equation
6. distinguish among assets, liabilities and capital
7. prepare a simple balance sheet correctly classifying elements of balance sheet equation
8. distinguish between revenue and expenditure

**Content:**

1. Definition of accounting
2. Accounting versus book-keeping.
3. The importance of financial accounting to various individuals, accounting professionals and organizations
4. The accounting cycle
5. The accounting equation
6. Distinction among assets, liabilities and capital
7. An introduction to the Statement of Financial Position (balance sheet)
8. Revenue and expenditure

**UNIT II – Accounting Concepts and Conventions and introduction to conceptual framework (3 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. list the fundamental accounting concepts, assumptions, principles and constraints governing the recording of accounting entries;
2. explain the fundamental accounting concepts, assumptions, principles and constraints governing the recording of accounting entries;
3. apply current accounting concepts, and conventions according to International Financial Reporting Standards (IFRS)/(IAS) to accounting problems;
4. Categorize sub-elements for the qualitative characteristics of accounting information

**Content:**

1. Characteristics of accounting information
2. Accounting concepts, principles, assumptions and constraints.
  - i. Concepts:
    - Prudence
    - Consistency
    - Realization

- Objectivity
- Duality
- ii. Principles
  - Historic costs
  - Revenue recognition
  - Matching or Accrual
  - Full disclosure
- iii. Assumptions
  - Business/Economic Entity
  - Going Concern
  - Money measurement
  - Periodicity
- iv. Constraints
  - Cost-benefits
  - Materiality
  - Industry practice
  - Conservatism

**UNIT III –Conceptualization Framework (2 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the meaning of the conceptual framework
2. discuss the nature and purpose of a conceptual framework

**Content:**

1. The conceptual framework:
  - a. Purpose of conceptual framework
  - b. Objectives of financial statements
  - c. Performance and position
  - d. Recognition
  - e. Measurement

**UNIT IV – The Ledger, Trial Balance and Simple Financial Statements (9 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. record double entry transactions for assets, liabilities, capital, revenue and expenses
2. distinguish between the types of ledgers
3. record accounting entries in the appropriate ledgers

4. balance ledger accounts
5. extract a trial balance from ledger balances
6. prepare a Statement of Comprehensive Income (simple income statement) and Statement of Financial Position (balance sheet).

**Content:**

1. Description of the general ledger
2. Types of ledgers
3. Double entry recording for assets, liabilities, capital, revenues and expenses
4. Balancing of ledger accounts
5. Preparation of a trial balance
6. Preparation of a simple Statement of Comprehensive Income (simple income statement) and Statement of Financial Position

**UNIT V - The Journals and Ledgers**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. state the use of the general journal and subsidiary journals
2. prepare journals from source documents
3. post transactions from the journals to the appropriate ledgers

**Content:**

1. The general journal
2. The purchases journal
3. The sales journal
4. The returns journal
5. The Sales Ledger
6. The Purchases Ledger
7. The General Ledger
8. Debit/Credit Note
9. Invoices/Receipts
10. And other source documents

**UNIT VI – Post Closure Calculations, Adjustments and Recordings**

**(14 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define depreciation

2. discuss possible causes of depreciation
3. calculate depreciation charges, using the straight line and reducing balance methods
4. record depreciation charges on the books, using the double entry system
5. record entries for disposal of non-current assets
6. define bad debts and provision for bad debts
7. record entries for bad debts and provision for bad debts using the double entry system
8. distinguish between accruals and prepayments
9. record adjustments relating to accruals and prepayments in the ledger
10. prepare a set of final accounts for a sole trader from a trial balance

**Content:**

1. Depreciation and provision for depreciation
2. Causes of Depreciation
3. Depreciation calculation
4. Double entry for depreciation
5. Double entry for disposal of non-current assets
6. Bad debts and provision for doubtful debts
7. Double entry for bad debts and doubtful debts
8. Accruals and prepayment for revenue and expenses
9. Application of adjustments to final accounts

**UNIT VII – Cash Book and Bank Reconciliation Statement**

**(4 hours)**

**Learner Outcomes:**

1. state the purpose of a cash book
2. prepare a three column cash book
3. identify factors that account for differences in the balance in the cash book and the bank statement
4. prepare an updated cash book
5. prepare bank reconciliation statements

**Content:**

1. The three column cash book
2. The banking system:
  - a. deposits and withdrawal slips
  - b. preparing cheques
  - c. interpretation of bank statements
3. Updated cash book
4. Bank reconciliation statement

## **METHODS OF DELIVERY:**

1. Lectures
2. Engagement/Discussions
3. Scenarios/Mini-cases
4. Guest Lectures
5. Presentation(s)
6. Demonstration(s)

## **METHODS OF ASSESSMENT AND EVALUATION:**

- |                              |     |
|------------------------------|-----|
| 1. Common Coursework         | 20% |
| 2. College Coursework        | 20% |
| 3. Final Examination (2 hrs) | 60% |

Lecture / Tutorials:	41 hours
Unit Test 1 and 2:	2 hours
Final Examination:	2 hours

## **RESOURCE MATERIAL:**

### **Prescribed:**

Sangster, A., & Wood, F. (2008). *Business accounting 1* (latest edition.). NJ: Pearson Education.

### **Recommended:**

ACCA Paper 3

Certified Accounting Technician (CAT) - Drafting Financial Statements

### **Websites:**

IAS

[www.iasplus.com](http://www.iasplus.com)

[www.ebscohost.com](http://www.ebscohost.com)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Fundamentals of Information Technology
<b>COURSE CODE:</b>	ITEC1104
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	75(30 hours theory, 45 hours practical)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to provide students with a comprehensive knowledge of the application of computers in different organizations. It includes a thorough introduction to computers and information technology, information systems, computer networks and systems security. It also aims at equipping students with practical operating system, word processing, presentation, spreadsheet, database and Internet search techniques skills.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. know the components of the computer system
2. demonstrate an understanding of Information Technology principles
3. understand the various software and their functions
4. appreciate the need for data and information in a technology environment
5. know the types of information systems used in the business environment
6. understand the concepts of data transmission in various networking environments
7. understand computer threats and counter measures for networked computer systems
8. apply information technology principles in various fields
9. evaluate Information Technology developments, trends and ethical implications
10. understand sustainability issues related to technology

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. state benefits of Information Technology
2. differentiate between categories of computers
3. explain the purpose of components in the system unit
4. select appropriate input, output and storage devices for a given situation
5. explain the social, legal, ethical and economic implications of information technology
6. outline the health issues relating to the use of technology
7. state the long term effect that technology has on the environment
8. discuss emerging technologies

**Content:**

1. - definition - information technology, definition of computer system  
- benefits of information technology ó speed, consistency, reliability, communication, storage
2. Categories ó Mainframe, Super, Microcomputer (mobile, personal), Minicomputer/Midrange
3. Components of the system unit
  - o memory ó RAM, ROM, PROM, EPROM, EEPROM, Cache
  - o CPU ó Parts and their functions (ALU, CU, register), machine cycle
4. select appropriate input, output and storage devices for a given situation
  - o storage devices: magnetic, optical and flash
    - Storage: Units of measurement for storage media ó bit, byte, KB, MB, GB, TB
  - o Input: Categories ó keyed (keyboard), pointing (mouse, trackpad, trackball, touchscreen, stylus, lightpen), source data entry (scanner, barcode reader, OMR, OCR, MICR), multimedia (microphone, camera), biometric (fingerprint scanner, retinal scanner)
  - o Output:
    - i. produces hard copy/Tangible output e.g. impact and non-impact printers
    - ii. produces soft copy/Intangible output e.g. monitors, speakers, projectors
  - o Input/Output devices
    - Multi-functional devices
5. Social, legal, ethical and economic implications of the introduction of computer based systems on individuals, organizations and society
  - a. Social ó social networks, netiquette
  - b. Legal ó computer crime, identity theft, privacy, plagiarism, copyright infringement, libel

- c. Ethical ó academic integrity, software piracy, pornography, Ten Commandments for Computer Ethics (Computer Ethics Institute of the Brookings Institution)
  - d. Economic ó cost of access, virtual companies & taxation, job creation, job loss
6. Health Issues and the environment
- a. Ergonomics
    - i. Common health issues ó e.g. Carpal Tunnel Syndrome
    - ii. Proper posture while using a computer
    - iii. Ergonomic devices ó e.g. keyboard, mouse
7. State the long term effect that technology has on the environment
- Green Computing
- i. Energy consumption of computers, Energy efficient computing, Renewable energy( ó solar, wind etc.), Paperless office, Recycling
  - ii. Purpose of organizations such as Environmental Protection Agency (EPA)
  - iii. Proper disposal of equipment
8. Emerging Technologies (under three years old)

## **UNIT II – History of Computers (1 hour)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. discuss the history of computers

### **Content:**

1. History: Generations [From the 0<sup>th</sup> generation (abacus) to the present]

## **UNIT III – Software**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the term software
2. distinguish between application software and system software
3. differentiate between an operating system and a utility programme
4. list examples of operating system
5. list categories of utility programmes
6. explain the functions of an operating system
7. discuss emerging technologies (software under three years old)

### **Content:**

1. definition; Software
2. distinguish: system software, application software
3. distinguish: utility and operating system
4. examples of operating systems: e.g. Unix, MS-Windows, DOS, Linux, MacOS etc.
5. categories utilities ó file compression, diagnostic, backup, anti-virus, disk cleaner etc.
6. Functions of an operating system-booting, user interface, resource management, managing memory, file management, task management etc

#### **UNIT IV – Data and Information**

**(4 hours)**

##### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between data and information
2. explain the desired characteristics of information
3. define information systems
4. describe the features of the various information systems used at the various levels of an enterprise
5. recommend an appropriate type of information system for a given situation

##### **Content:**

1. Definition of data and information
2. Desired characteristics of information: accuracy; clarity; conciseness; user relatedness; relevance; timeliness
3. Definition of Information Systems
4. General systems: (definition, level, uses, inputs, outputs)
  - i Management Information System (MIS)
  - ii Expert Systems
  - iii Decision Support System (DSS)
  - iv Transaction Processing System (TPS)
  - v Control and Monitoring Systems (CMS)
  - vi Executive Information Systems (EIS)
  - vii Knowledge Management Systems (KMS)

Functional units of an enterprise (local and international), the information systems used and their features -(definition, level, uses, inputs, outputs)

- i. Human Resource ó Human Resource Information Systems
- ii. Accounting and Finance ó AR, AP, Payroll, General Ledger, Investments, Tariffs
- iii. Engineering and Product Development ó CAD/CAM, Operations and Process Management System
- iv. Sales and Marketing ó POS, inventory, ordering, sales force automation, marketing surveys
- v. Distribution ó logistics, Supply Chain Management System, Transportation Management System

- vi. Customer Service ó Customer Information Management, Customer Relationship Management System (CRM)

## **UNIT V – Database Management Systems**

**(2 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of database management systems (DBMS)
2. describe features common to most DBMS

### **Content:**

1. Importance of database management systems
  - o Definition of database, DBMS
  - o Examples of DBMSes ó Oracle, MySQL, MS-Access
  - o Advantages ó less redundancy, easier and faster access, improved data integrity, security, availability, extensibility
  - o Disadvantages ó inconsistencies, complexity, breach of confidentiality
2. Features common to most DBMSes
  - o table - character, field, data type, record, primary key,
  - o forms, queries, reports
  - o backup

## **UNIT VI – Computer Networks**

**(5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define network
2. state the advantages and disadvantages of networks
3. describe different types of network classifications
4. identify the role of basic network hardware required for successful communication
5. identify various wired and wireless transmission media
6. select wired or wireless transmission media for given situations

### **Content:**

1. definition of networks
2. advantages of networks ó faster communication, data security, sharing of resources, control of data and resources disadvantages of networks ó identity theft, risk of threats (e.g. hackers, viruses), cost
3. Networks Classifications
  - local area networks, wide area networks, metropolitan area networks
  - the role of networks (Internet, intranet and extranet) in area of specialization

4. Network Hardware
  - network interface card, hub, server, router, switch, firewall, wireless access point (WAP), modem
5. Transmission media- appropriate use in a given situation(advantages disadvantages)
  - a. Wired ó twisted pair, coaxial, fibre optic
  - b. Wireless ó broadcast radio, cellular radio, microwave, satellite, Bluetooth, , WiFi

## **UNIT VII – Computer Security**

**(4 hours)**

### **Learner Outcome:**

Upon successful completion of this unit, students should be able to:

1. define computer risk
2. define risk management
3. describe different types of computer risks
4. apply risk management strategies to counter computer risks

### **Content:**

1. definition- risk, computer risk, risk management
2. General Risk Categories - human error; technical error; virus; natural disasters; unauthorized access and use; theft and vandalism
3. Risk Management ó definition of; types of risk management [access codes and passwords; audit trails; log systems; anti-virus software; encryption; physical security measures; backup and recovery procedures, firewall, UPS, surge protectors]

## **UNIT VIII – Office Automation**

**(2 hours)**

### **Learner Outcome:**

Upon successful completion of this unit, students should be able to:

1. state the purpose of automation
2. recommend telecommunication technology(ies) for a given situation

### **Content:**

1. Definition and purpose of Office Automation
2. Application of office automation in various sectors: travel & tourism; education; banking; home; retail
  - Technologies ó facsimile; voice mail; voice messaging; telemarketing; teleconferencing; video conferencing, telecommuting; electronic funds transfer; e-commerce; electronic mail, cloud computing

**COURSE OUTCOMES:**

Upon successful completion of this unit, students should be able to:

1. gain experience in the use of the world wide web
2. know how to perform basic operations of a computer system
3. know how to prepare business letters, documents and term papers using a formal document preparation style
4. know how to use the spreadsheet software to perform various mathematical calculation and conduct analysis on data
5. show appreciation for presentation software
6. know how to use database management software

**UNIT I – Internet and the World Wide Web****(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use a web browser to access a web page
2. use advanced search features to access information on the internet
3. send and receive e-mail

**Content:**

- a. using a browser: going to a specific URL, viewing and clearing the history, creating bookmarks, opening a new tab
2. using a search engine:
  - a. basic search
  - b. advanced search (wildcards (?, \*), inclusion and exclusion operators (+, -),
3. sending and receiving email: attachments, reply, reply to all, copying, forwarding, identifying the source of an email

**UNIT II – Word Processing****(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use word processing interface
2. insert objects into a document
3. format texts in a document
4. apply page formatting techniques
5. use mail merge to create professional documents
6. use the APA or other writing styles to prepare documents

7. manipulate data in tables
8. use word processing templates
9. print documents created

**Content:**

1. Interacting with the ribbon (including hiding and displaying the ribbon)
2. Inserting Objects: clipart, pictures
3. Text Formatting:
  - a. Alignment: Left, Centre, Right, Justify
  - b. Formatting: Bold, Italics, Underline, Subscript, Superscript, Font sizes and styles
  - c. Copy and paste text, moving text
  - d. Find and replace
  - e. Spacing between paragraphs
  - f. Spell checks
  - g. Indentation
  - h. use various bullets and numbering techniques (Insertion and customization)
4. Page Formatting:
 

Page setup ó set margins, paper size, page orientation, Hard and soft page breaks, arrange data in columns (Multiple columns, Column width, Converting a single column to multiple columns, Converting multiple columns to single columns, Arranging columns for even and odd pages)
5. Creating a professional letter
  - a. Letter formats
  - b. Mail merging
6. Preparing a term paper (using APA, MLA, or any such standards):
  - a. The cover and title page
  - b. Formatting Paragraph: first line indent , paragraph indent, line spacing
  - c. Generating Tables of Content
  - d. Headers and footers (including page numbers)
  - e. Quotations ó short and long
  - f. Footnotes
  - g. Creating reference entries
  - h. Citations
7. Tables:
  - a. Creating tables, Formatting tables: Merging cells, Splitting cells, Shading cells, Cell borders
  - b. Formulas: Sum, Product, Max, Average, Number formats, Text direction
8. Templates - business card, brochures
9. Printing: Choosing a printer , Printing single and multiple, Selection print quality , printing multiple copies of the same document

**UNIT III – Presentation Graphics****(6 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. create a presentation
2. run a presentation
3. modify a presentation
4. print a presentation
5. conduct a professional presentation

**Content:**

1. Creating a presentation/slideshow
2. Run a presentation
3. Viewing and editing presentations
4. Working with slides:
  - a. Inserting new slides
  - b. Inserting duplicate slides
  - c. Deleting slides
  - d. Rearranging slides
  - e. Changing the design and the background
5. Working with hyperlinks
  - a. Adding a hyperlink
6. Working with Graphics/Video/Sound (audio clips):
7. Working with animation: Customized, Timing
8. Printing Presentation:  
single slides, Handouts, Notes Page

**UNIT IV – Spreadsheets****(12 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use spreadsheet interface
2. apply page formatting techniques
3. use formulas and functions to analyze data
4. sort data in ascending and descending order
5. format data
6. use a formula to manipulate data located in another worksheet
7. create and format graphs
8. printing in spreadsheet

**Content:**

1. Use spreadsheet interface - interacting with the ribbon (including hiding and displaying the ribbon)
2. Page formatting:
  - a. Default margins, Changing the margins( Left, Right, top, bottom)
  - b. Default paper size, Changing Paper size( Letter size, Legal size)
  - c. Page Orientation
  - d. Add header/footer, custom header/footer
3. Formulas and functions:
  - a. Common Math operations:
    - i. Add numbers using simple formula or sum function
    - ii. Calculate the average of numbers in a range
    - iii. Determine the smallest number in a range
    - iv. Determine the largest number in a range
    - v. Count cells that contain labels and values only
    - vi. use simple functions to add, subtract, multiply and divide values in a range
  - b. Create conditional formulas:
    - i. Perform an action/a calculation based on the result of a condition  
- if, sumif, countif, vlookup

Date operations:

    - i. insert dates only
    - ii. insert dates with time
    - iii. Calculate the difference between two dates
    - iv. Calculate the difference between two times
4. Sort data ascending or descending order:
  - a. Sort using a single column
  - b. Sort using multiple programs
5. Format data
 

Formatting cells:

  - a. Number formats
  - b. Conditional formatting
  - c. Locking
6. Use a formula to manipulate data located in another worksheet
 

Copying formulas and functions: Absolute cell referencing, Relative cell referencing,  
Using auto-fill
7. Create and format graphs
  - o Selecting appropriate chart
  - o Inserting chart titles, axes, gridlines, legends, labels, the data source

- Saving graph as a separate sheet and as part of the current sheet
- Formatting graphs:  
Adjust colours, font and borders, Resizing the graph
- Graphs with trend lines
- Simple Pivot tables

8. Printing spreadsheet
  - a. set print area
  - b. scaling a page to on specific sheet
    - adjust to feature
    - fit to feature

## **UNIT V – Database Management**

**(12 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the terms: field, record, relational database, primary key and foreign key
2. create a database
3. create a table
4. manipulate a table
5. create a relationship between two tables
6. create queries, forms and reports
7. run queries, forms and reports
8. import data from a spreadsheet

### **Content:**

2. Define the terms: field, record, relational database, primary key and foreign key
3. Create and Maintain a SQL Database:
  - a. Learn the guidelines for designing database and setting field properties
  - b. Create a new database
4. Create a table
  - a. Create and save a table
  - b. Define fields and specify a table's primary key
  - c. Add records to a table
5. Manipulate a table
  - a. Modify the structure of a table - Delete, move and add fields, Change field properties
  - b. Copy records and import tables from another database
  - c. Insert, delete and change records
6. Create a relationship between two tables

7. Querying a Database:
  - a. Learn how to use the Query window in Design mode
  - b. Create and run select queries
  - c. Sort data in a query
  - d. Specify an exact match condition in a query
  - e. Use the And / OR logical operators
  - f. Use wildcard
7. Creating Forms and Reports:
  - Forms:
    - a. Create forms
    - b. Display data using a form
  - Report
    - c. Create report
    - d. Insert a picture in a report
    - e. Preview a report
    - f. Use tables and queries as data source for report
8. Importing data from a spreadsheet

#### **METHODS OF DELIVERY:**

1. Lectures
2. Lab
3. Discussions
4. Individual Presentation
5. Group Presentation
6. Projects(Group and Individual)
7. Research
8. Demonstrations
9. Problem Solving
10. Case Studies

### METHODS OF ASSESSMENT AND EVALUATION:

1. Common Coursework (Group Research project)- (should include unit four(4)): 10%
2. Word Processing Assessment (APA formatting, mail merge etc) 10%
3. Presentation (using presentation software) (in appropriate professional attire) 10%
4. Practical tests/assessments
  - a. Spreadsheet 10%
  - b. Database 10%
5. Mid-Semester (Theory) test (should be on objectives 1-4) 10%
6. Final Examination 40%  
(25 MCQs 1 mark each and 5 ETQs 25 marks each to choose 3)

**Unit II (History), Unit 4, Emerging Technologies and Practical Lab Units: In class assessment - (NB. Not to be tested on final examination)**

### RESOURCE MATERIAL:

#### Prescribed:

Shelly G.B., & Cashman, T.J. *Discovering computers 2012*. Complete Shelly Cashman Series. KY:Course Technology Publishing.

Evans, A. R, Martin, K. &Poatsy, M.A., *Technology in Action Complete*. 9/E. Prentice Hall

Shelly G., Cashman T., &Vermaat M. *Microsoft Office 2010: introductory*. KY: Course Technology Publishing.

Or

Shelly G., Cashman T., &Vermaat M. *Microsoft Office 2007: introductory*. KY: Course Technology Publishing.

#### Recommended:

LaBerta, C. *Computers Are Your Future, Introductory*, 12/E. Prentice Hall

#### Web Resource:

Teach-ict.com,

[Http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Human Resource Management
<b>COURSE CODE:</b>	HRMT3401
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Introduction to HRM (HRMT1100) Introduction to Management (MGMT1101)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course provides additional focus on human resource management (HRM), along with HR processes, including recent developments and practical tools in the field of HRM, which are integral to the success of organizations in the modern economy. The course covers HRM from an employee enters to the point of exits and the strategies used by organizations in the knowledge-based economy of the 21<sup>st</sup> Century. Also, the course focuses on the impacts of ICT, the strategic roles of HRM and exposes learners to a variety of HR issues in the work environment.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. appreciate the roles of HRM in ensuring the success of organization
2. apply HRM principles and concepts and their relevance and appropriateness in developing organisational policies, procedures and practices
3. evaluate new and emerging trends in HRM
4. analyze a variety of HR issues in the work environment
5. create a HR plan for an organization
6. understand essential theories and practices of HRM

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. review five (5) of the major functions of HRM in an organization
2. give four (4) reasons of the importance of HRM to an employer/organization and to the employees
3. assess how four (4) changes in the global economy are impacting the HRM functions
4. review four (4) laws, regulations or policies that affect the work environment, employees and employers relationships.
5. research five (5) new and emerging trends in HRM in the work environment

**Content:**

1. Major functions of HRM:
  - a. human resource planning
  - b. talent management
  - c. job analysis and design
  - d. recruitment and selection
  - e. career development and training
  - f. performance appraisal
  - g. recognition, rewards and incentives
  - h. occupational health, safety and wellness
2. Importance of HRM function: to an organization and employees
3. Global changes impact on HRM: Information communication technology; globalization; diversity; equal employment issues; economic cost of compensation and benefits; economic recession; e-services, cost of training and employees development; outsourcing; etc
4. Legal/regulatory policies on HRM: Pension, Unemployment insurance; Occupational Health and Safety Act, etc
5. Trends in HRM: HRIS, strategic HRM, talent management, e-services/business, safety and wellness, flexible work arrangements, workplace amenities, nontraditional work arrangements, new recruiting resources, learning organizations, self directed work team, self managed team, etc

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of HR planning (HRP)
2. identify five (5) factors that influence HR plans
3. examine the stages/steps in human resource planning process
4. evaluate strategies for HRP outcomes
5. examine the use of talent acquisition in HR planning
6. develop a human resource plan for a organization

**Content:**

1. Importance of HRP: future human resource needs; cope with changes in the external environment; select and recruit appropriate talent; proper utilization and development of human resources, part of strategic planning, etc
2. Factors affecting HR plans of organizations: strategy, culture, financial, social, laws technological, demographic, competition; economic conditions, etc
4. Stages/steps in HR planning process: assess current HR; demand and supply forecasting; job requirements; employment plan; training and development programme etc
5. HRP outcomes strategies: cost effectiveness, flexibility, adaptability, competence, etc
6. Talent acquisition: succession planning, change management, attracting, selecting and retaining talent
7. Human Resource Plan ó in groups of threes (3) for one of the following organizations: service provider; e-service provider, manufacturing, an SME etc. This is done with the supervision of the facilitator.

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. assess the importance of job analysis to organizations success
2. describe the job analysis process
3. differentiate between job descriptions and job specifications
4. appraise different methods of conducting a job analysis
5. conduct a job analysis for a specific job in a local organization

### **Content:**

1. Importance of Job Analysis: work simplification, help define job standards, support other HRM activities ó organizational structure and design; HR development and training; performance appraisals, career development; labour relations, safety and health, etc
2. Job Analysis Process (Steps): purpose, select jobs for analysis, gather and process job data, job description and specifications
3. Differences between job description and job specification using examples
4. Job Analysis Methods: 1) observation methods; (2) interview techniques; (3) questionnaires, including job inventories or checklists
5. Job analysis conducted for a named job in a local organization

## **UNIT IV – Recruitment and Selection**

**(5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of recruitment and selection of employees to an organization
2. identify five (5) factors that influence the recruitment and selection process
3. describe the recruitment and selection process
4. appraise the internal and external sources of recruitment available to an organization
5. assess the different selection techniques used by organizations

### **Content:**

1. Importance of recruitment and selection: cost, retention, loyalty and productivity and legal issues
2. Factors influencing recruitment and selection: compensation, cost of recruitment, size, prestige, location, products and services, culture, ICT, government regulations, environmental issues, etc
3. Recruitment and selection process: job analysis, recruitment, application, preliminary screening and interview, test, final interview, medical, reference checks, contract of employment
4. External and internal sources of recruitment: promotion, transfer, present/retired employees; professional association, employment agencies, advertisements, referrals, government employment bureau, employment fairs, campus recruitment, e-recruiting, etc
5. Selection techniques: screening/interviewing, referrals, internal hiring, employment agencies, tertiary institutions etc

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of employee orientation, on-boarding, training and development
2. develop an orientation package for a new employee in a local organization
3. identify key professional development tools used by the HRM department
4. compare and contrast different on-the job and off-the-job training strategies
5. describe the five (5) steps in the training process
6. prepare a basic training programme
7. research career development and employees engagement strategies used in modern organizations.

**Content:**

1. Importance of employee orientation, on-boarding, training and development: reduce cost, employee turnover, increase job satisfaction, reduce new employee stress, etc
2. Orientation package development: organization overview, employee handbook, buddy/mentor, sample products, evaluation of orientation programme
3. Key professional development tools: enrichment, realignment, rotation, enlargement, internet-based tools, etc
4. Job training strategies: peer training, job-embedded learning, professional workshop/ seminar, secondment, apprenticeship, graduate programmes, mentoring
5. Training process: needs analysis, training objectives, validation, implementation and evaluation
6. Training programme
7. Research on career development and employee engagement strategies

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between performance management and performance appraisal
2. identify the steps in the performance management process
3. assess the importance of performance appraisal
4. apply the performance appraisal process
5. examine performance appraisal methods
6. offer solutions to performance appraisal challenges
7. determine the strategies of the outcomes of performance appraisal

**Content:**

1. Differences between performance management and performance appraisal ó strategic or operational; adaptable or inflexible; retrospective or forward looking, etc
2. The performance management process: defining the performance; appraising and giving feedback for development
3. Importance of performance appraisal: set goals, guide process, identify problems, improve performance, etc
4. Uses of performance appraisal process: perform; assess; review; plan and develop etc
5. Methods of performance appraisal: management by objectives, 360 Degree Feedback, Rating scale, check list etc
6. performance appraisal challenges and solutions: biases, lack of standards, poor measures of performance, poor feedback, etc
7. Outcome of performance appraisals: developmental, career development for employee, training etc

**UNIT VII – Job Evaluation, Compensation and Benefits**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. examine the uses of Job Evaluation
2. describe job evaluation methods
3. assess the importance of compensation and benefits to an organization
4. compare and contrast the main types of compensations and benefits used in HRM
5. appraise the major factors influencing compensation and benefits
6. summarize the various legislations relating to compensation and benefits
7. research new and emerging trends in compensation and benefits

**Content:**

1. Uses of job evaluations: align employee performance with organization need, measure employee worth to the organization, employee can discuss his/her career, help to determine wage/salary level, etc
2. Job evaluation methods: Ranking, Classification, Factor Comparison, Point, etc
3. Importance of compensation and benefit: recruitment, motivation and job satisfaction, retention, legal requirements, promote productivity, improve morale etc
4. Types of compensation and benefits: base pay, commission, overtime, insurance, health, vacation, pension, training, etc
5. Factors influencing compensation and benefits (internal and external factors): organization's affordability, government regulations, collective bargaining, employee productivity, etc
6. Compensation legislations: Minimum Wage, Holiday with Pay, Employee (Termination and Redundancy Payments) Act, etc

7. Research on new and emerging trends in compensations: market-based compensation system, merit matrix, online resources, variable pay rates etc.

## **UNIT VIII – Occupational Health, Wellness and Safety**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify different occupational health and safety issues
2. explain how organizations deal with occupational health and safety issues
3. examine various occupational health and safety policies and legislation
4. appraise how OHS affects employees' productivity
5. evaluate the use of employee wellness programmes in HRM

### **Content:**

1. Occupational health and safety issues: health issues in the work environment, safety policy, work place injuries or accident, first aid training, etc
2. Occupational health and safety solutions: training, safety policy, environmental policy, insurance, risk management, personal protective equipment, monitoring etc
3. OHS policies and legislation ó non smoking law, Factories Act, Health Inspection etc
4. OHS and employee productivity: reduced insurance premiums, reduced litigation costs, reduced sick pay costs, lower injury and illness costs, fewer production delays, reduced product and material damage, improved production/productivity rates, etc
5. Cost and benefits of employee wellness programmes: lower absenteeism and health care cost, increase in productivity, cost of wellness programme, uncertainties in benefits of wellness programmes etc.

## **METHODS OF DELIVERY:**

1. Discussions
2. Group Work
3. Individual Work
4. Research
5. Presentations
6. Guest Lecturers
7. Video Presentations
8. Role Play
9. Interactive Lecture
10. Simulation
11. Case Studies and Analysis
12. Project

## **METHODS OF ASSESSMENT AND EVALUATION:**

1. College Coursework 20% ( **a, and any other**):
  - a) Human Resource Plan ó unit 2, objective 6
  - b) Case study ó unit 8, objectives 2 or 4
  - c) Case study ó unit 6, objectives 3, 5, 6 or 7
2. Common Coursework 20% – **a or b and c**:
  - a) Orientation package ó unit 5, objective 2 and develop sample job description and job specification ó unit 3, objective 3 **or**
  - b) Training programme ó unit 5, objective 7
  - c) Test
3. Final Examination(**2 hours**) 60%

**N.B** - Students must use the **APA format** in all coursework and examinations.

## **RESOURCE MATERIALS:**

### **Prescribed:**

Dessler, Gary. (2013). *Human Resource Management*, (latest edition) **NJ: Pearson/Prentice Hall Inc.**

### **Recommended:**

Balkin, David; Gomez-Mejis, R. Lois; Cardy, Robert: (2007) *Managing Human Resources*: latest edition. NJ: Pearson óPrentice Hall Co.

### **Additional Resources:**

Occupational Health and Safety Act (currently being developed into legislation)

Cowell, Noel M. (1995). *Human Resource Management: A Caribbean Perspective*. JA: Canoe Press

Jamaica EmployersøFederation; JEF Salary & Benefits Survey

Jamaican Labour Laws:

- Employee (Termination and Redundancy Payments) Act (1974)
- Holidays with pay Act. (1973), Minimum Wage Act (1974)
- Labour Relations and Industrial Disputes Act (LRIDA) (1975)
- National Insurance Act (1973), WorkmenøøCompensation Act (1973)

<http://www.worldatwork.org/waw/home/html/home.jsp>

Benefits & Compensation International Journal: <http://www.benecomintl.com/>

International Labour Organization: <http://www.ilo.org/global/lang--en/index.htm>

Society of Human Resource Management: <http://www.shrm.org/>

International Journal of Human Resources Management

Human Resource Management Association of Jamaica (HRMAJ) <http://www.hrmaj.org/>

The Training Clinic <http://www.thetrainingclinic.com/>

[www.ebscohost.com](http://www.ebscohost.com)

US Springer: e-books portal

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Introduction to Human Resource Management
<b>COURSE CODE:</b>	HRMT1100
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to introduce students to the basic principles and practices of modern human resource management (HRM) in organizations. The course will explore organizations' use of HRM to attract and retain talent; various approaches to HRM; and motivational considerations in a work environment. Students will understand how organizational objectives are achieved through the management of the HR function and its benefits. Learners will be encouraged to be active participants in their own learning, as well as to utilize their experiences to facilitate others learning in developing their skills in the organizational function that deals with people. It covers basic human resources concepts including recruitment, selection, EEO, training, labour relations, and human resources information systems.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. Demonstrate understanding of the basic principles and theories relevant to the area of human resource management
2. Appreciate the value of diversity in the workplace
3. Understand the important role of HRM in organisations
4. Examine motivational theories
5. Apply HRM principles
6. Evaluate new and emerging trends in HRM

## **UNIT I – Introduction**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

6. use terminologies and concepts associated with human resource management
7. give a summary of the history of HRM to its current developments
8. explain the roles and responsibilities of the HR professionals in modern organizations
9. research the various career options available in HRM locally and globally
10. assess the importance of the HRM function in modern organisation
11. describe the talent management process used by HR professionals

**Content:**

6. Terminologies and concepts in HRM: HRM, HRD, recruitment, selection, employment, compensation, talent identification, coaching, mentoring, empowerment, training, performance management, career development, motivation, employee engagement, succession plan, equal employment opportunity, etc
7. History of HRM ó Personnel management; HRD; HRM; Strategic HRM
8. Roles and responsibilities of HR professional:
  - i. Talent identification and management
  - j. Recruitment
  - k. Training/coaching/mentoring
  - l. Employee empowerment
  - m. Performance management
  - n. Compensation and benefits
  - o. Occupational health & safety
  - p. Human Resource Information System
  - q. Succession plans
  - r. Strategic HRM; etc
9. Careers in HRM: Benefits Administrator, Employment Counselor, Compensation Analyst, Human Resources Coordinator, Training Specialist, Labour Relations Specialist, Contract Administrator, etc
10. Cost óbenefits of HRM in modern organizations: employees as an asset; strategic advantages gained over competitors, etc
11. Talent management process: planning, recruiting, developing, managing and compensating employees

**UNIT II – Overview of Employment Laws and Regulations**

**(9 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the key provisions of legislations that affects HR activities in your country
2. assess the legislative and regulatory roles of government in relation to employment practices in your country
3. compare and contrast the effects of legislations on HRM practices in a local organisation
4. examine four (4) ways that the HRM department ensure that an organisation complies with legislations and regulations that affect the work environment
5. give four (4) examples of ethical considerations that are relevant to HRM practitioners
6. describe termination and resignation procedures and their legal implications.

**Content:**

1. Key provisions (brief overview) in legislations that affect HR: Labour Relations and Industrial Disputes Act; Minimum Wage Act; Holiday with Pay Act; Employment (Equal Pay for Men and Women) Act; Employees Share Ownership Plan Act; Occupational Safety and Health Act, Employment (Termination and Redundancy Payments) Act, HIV/AIDS Policy, Trade Union Act, etc
2. Regulatory and legislative roles of government and agencies: work site/place inspections, labour disputes, workplace and employees safety, etc
3. Impacts of legislations on HR practices in a local organisation ó *Group Assignment activity*
4. Compliance with Legislations: training of employees, safety inspection/clothing, equipment/tools maintenance, drills, reward system, HR Committee, Union Representatives, etc
5. Ethical considerations in HRM: forms of discrimination, diversity issues, harassment, gender issues, nepotism, Equal Employment Opportunity (EEO) etc
6. Termination and resignation procedures and legal impacts

**UNIT III – Motivation**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use terminologies and concepts associated with motivational theories
2. differentiate between the sources of motivation in a work environment
3. compare and contrast four (4) of the major theories of motivation
4. examine different types of motivational strategies used at the workplace
5. judge how two (2) local organizations are applying motivational theories strategies with their employees.

**Content:**

1. Terminologies and concepts: motivation, intrinsic/extrinsic motivators, needs, etc

2. Sources of motivation:
  - a. Intrinsic ó self fulfilment, enjoyment, pleasure, self-interest etc
  - b. Extrinsic ó money, conditions of work, benefits, rewards, recognition, etc
3. Major theories of motivation: (**any four [4] theories**)
  - a. Expectancy theory
  - b. Maslow's Hierarchy of needs
  - c. McGregor's Theory X and Theory Y
  - d. Herzberg's 2-Factor Theory
  - e. Goal Setting Theory
  - f. Equity Theory
  - g. Reinforcement Theory; etc
4. Motivational strategies at the workplace: staff recognition, benefits ó legal and otherwise, bonuses, training etc
5. Two local organizations ó one of which is a small/medium enterprise (SME) or a service organisation. This activity can be an interview/research on the organisations

#### **UNIT IV – Planning, Recruiting and Developing**

**(9 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use terminologies and concepts associated with the planning, recruiting and developing employees in HRM
2. compare four (4) recruiting methods and their effectiveness
3. summarize the selection process and three (3) selection tools
4. explain the purpose of orientation, on-boarding, development and training
5. identify on-the-job and off-the-job training strategies
6. outline a basic plan for recruiting and developing employees in one SME and one large organization

#### **Content:**

1. Terminologies and concepts: job analysis, talent management, job description, personnel planning, recruiting, performance management, employee engagement, career, employee turnover, training and developing employees, legal considerations in recruitment and selection, etc
2. Recruiting methods: internal and external methods ó job posting, employee referrals, internal job fairs; advertising, employment agencies, internships, target internet sites, virtual job fairs, e-recruitment etc
3. Selection process: initial screening, selection test, employment interview, reference and background checks, selection decision, medical examination, job offer, contract of employment, evaluation etc. Selection tools ó Pre-screening tools such as resume and profile

matching technologies, scored application forms and custom screening questionnaires. Pre-employment tests; interviews and behavioural simulations

4. Purposes of orientation, on-boarding/organizational socialization, training and development
5. Training strategies: on-the-job training include orientations, job instruction training, apprenticeships, internships, assistantships, job rotation and coaching. Off-the-job include lectures, special study, audio visual conferences or discussions, case studies, role playing, simulation, programmed instructions, and laboratory trainings.
6. HRM plan for recruiting and developing employees

## **UNIT V – Overview of Compensation and Benefits**

**(9 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use terminologies and concepts associated with compensation and benefits in HRM
2. distinguish between different types of compensation and benefits
3. describe the ways in which compensation and benefits are used by employers
4. compare and contrast management approaches to compensation and benefits with employees' approaches
5. assess the effectiveness of using compensation and benefits in achieving an organization's success.

### **Content:**

1. Terminologies and concepts: compensation, benefits, base pay, commissions, overtime pay, health insurance, life insurance, scholarship, vacation and sick leave, incentives, rewards, etc
2. Types of compensation and benefits, such as: base pay, commissions, overtime pay; legal and optional benefits ó vacation, sick and maternity leaves, pension, health and life insurances, child care facilities etc
3. How compensation and benefits are used by employers:
  - a. recruit and retain qualified employees
  - b. reward and encourage peak performance
  - c. increase or maintain employee morale/satisfaction
  - d. achieve internal and external equity
  - e. reduce turnover and promote loyalty
  - f. train and develop employees' competencies
  - g. succession planning for key persons
4. Management approaches to compensation versus employees' approaches
5. Success / failure in achieving organizational goals of compensation and benefits packages

## **UNIT VI – Introduction to Human Resource Information System**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify the purposes of a Human Resource Information System (HRIS)
2. describe the main components/features of a HRIS
3. research three (3) different HRIS software used by organisations including one that is used by a SME in your country

**Content:**

1. Purposes of a HRIS: automate and manage HR, payroll, management and accounting activities, more effectively plan, control and manage HR costs; achieve improved efficiency and quality in HR decision making; and improve employee and managerial productivity and effectiveness
2. Main components/features: recruitment, attendance, benefits administration, succession planning, reports etc
3. HRIS software ó Sage HRMS; iCIMS; Halogen, HRM Direct etc

**UNIT VII – New and Emerging Trends in HRM**

**(3 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. Research local and global emerging trends in HRM

**Content:**

1. Trends in HRM: Economic uncertainties; impact of information communication technologies (ICTs), costs of health insurance, changes in work environment, globalization, emphasis on talent management, knowledge-based economy, outsourcing, diversity, etc

## **METHODS OF DELIVERY:**

13. Discussions
14. Group Work
15. Individual Work
16. Research
17. Presentations
18. Guest Lecturers
19. Video Presentations
20. Role Play
21. Simulation
22. Case Studies
23. Project

## **METHODS OF ASSESSMENT AND EVALUATION:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Individual Assignment/Case studies | 05% |
| 2. Group Assignment                   | 15% |
| 3. Mid-term test                      | 10% |
| 4. Project                            | 20% |
| 5. Final Examination (two hours)      | 50% |

## **RESOURCE MATERIALS:**

### **Prescribed:**

Dessler., Gary. (2013). *Fundamentals of Human Resource Management, (3rd ed.)* NJ: Pearson/Prentice Hall Inc.

### **Recommended:**

**Martocchio., J.** (2011). *Strategic Compensation: A Human Resource Management Approach, latest ed.* NJ: Prentice Hall Inc.

**Henderson., R.** (2006). *Compensation Management in a Knowledge-Based World, latest ed.* NJ: Prentice Hall Inc.

Cowell., Noel M. (1995). *Human Resource Management: A Caribbean Perspective.* JA: Canoe Press

Jamaica Employers Federation; JEF Salary & Benefits Survey

Jamaican Labour Laws:

- Employee (Termination and Redundancy Payments) Act (1974)

- Holidays with pay Act. (1973), Minimum Wage Act (1974)
- Labour Relations and Industrial Disputes Act (LRIDA) (1975)
- National Insurance Act (1973), Workmen's Compensation Act (1973)

<http://www.worldatwork.org/waw/home/html/home.jsp>

*Benefits & Compensation International Journal:* <http://www.benecomintl.com/>

*International Labour Organization:* <http://www.ilo.org/global/lang--en/index.htm>

Society of Human Resource Management: <http://www.shrm.org/>

International Journal of Human Resources Management

Human Resource Management Association of Jamaica (HRMAJ) <http://www.hrmaj.org/>

EBSCOHost Online Resources [www.ebscohost.com](http://www.ebscohost.com)

US Springer e-books portal

International Labour Organization [www.ilo.org](http://www.ilo.org)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Introduction to Management
<b>COURSE CODE:</b>	MGMT1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to provide students with a comprehensive introduction to the range of decisions encountered by managers in business organizations. Emphasis will be placed on the application of the theories of management with a view of highlighting the managerial functions. Through the course, students are expected to improve their skills to manage their study and personal lives. In addition, they will be equipped with management competence and understanding of managerial ethics for their future career.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. develop an understanding of the functions and principles of management necessary to ensure organizational success
2. use your awareness, overview and understanding of the basic principles of management to evaluate concrete organizational scenarios, management dilemmas and decisions
3. think, reason and argue in a managerial way
4. demonstrate critical thinking when presented with managerial problems

**UNIT I: Introduction to Management****(5 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain how managers differ from non-managerial employees
2. describe how managers are classified in the organization
3. define the term management
4. explain why efficiency and effectiveness are important to management
5. analyze the main functions of management
6. assess Mintzberg's managerial roles
7. evaluate the effectiveness of the contribution of management functions and roles to the organization
8. examine the importance of each managerial skill
9. discuss the rewards and challenges of being a manager

**Content:**

1. Managers and non-managerial employees
2. Levels of managers in organisations: top, middle, first line managers and non-managerial employees
3. Management defined
4. Importance of efficiency and effectiveness
5. The functions of management: planning, organizing, leading and controlling
6. Mintzberg's managerial roles: interpersonal, informational and decisional
7. The contribution of management functions and roles to the organization
8. Managerial skills: technical, human and conceptual
9. Rewards and challenges of a manager

**UNIT II: Foundations of Modern Management****(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. examine the historical background of management
2. assess the contributions of theories to the practice of management in today's organization
3. discuss the development and uses of the behavioural approach to management practices today
4. evaluate the various theories in the contemporary approach to modern management

### **Content:**

1. Historical background of management: Egyptian pyramids and the Great Wall of China, Adam Smith and the Industrial Revolution.
2. The classical approach:
  - a. Theory of Scientific Management: Frederick Taylor and Frank and Lillian Gilbreth
    - How today's managers use scientific management
  - b. General Administrative Theory: Henri Fayol and Max Weber
    - How today's managers use general administrative theory
3. Behavioural Theory of Management: Owen, Munsterberg and Follett(Hawthorne Studies)
  - How today's managers use the behavioral approach
4. Contemporary approaches to modern management:
  - a. Systems Approach: open and close
  - b. Contingency Approach and variables

### **UNIT III: Leadership**

**(4 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain their understanding of leader and leadership
2. distinguish between leadership and management
3. examine the various leadership traits
4. compare and contrast the various classical leadership styles
5. differentiate between the contemporary views of leadership and how are they applicable in today's organizations
6. discuss the three major contingency theories of leadership
7. analyze cases relevant to leadership and its relevance for organization

### **Content:**

1. Leader and leadership
2. Management and leadership
3. Leadership traits: drive, desire to lead, honesty and integrity, self-confidence, intelligence, job relevant knowledge and extraversion
4. Classical styles of leadership: autocratic, democratic and laissez-faire
5. Contemporary views of leadership: transformational, transactional, charismatic, visionary and team

6. Contingency theories of leadership: Fiedler model, Situational leadership theory, Path Goal theory
7. Relevant cases

**UNIT IV: Organizational Structure and Design**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the term organization
2. explain the characteristics of an organization
3. define the following terms: organizing, organizational structure, chart and design
4. discuss the traditional and contemporary views of the six key elements in organizational design
5. illustrate and describe the five common forms of departmentalization
6. compare and contrast mechanistic and organic structures
7. discuss the contingency variables that favour either the mechanistic model or the organic model of organizational design
8. describe the traditional and contemporary organizational designs
9. explain the strengths and weaknesses of the traditional and contemporary organizational designs

**Content:**

1. Organization
2. Characteristics of an organization: distinct purpose, deliberate structure and people
3. Key terms: organizing, organizational structure, organizational chart and organizational design
4. Six key elements in organizational design: work specialization, departmentalization, chain of command (authority, line and staff authority, responsibility, unity of command), span of control, centralization and decentralization, and formalization
5. Five common forms of departmentalization: functional, geographic, product, process and customer
6. Mechanistic and organic structures
7. Contingency variables: the organization's strategy, size, technology, and degree of environmental uncertainty
8. Organizational designs:
  - a. Traditional - simple, functional and divisional
  - b. Contemporary - team, matrix and boundary less
9. Strengths and weaknesses of the traditional and contemporary designs

**UNIT V: Corporate Social Responsibility****(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define corporate social responsibility
2. differentiate between social obligation and social responsiveness
3. discuss whether organizations should be socially involved
4. explain the organization's ethical responsibilities to its stakeholders
5. discuss the importance of each type of social responsibility in the organization
6. assess the importance of corporate social responsibility in a globalized society
7. critique the theories of corporate social responsibility

**Content:**

1. Corporate social responsibility
2. Social obligation and social responsiveness
3. Arguments for and against social responsibility:
  - a. arguments for: public expectation, long run profit, ethical obligation, public image, better environment, stockholder interests etc..
  - b. arguments against: violation of profit maximization, dilution of purpose, costs, too much power, lack of skills and lack of accountability
4. Stakeholders: owners, investors, employees, suppliers, customers, competitors, government and society
5. Types of social responsibility: philanthropic/discretionary, ethical, legal, economic
6. Importance of corporate social responsibility in a globalized society
7. Theories of social responsibility: Andrew Carnegie, Milton Friedman, Archie Carroll, Robert Ackerman

**UNIT VI: Decision Making Environment****(9 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the term decision
2. illustrate and explain the eight steps in the decision-making process
3. discuss two perspectives on how managers make decisions

4. distinguish between structured problems, programmed and unstructured problems, non-programmed decisions
5. explain the types of decision making conditions
6. describe the classical and administrative models of decision making and their applications
7. analyze cases relevant to decision making within organizations

**Content:**

1. Decision defined
2. Steps in the decision-making process: identifying a problem, identifying decision criteria, allocating weights to the criteria, developing alternatives, analyzing alternatives, selecting an alternative, implementing the alternatives and evaluating decision effectiveness
3. Perspectives: rationality decision making , bounded rationality and satisficing
4. Structured problems and Programmed vs. unstructured problem and non-programmed decisions
5. Decision making conditions: certainty, risk and uncertainty
6. Models of decision making: classical and administrative
7. Relevant cases

**METHODS OF DELIVERY:**

1. Lectures
2. Guest lectures
3. Discussions
4. Case Studies
5. Movies
6. Podcast
7. Video Diaries
8. Collaborative/Cooperative Learning
9. Problem-Based Learning
10. Role Plays
11. Field trips

**METHODS OF ASSESSMENT AND EVALUATION:**

- |   |     |
|---|-----|
| 1. Common Coursework                      | 20% |
| 2. Group Presentation                     | 10% |
| 3. Mid-term quiz or Individual Assignment | 10% |
| 4. Final Examination                      | 60% |

## **RESOURCE MATERIAL:**

### **Prescribed:**

Robbins, S. P., & Coulter, M. (2012). *Management* (11<sup>th</sup> ed.). NJ: PrenticeHall

### **Supplemental Readings:**

Daft, R. (2000). *Management study guide* (6<sup>th</sup> ed.). KY: South West College.

George, Jennifer M., & Jones, Gareth R. (2007) *Contemporary Management*, (5<sup>th</sup>ed.). McGraw-Hill/Irwin.

Robbins, S. P., & DeCenzo, D. A. (2008). *Fundamentals of management* (6<sup>th</sup>ed.). NJ: Prentice Hall.

Whetten, David A., & Cameron, Kim S. (2007). *Developing management skills* (7<sup>th</sup>ed.). Pearson Prentice Hall

### **Internet Resource:**

**Harvard Business Review Case Studies, Articles, Books, Pamphlets ...**<http://hbr.org/>

Articles from internet, e.g., <http://www.mindtools.com/>

### **Journals and periodicals:**

- a. Harvard Business Review
- b. Academy of Management Review
- c. British Journal of Management
- d. Wall Street Journal
- e. BusinessWeek
- f. Fortune

EBSCOhost database

<https://www.ebscohost.com/>

Springer E-Books

<http://link.springer.com/>

## THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Introduction to Psychology
<b>COURSE CODE:</b>	PSYC1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

### **COURSE DESCRIPTION:**

This course is designed primarily to provide students with a general understanding and appreciation of human behaviour and its impact on social and business relationship. More specifically, the course will cover approaches to the study of psychology, biological and developmental bases of behaviour, perception, personality, attitude, motivation, conflict and change and stress management.

### **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. understand Psychology as an area of study
2. develop an understanding of the theories and the role of the theorists in the study of Psychology
3. understand the biological and developmental bases of behaviour

### **UNIT I – The Nature of Psychology**

**(9 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and use relevant definitions relating to psychology and its areas of study
2. use the various psychological theories of development to explain behaviour
3. examine the five major approaches to the study of psychology and their proponents :
4. differentiate among the various approaches in (3) above
5. identify the methods and tools used by psychologist to investigate psychological issues
6. identify the main features of four psychological theories of development :

**Content:**

1. The nature of psychology:
  - a. Psychology ó Definition [scientific study]
  - b. As a behavioural science
  - c. Approaches and applications: Biological, cognitive, behavioural, humanistic, psychodynamic, evolutionary
  - d. Psychological thinkers and main concerns e.g. Freud, Erikson, Jung, Piaget, Watson, Skinner, Maslow, Pavlov, Rogers
  - e. Research methods: test, experiment, survey, case, observation, correlation

**UNIT II – Biological and Developmental Bases of Behaviour**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the divisions of the nervous system and explain how behaviour is driven by the nervous system
2. explain the relationship among genes, environment and behaviour
3. define developmental psychology
4. discuss the factors governing development
5. explain and compare the different approaches to psychological development (psychosocial vs. psychosexual) and
6. use the theories of psychological development to explain human behaviour
7. relate the stages of psychological development to types of behaviour

**Content:**

1. Biological and Development Bases of Behaviour
  - a. The nervous system: CNS, PNS, etc
  - b. Genetic influences on behaviour
  - c. Environmental influences on behaviour: nature/nurture debate

- d. Factors that influences development
- e. Theories of development: Kohlberg [moral reasoning]; psychosexual, cognitive, psychosocial

### **UNIT III – Perception**

**(3 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and use the important terms relating to perception
2. assess the relationship between perception and behaviour

#### **Content:**

1. Perception:
  - a. Definitions and concepts
  - b. Concepts relating to perception:
    - i. selective attention
    - ii. illusion
    - iii. perceptual organization
  - c. Factors influencing perception:
    - i. motives
    - ii. interests
    - iii. person
    - iv. target
  - d. Illusion:
    - i. constancies (size, shape etc.)
    - ii. figure
    - iii. ground
  - e. Selective attention
  - f. Stereotyping

### **UNIT IV – Attitudes**

**(3 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. formulate working definitions of concepts relating to attitudes
2. explain the development of :
  - a. cognitive dissonance
  - b. prejudice
  - c. stereotyping

**Content:**

1. Attitude:
  - a. Definitions and concepts
  - b. Components and formation of attitude [affective, behavioural, cognitive]
  - c. Cognitive dissonance prejudice and stereotyping
  - d. Changing attitudes

**UNIT V – Personality**

**(5 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and use the various concepts relating to personality
2. differentiate among the various approaches to the study of personality
3. assess the importance of positive self concept to the development of self esteem
4. identify the different types of defence mechanisms and explain how these might be used in various situations

**Content:**

1. Personality:
  - a. Definitions and concepts
  - b. Approaches to the study of personality
  - c. Theories of personality:
    - i. Psychoanalytic: Freud
    - ii. Humanistic: Rogers
    - iii. Trait: Sheldon
  - d. Development of self-concept/self-esteem
  - e. Defence mechanisms: types and uses

**UNIT VI – Motivation**

**(5 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and use correctly the concepts relating to motivation

2. apply theories of motivation to the explanation of behaviour in given situations and assess their relevance to Jamaica

**Content:**

1. Motivation:
  - a. Definitions and concepts:
    - i. drive,
    - ii. needs,
    - iii. motives
  - b. Theories of motivation: content theories:
    - i. Maslow's hierarchy of needs,
    - ii. Herzberg's two factor
    - iii. McClelland's Theory of Needs

**UNIT VII – Conflict and Change**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

undertake the following in regard to:

1. Conflict:
  - a. define and use correctly the concepts relating to conflicts
  - b. assess potential causes of conflicts as they operate in given situations
  - c. apply appropriate conflict resolution techniques to given situations
  - d. evaluate the effects (positive and negative) of conflict on relationships
2. Change:
  - a. define and use correctly the concepts relating to change
  - b. identify and describe different agents of change
  - c. apply the approach-avoidance theory to situations in Jamaica
  - d. give reasons for resistance to change
  - e. identify and utilize techniques for reducing resistance to change

**Content:**

1. Conflict and Change:
  - a. Conflict:
    - i. Definitions
    - ii. Lewin's Approach-Avoidance Theory

- iii. Types of conflicts (approach-approach, avoidance-approach, avoidance-avoidance)
  - iv. Causes of conflict (physiological and environmental)
  - v. Conflict resolution techniques ó collaboration, compromise, competition, avoidance, accommodation
  - vi. Effects of conflict ó positive and negative
- b. Change:
- i. Definition
  - ii. Change Agent ó role, types [internal and external]
  - iii. Reasons for resistance to change
  - iv. Techniques for reducing resistance to change ó communication/ education etc.

## **UNIT VIII – Stress**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and use correctly the concepts relating to stress
2. identify causes of stress in given situations
3. identify and explain the symptoms of acute stress
4. use the theories of psychological development to recommend techniques for managing stress

### **Content:**

1. Stress Management:
  - a. Definition
  - b. Causes
  - c. Symptoms of acute stress
  - d. Stress Management Techniques:
    - i. relaxation
    - ii. exercise
    - iii. time management

### **METHODS OF DELIVERY:**

1. Lectures
2. Case Studies
3. Demonstrations

4. Discussions
5. Group Work
6. Class Quizzes
7. Video Presentations

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |     |
|-----------------------|-----|
| 1. Common Coursework  | 20% |
| 2. College Coursework | 20% |
| 3. Final Examination  | 60% |

**RESOURCE MATERIAL:**

**Prescribed:**

Rathus, S. A. (2002). *Essentials of psychology*. (7<sup>th</sup> ed.). FL: Harcourt Publishing.

**Recommended:**

Atkinson, R. , Fredrickson, B., & Smith, E.E. (2003). *Atkinson and Hilgard's introduction to psychology*. KY: Wadsworth Publishing.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Introduction to Sociology
<b>COURSE CODE:</b>	SOCI2301
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is an introduction to the problem, issues, themes and main ideas of sociology. It is intended to introduce students to the basic sociological perspectives and concepts, and enable them to adopt a scientific approach to the problems and issues that are relevant to the Caribbean. The course utilizes basic fundamental concepts of sociology to analyze social issues and problems in the changing Caribbean culture and some of the most important institutions.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. understand the relationship between sociology and everyday life
2. establish a relationship between the individual, culture and society
3. identify the basic social facts of Caribbean society
4. apply the basic concepts, forms of analysis and explication in sociology with reference to the Caribbean
5. encourage critical thinking about society
6. appreciate social diversity across cultures and societies
7. apply sociological concepts and theories in everyday life

**UNIT I – Introduction****(5 hours)****Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of sociology
2. discuss sociology as a science
3. describe the concept of socialization
4. explain culture and identity
5. examine groups and organizations
6. discuss the main contributors to sociology

**Content:**

1. The concept of Sociology and Sociological Perspective
2. Sociology as a Science
3. Socialization
4. Culture and identity
5. Groups and organizations
6. History of Sociology and main contributors

**UNIT II – Sociological Theories and Research****(6 hours)****Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. differentiate between Functionalism, Conflict Theory and Interactionism
2. classify classical and contemporary sociological theories
3. examine briefly how sociological research is conducted
4. discuss briefly ethical issues involved in social research

**Content:**

1. Main Sociological Theories
  - a. Functionalism
  - b. Conflict Theory
  - c. Interactionism
2. Classical and contemporary theories of Sociology
3. Sociological research methods
4. Sociological research and ethics

**Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. explain concepts of family and gender
2. describe the family structures in the Caribbean
3. examine gender roles and its impact on families
4. describe the influence of the family on society

**Content:**

1. Family and gender
2. Caribbean family structures
3. Family and gender issues
4. Family and society
5. Theoretical analysis:
  - a. Functionalism
  - b. Conflict Theory
  - c. Interactionism

**Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. examine theories of educators
2. discuss the roles and functions of education in society
3. discuss the roles and functions of religion in society
4. explain the role of education in development
5. explore education structures in the Caribbean
6. describe the impact of religion and education on society

**Content:**

1. Theories of Education : Conflict, Interactionism and Functionalism
2. Roles and functions of education and religion
3. Education in the Caribbean
4. Education and development
5. Impacts of education and religion on society

**Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of social stratification
2. identify social stratification systems
3. distinguish between open and closed stratification systems
4. discuss social stratification in the Caribbean
5. examine Weberan, Functionalism and Conflict theories of social stratification

**Content:**

1. Social stratification
2. Types and forms of social stratification
3. Social stratification in the Caribbean
4. Open and closed stratification system
5. Weberan, Functionalism and Conflict theories of social stratification

**Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. explain the concepts of politics and media
2. discuss the roles and functions of politics and media on society
3. evaluate the impact of media and politics in the Caribbean
4. explore Conflict theories and Functionalism to politics

**Content:**

1. Nature of politics and media
2. Roles and function of politics and media
3. Politics and media in the Caribbean
4. Conflict theories and Functionalism in politics

**Specific Objectives:**

Upon successful completion of this unit, students should be able to:

1. identify key social changes and issues in the Caribbean
2. apply sociological theories to each issue
3. assess methods used to address the social issues
4. explain briefly the two theories of change

**Content:**

1. Theories of change
2. Social changes and issues in the Caribbean : urbanization, crime, information and communication technology, globalization
3. Functionalism and Conflict theories on change
4. Solutions to address social issues

**METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Group Projects
4. Individual research
5. Presentations
6. Guest lectures
7. Debates

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                      |     |
|----------------------|-----|
| 1. Coursework        | 40% |
| 2. Final Examination | 60% |

**RESOURCE MATERIAL:****Prescribed:**

Giddens, Anthony. *Sociology*. Polity Press, 1993

Haralambos, M et al. *Sociology themes and perspectives*. Harper Collins, 2000

Macionis, John & Plummer, Ken. *Sociology A Global Introduction*. Prentice Hall, 1997

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Macroeconomics
<b>COURSE CODE:</b>	ECON1201
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

Economics affects every aspect of our daily life. It is important that each person has at least a basic understanding of the subject and how it affects his/her life. The course is therefore designed to provide students with a sound knowledge of economics. It Provide an understanding of the current and emerging patterns of business organization and foster appreciation of the practical of the rapidly changing economic environment. It will also encourage critical reading to gain information in our ever-changing world as well as to encourage critical analysis of economic information.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. understand the nature and scope of macro economics
2. develop an understanding of national income and its implications for growth
3. understand the role government in a country's economy
4. understand the impact on international trade

## **UNIT I – Nature and Scope of Macroeconomics**

**(6 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of macroeconomics
2. discuss the basic macroeconomic concepts

3. describe the relationship between these various concepts

**Content:**

1. Definition of Macroeconomics
2. Macroeconomic problems:
  - a. Inflation
  - b. Unemployment
  - c. Economic Growth

**UNIT II – National Income Accounts**

**(12 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. outline the three methods used to measure national income
2. explain the difference between GDP, GNP and NNP
3. calculate the GDP, GNP and NNP at factor cost and market prices
4. differentiate between current and constant price GDP and GNP
5. discuss the lines of national income statistics and their limitations

**Content:**

1. Definitions (GDP,GNP,NNP)
2. Measurement (Income, Expenditure, Output)
3. Uses of National Income Statistics
4. The limitations of these statistics

**UNIT III – Determination of National Income**

**(15 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of the circular flow
2. list the injections and withdrawals
3. explain the equilibrium using the income expenditure approach and the leakage & injection approach
4. calculate the multiplier for a closed and opened economy
5. discuss the implications of the size of the multiplier

6. use graphical means and algebra to demonstrate the multiplier effect
7. explain how the accelerator works
8. discuss the relationship between the multiplier and the accelerator

**Content:**

1. What determines aggregate expenditure
2. Equilibrium National Income
3. Changes in National Income (the multiplier and accelerator)

**UNIT IV – The Role of Government in the Economy**

**(6 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the functions of money and its characteristics
2. explain the transactionary, precautionary and speculative motives of money
3. explain the credit creation process and calculate the money multiplied
4. examine the role of government in developing fiscal and monetary policies

**Content:**

1. Fiscal policy : tools of fiscal policy
2. Monetary policy:
  - a. Characteristics and functions
  - b. Demand and supply of money
  - c. Credit creation and money multiplier
  - d. Role of the Central Bank

**UNIT V – International Trade**

**(6 hours)**

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain how absolute and comparative advantage theories work in international trade
2. describe the structure of the balance of payments
3. explain how fixed, floating and managed exchange systems work
4. explain the impact of exchange rate policies on the domestic economy and international trade
5. give examples of regional economic groups and explain the importance of these groups in facilitating free trade within the region

**Content:**

1. Absolute and comparative advantage
2. Balance of payment
3. Foreign Exchange Rate
4. Economic Integration and Trade Agreement

**METHODS OF DELIVERY:**

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Speeches

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |     |
|-----------------------|-----|
| 1. Common Coursework  | 20% |
| 2. College Coursework | 20% |
| 3. Final Examination  | 60% |

**RESOURCE MATERIAL:****Prescribed:**

Case, K. E., & Fair, R. C. (2008). *Principles of macro economics*. (9<sup>th</sup> ed.). NJ: Prentice Hall.

**Recommended:**

Sullivan, A. O., & Sheffrin, S. (2009). *Macro economics: principles, applications and tools* (9<sup>th</sup> ed.). NJ: Prentice Hall.

Sloman, I. (2003). *Essentials of economics* (3<sup>rd</sup> ed). NJ: Pearson Education.

Bearshaw, J. (1998). *Economics, A student guide*. (5<sup>th</sup> ed.). NJ: Pearson Education.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Microeconomics
<b>COURSE CODE:</b>	ECON1101
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

Economics affects every aspect of our daily life. It is important that each person has at least a basic understanding of the subject and how it affects his/her life. The course will provide students with a sound knowledge of economics and will enable them to apply this knowledge in their daily lives. It will also provide students with an understanding of the current and emerging patterns of business organization and foster appreciation of the practical problems of firms and industries in the context of the rapidly changing economic environment.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. have a basic understanding of the subject and how it affects life
2. possess a sound knowledge of economics and apply this knowledge in daily lives
3. provide an understanding of the current and emerging patterns of business
4. foster appreciation of the practical problems of firms and industries in the context of the rapidly changing economic environment

**UNIT I – The Nature of Economic Reasoning****(3 hours)****Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. differentiate between positive and normative statements
2. explain the use of models in economics
3. identify the three elements of a theory

**Content:**

1. Economics as a Science
2. Models in Economics
3. The structure of theories

**UNIT II – The General Economic Problems of Societies****(6 hours)****Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the problem of scarcity facing all countries
2. define and explain the concepts of choice and opportunity cost
3. identify the main economic systems and their characteristics
4. evaluate each system as methods of resource allocation

**Content:**

1. Resources and scarcity
2. Choice and Opportunity Cost
3. Production possibility Curve
4. Economic systems

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the functional relationship expressed by both demand and supply curves
2. identify the factors affecting the demand and supply functions
3. calculate the market and output using the demand and supply functions
4. calculate and interpret Price, Income and cross price elasticity
5. discuss the relevance of the concept of elasticity
6. explain the consumer's equilibrium using marginal utility theory

**Content:**

1. The Theory of Demand
2. The Theory of Supply
3. Price Controls
4. Elasticity of Demand (price, income and cross price)
5. The theory of Consumer Behaviour. (Marginal Utility analysis)

**Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the relationship expressed by the production function
2. discuss the variations in output and cost in the short and long run
3. explain the main revenue concept
4. discuss the determination of the profit maximizing position of the firm
5. identify and describe the characteristics of the main market structures
6. explain price and output determination in each market structure
7. explain price discrimination

**Content:**

1. The Production Function in the Short and Long Run.
2. Cost Short-run and Long run
3. Revenue :
  - a. Total
  - b. Average
  - c. Marginal

4. Market Structures :
  - a. Perfect competition
  - b. Monopoly
  - c. Monopolistic competition

## **UNIT V – Welfare Economics**

**(6 hours)**

### **Learners Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define and explain the concept of economic efficiency
2. evaluate the efficiency of the market mechanism as a system of resource allocation
3. define public goods and merit goods
4. argue the case for and against the provision of public and merit goods

### **Content:**

1. Economic efficiency and welfare.
2. Market Failures (Public Goods, Externalities)
3. Measures to deal with Market Failures
4. Types of Goods (Merit, Demerit)

### **METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Guest lectures
4. Presentations

### **METHODS OF ASSESSMENT AND EVALUATION:**

- |                       |     |
|-----------------------|-----|
| 1. Common Coursework  | 20% |
| 2. College Coursework | 20% |
| 3. Final Examination  | 60% |

**RESOURCE MATERIAL:**

**Prescribed:**

Bernake, S. B., & Frank, H. Robert (2007). *Principles of Micro Economics*(3<sup>rd</sup>ed.). Boston, NY: McGraw-Hill/Irwin.

**Recommended:**

Mankiw, N. G. (2008). *Essentials of Economics* (3<sup>rd</sup>ed.). Cincinnati, Ohio: South-Western College Pub.

Stanley, B., & McCannel, C. (2008). *Economics* (17<sup>th</sup>ed.). Boston, NY: McGraw-Hill/Irwin.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Oral Communication
<b>COURSE CODE:</b>	COMM2301
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Communication I (COMM1101) Communication II (COMM1202)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

The focus of this course is to help students improve speech habits and develop strategies for effective oral communication.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. apply effective listening to a variety of oral presentations
2. demonstrate command of presentation skills in a variety of oral presentations
3. generate a speech appropriate to a given situation
4. integrate non-verbal components in a variety of oral presentations
5. respond critically to your and others' oral presentations

**UNIT I - Listening****(5 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the basic elements of effective listening
2. assimilate information aurally

**Content:**

1. The difference between hearing and listening
2. The four (4) types of listening
3. The listening process
4. Effective listening techniques

**UNIT II – Voice Production****(8 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. manipulate their vocal instrument to communicate their speeches effectively
2. identify the vocal components of given speeches

**Content:**

1. Breath and voice production
2. Management of emotional anxiety
3. Components of vocal expression
  - a. pace
  - b. projection
  - c. inflection (stressing)
  - d. pronunciation (articulation) and diction (enunciation)
  - e. vowel and consonant sound

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. compose different types of speech
2. deliver different types of speech

**Content:**

1. Types of speech
  - a. extemporaneous, manuscript, memorized, impromptu
2. Speech purpose
  - a. persuade
  - b. inform
  - c. entertain
3. Creating speeches for different occasions
4. Analyzing the situation
5. Selecting the right medium
6. Adapting to your audience
7. Planning and delivery of special occasion speeches
  - a. Welcome
  - b. Introduction
  - c. Vote of thanks
  - d. Toast
8. Planning and delivery of keynote speeches
  - i. Choosing a topic
  - ii. Creating an outline
    - a. Finding and incorporating sources
    - b. Using rhetorical strategies
      - i. Repetition, rhetorical questions
      - ii. Word choice
      - iii. Appeals (logos-logic, ethos-ethics, pathos-emotion)

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. devise an effective speech delivery plan
2. incorporate various non-verbal components to improve speech delivery

**Content:**

1. Non-verbal delivery component of speech delivery
  - a. Para-linguistics
    - i. Gestures
    - ii. Facial expression
    - iii. Artefacts- props, dress
    - iv. Posture
    - v. Proxemics
  - b. Choosing your presentation method
  - c. Practicing your delivery
  - d. Overcoming anxiety
  - e. Visual aids
    - i. PowerPoint presentations
    - ii. Charts/banners

**METHODS OF DELIVERY:**

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Speeches

**METHODS OF ASSESSMENT AND EVALUATION:**

1. Continuous Assessment

**Rubric for Oral Presentation**

<b>INTRODUCTION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SCORE</b>
	Introduction is new, original and intelligent at a level appropriate to the audience.	Gets audience attention immediately by starting with a statement/ relevant humor	Makes the audience curious to hear about the topic	Is underdeveloped and irrelevant	No Introduction used.	
<b>MAIN POINT</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	
	Is fully developed and organized and moves into the topic from Introduction easily	Clearly addresses the question and focuses on the topic	Not always clear and is developing	Difficult to identify and does not emerge in the presentation	No main point used	
<b>SUPPORTING MATERIALS</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	
	All supporting materials are backed by strong evidence displaying a superior control of the presentation	Logical and relevant, backs all topics with examples	Lacks originality or adequate development	Generalized or inappropriate with no relevance to the topic	No supporting materials used	
<b>TRANSITORY POINT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
	Transitions from one topic to another is very smooth and natural	Discusses pre-prepared sub-topics in a logical order	Divides the topic into three or four sub-topics and moves between them randomly	Transitions from one point to another is not coherent	No transitory point used	
<b>VOCAL</b>						

<b>DELIVERY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
	Delivery appears spontaneous throughout; notes may assist but do not interrupt or interfere with delivery	Appropriate pronunciation is maintained. Speech is spontaneous throughout; notes may assist the speaker but do occasionally interrupt the flow	Speech is hampered by occasional lazy articulation such as slurring or run-together words appearing to be spontaneous	Inappropriate or ineffective articulation, which disrupts communication with the audience	The speaker fails to communicate and is not intelligible	
<b>EFFECTIVE LANGUAGE</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	
	Clear and distinctive words, expressions, and sentence structures; rapt audience attention	Clear word choices and expressions; no grammatical errors	Generally clear delivery; minor articulation problems, such as but not limited to, slurring or running words together	Muddled meaning; distracting in sentence structure or word usage	Consistently incorrect usage of words or phrases ó and /or ó offensive language	
<b>OVERALL ORGANIZATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
	Clear purpose; exceptionally well organized, developed and supported ideas	Main idea clear with relevant examples and smooth flow	Main idea evident; however, weak organizational structure	Ideas not focused or developed; unclear purpose	No organization is evident	
<b>CONCLUSION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

	Outstanding topic review; strong sense of closure	Satisfying review of highlights	Acceptable work needing additional development	Abrupt, ending without connection to subject	No conclusion	
<b>TOTAL</b>						

1. When the subject does not use any of the necessary criteria
2. The subject makes an effort but fails
3. Acceptable: When the subject meets the basic requirement
4. Good: When the subject is well-prepared and hence would do very well in a prepared presentation
5. Excellent: When the subject is a natural communicator and can talk about the topic with ease

## **RESOURCE MATERIAL:**

### **Recommended:**

Lucas, S.(2004).*The art of public speaking*, Boston: McGraw-Hill

### **Additional Reading**

Alder, Ronald B.,Proctor Russell F.,Rosenfeld, Lawrence B,(2004). *Interplay  
The process of interpersonal communication*. 9<sup>th</sup> edition. Oxford: Oxford University Press

EBSCOhost database

<https://www.ebscohost.com/>

Springer E-Books

<http://link.springer.com/>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

**COURSE NAME:** Organizational Behaviour

**COURSE CODE:** ORTB4801

**CREDITS:** 3

**CONTACT HOURS:** 45 (45 hours theory)

**PRE-REQUISITE(S):** None

**CO-REQUISITE(S):** None

**SEMESTER:**

## **COURSE DESCRIPTION:**

Organizations that wish to grow and prosper have to continually develop their human capital in order to achieve their strategic goals. The purpose of this course is to study human behavior in organizations at the individual and group levels. Specific attention will be given to using Organizational Behavior concepts for developing and improving interpersonal skills. The course also aims to broaden the student's perceptions on the causes and effects of interpersonal and group behavior, its dynamics and influences, and organizational behavior relating to organizational climates, conflict and structural designs. The class materials will include both theory and practical application of Organizational Behaviour in organization.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. understand the main ideas and key theories relating to organizational behaviour;
2. diagnose organizational problems and recommend appropriate solutions
3. appreciate the need for job satisfaction and employee commitment
4. understand how decisions are made in the organization and their impact on employee performance
5. evaluate the importance of teams in organization building
6. understand the concept of organizational culture
7. explore ways to manage conflict in an organization
8. research new and emerging trends in organizational behaviour
9. recognise the complexities of organizational change

## **UNIT I - Organizational Behaviour**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use terminologies associated with the concept organizational behaviour(OB)
2. explain the value of the systematic study of OB
3. identify the contributions made by major disciplines to OB
4. list the major challenges and opportunities for OB
5. describe why managers require a knowledge of OB
6. assess how ICTs is impacting modern OB

### **Content:**

1. Terminologies: organizational behaviour, conflict negotiation, quality circles, team, group, power, leadership, emotional intelligence, emotions, perceptions, value, attitude, organization, job satisfaction, personality, culture etc.
2. Value of organizational behaviour
3. Major contributions to OB
4. Challenges and opportunities of OB
5. Uses of OB in organizations
6. ICTs and OB

## **UNIT II - Values, Attitudes and Job Satisfaction** **hours)**

**(4**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between terminal and instrumental values
2. identify the five value dimensions of national culture
3. describe the three components of an attitude
4. examine the relationship between attitudes and behaviour
5. explain the relationship between job satisfaction and behaviour
6. differentiate between job satisfaction and job dissatisfaction
7. assess the impact of job dissatisfaction on the organization
8. describe ways in which managers can address job dissatisfaction

## **Content**

1. Terminal and instrumental values
2. Five value dimensions of national culture
3. Components of attitudes
4. Relationships between attitudes and behaviour
5. Relationship between job satisfaction and behaviour
6. Job satisfaction and job dissatisfaction
7. Impact of job dissatisfaction on the organization
8. Addressing job dissatisfaction

## **UNIT III - Personality and Emotions**

**(5 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. examine the factors that determine an individual's personality
2. describe the MBTI personality framework
3. identify the key traits in the Big Five personality model
4. explain the impact of job typology on the personality-job performance relationship
5. differentiate emotions from moods
6. explain emotional intelligence
7. apply concepts of emotions to OB issues

## **Content**

1. Factors that determine personality
2. MBTI personality framework
3. Big Five personality model
4. Impact of job typology on personality-job performance relationship
5. Emotions and moods
6. Definition of emotional intelligence
7. Emotions and OB

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. assess the theories of perception
2. examine how perception affects decision making
3. describe the rational decision making model
4. compare and contrast the different styles of decision
5. discuss the implications of ethics on decision making

**Content:**

1. Theories of perception
2. Perception and decision making
3. Rational decision making model
4. Styles of decision making
5. Implications of ethics on decision making

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. compare traditional and contemporary approaches to motivation
2. describe the characteristics that high achievers prefer in a job
3. summarize the types of goals that increase performance
4. assess the impact of under-rewarding employees
5. give reasons why managers might want to use employee involvement programmes
6. contrast participative management with employee involvement
7. explain how ESOPs can increase employee motivation
8. contrast gain sharing and profit sharing
9. differentiate between skill-based pay plans and motivation theories

**Content**

1. Traditional and contemporary approaches to motivation
2. Characteristics that high achievers prefer in a job
3. Types of goals that increase performance
4. Impact of under rewarding employees
5. Managers and employee involvement programmes
6. Participative management with employee involvement
7. ESOP
8. Gain sharing and profit sharing
9. Skill based pay plans and motivation theories

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify the different types of groups and teams
2. compare the models of group development
3. explain group decision-making
4. differentiate between teams and groups
5. explain the characteristics of effective teams
6. show how group and team dynamics are used in modern organization

**Content**

1. Types of groups and teams
2. Models of group development
3. Group decision making
4. Teams and groups differences and similarities
5. Characteristics of effective teams
6. Groups and teams dynamics in modern organization

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. distinguish between leadership and management
2. compare traditional and contemporary approaches to leadership
3. identify the limitations of the traditional and contemporary approaches.
4. differentiate between leadership and power
5. explain the four bases of power
6. analyse the different power tactics
7. research new and emerging trends in leadership development

**Content**

1. Leadership and management
2. Traditional and contemporary approaches to leadership
3. Limitations of approaches to leadership
4. Leadership and power
5. Bases of power
6. Power tactics
7. New trends in leadership: global leadership, flexible organization, transformational servant, diversity, technology, talent retention etc

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. analyse the causes and impact of politics on the organization
2. differentiate between the traditional, human relations, and interactionist views of conflict
3. contrast task, relationship, and process conflict
4. summarize the conflict process
5. examine the five conflict-handling intentions
6. explain the negotiation process
7. examine how organization politics conflict and negotiation impact organization behaviour

**Content:**

1. Causes and impact of politics on the organization
2. Traditional, interactionist and human relations view of conflict
3. Conflict process
4. Conflict handling intentions
5. Negotiation process
6. Impact of politics, conflict and negotiation on organization

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. recognise the forces that act as stimulants to change in organizations
2. explain the sources of individual and organizational resistance to change
3. compare the approaches to managing organizational change
4. explain how manager can foster a culture of change
5. research contemporary issues in organizational change
6. show how principles of organizational changes are applied in organization

**Content**

1. Forces of change
2. Sources of individual and organizational resistance to change
3. Approaches to managing organizational change
4. Fostering a culture of change
5. Issues in organizational change
6. Organizational changes applied in organizations

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. identify the characteristics of organizational culture
2. describe institutionalization and its relationship to organizational culture
3. analyse the effects of organizational culture on people and the organization
4. analyse how organizational culture is transmitted to employees
5. describe the impact of national culture on the organization
6. examine how managers can sustain organizational culture
7. show how organizational culture is used to gain strategic advantage in organization

**Content**

1. Characteristics of organizational culture
2. Institutionalization and organizational culture
3. Effects of organizational culture on people and the organization
4. Transmission of organizational culture
5. Impact of national culture on the organization
6. Sustaining organizational culture
7. Organizational culture and strategy

**METHODS OF DELIVERY:**

1. Case Study and Analysis
2. Lectures
3. Group Work
4. Discussions
5. Research
6. Project
7. YouTube Video Presentation
8. Seminar
9. Role Play
10. Simulation

## **METHODS OF ASSESSMENT AND EVALUATION:**

1. Common Course Work:
  - a. Research Assignment 20%
2. College Course Work (2 case study) 20%
3. Final Examination: 60%

One (1) compulsory case study and five (5) essay type question to chose any three (3)

## **RESOURCE MATERIAL:**

### **Prescribed:**

Robbins, S. P., & Judge, T. A. (2008). Organizational behaviour (latest edition). NJ: Prentice Hall.

### **Recommended:**

Brooks, I. (2009). Organizational behaviour: individuals, groups and behaviour in organizations (latest edition). NJ: Prentice Hall.

Robbins, S. P., & Judge, T.A. (2009). Essentials of organizational behaviour (latest edition) NJ: Prentice Hall.

Society for Human Resource Management ó <http://www.shrm.org>

Human Resource Management Association of Jamaica ó <http://www.hrmaj.org>

[www.ebscohost.com](http://www.ebscohost.com)

## THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Pre-Calculus
<b>COURSE CODE:</b>	MATH1201
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Foundation Concepts in Mathematics I (MATH0001) Foundation Concepts in Mathematics II (MATH0002) <b>OR</b> CSEC Mathematics
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

### **COURSE DESCRIPTION:**

This course enables students to apply the principles and concepts of pre-calculus to the solution of business problems and to develop their decision-making skills.

### **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. demonstrate an understanding of the principles of applying mathematical arguments to problems
2. demonstrate an understanding of the quantitative and symbolic principles of solving problems
3. appreciate Mathematical concepts
4. develop logical reasoning skills

**UNIT I – Indices and Logarithms****(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define an Exponent
2. state the laws of Indices and Logarithm
3. apply the laws of rational exponents to simplify expressions
4. use the rules of Logarithms to simplify expressions
5. write logarithms in exponential form and vice-versa

**Content:**

1.  $a^x = p$ , where  $a \in R, x \in Q$  and  $p > 0$
2. Laws of Indices and Logarithms
3. Implied in specific objective 3 and 4 above
4.  $a^x = p \leftrightarrow \log_a p = x$

**UNIT II – Logarithmic and Exponential Functions****(3 hours)****Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. solve exponential equations when bases can be equated
2. solve exponential equations when bases cannot be equated
3. solve simple logarithmic equations

**Content:**

1. Solve equations of the form  $a^x = a^y \rightarrow x = y$
2. Solve equations of the form  $a^x = b^y \rightarrow \log a^x = \log b^y$
3. Solve equations of the form  $\log_2 a + \log_2 b = 3 \rightarrow \log_2 ab = \log_2 2^3$

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define binomial expressions
2. expand binomial expressions for positive integer powers
3. derive the Pascal's triangle from the binomial expansions
4. use the Pascal's triangle to determine the binomial coefficients and the terms in a binomial expansion
5. use the Combination formula to determine the binomial coefficients and the terms in a binomial expansion

**Content:**

1. Expressions involving two terms
2. Expand  $(a + b)^n$  where  $n$  is a whole number,
3. The Pascal's Triangle
4. The general term of a binomial expansion is  ${}^n C_r a^{n-r} b^r$ , where:
  - a.  $n$  is the power of the expansion
  - b.  $r$  is the power of the second term
  - c.  $a$  is the first term
  - d.  $b$  is the second term

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define Polynomial and Rational Functions
2. determine the value of a polynomial/rational function at given points
3. divide a polynomial function by a linear function using long or synthetic division to find factors or remainder
4. determine the solution set of a polynomial function by factorization or otherwise

**Content:**

1. Functions of the form  $a_1x^n + a_2x^{n-1} + a_3x^{n-2} + \dots + a_n$  where:
  - a.  $a \neq 0$  and  $n$  is a +ve integer
2. Functions of the form  $\frac{g(x)}{h(x)}$  where  $g(x)$  and  $h(x)$  are polynomial functions  
Functional values for  $g(2)$  and  $h(3)$  where  $g$  and  $h$  are polynomial functions
3. Long and Synthetic Divisions
- 4.
5. Solution of a Polynomial Function

**UNIT V– Relations and Functions**

**(8 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define cost, revenue, profit, supply and demand functions
2. show the relation among cost, revenue and profit functions
3. show the relation between supply and demand functions
4. determine the value of these functions at given prices and quantities
5. determine the break-even point

**Content:**

1. Total Cost = variable cost + fixed cost
2. Revenue = Price x Quantity
3. Profit = Revenue ó Total cost
4. Break-even point occurs when:
  - a. Total Revenue = Total Cost
  - b. Supply = Demand
  - c. Profit = 0

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. draw the graph of exponential, logarithmic and linear functions
2. calculate the gradient and intercepts of graphs of linear functions
3. interpret the gradient of given functions
4. determine if a function is increasing or decreasing

**Content:**

1. Graphing Linear ( $y = mx + c$ ), Exponential ( $y = ax$ ) and Logarithmic ( $y = \log x$ ) functions.
2. For ( $y = mx + c$ ) or ( $ax + by = c$ ), the y- intercept is when  $x = 0$ , and the x- intercept is when  $y = 0$
3. Gradient of a Linear Function =  $A^{-1} = \frac{1}{|A|}$
4. Positive Gradient denotes an increasing function while a negative gradient denotes a decreasing function

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. evaluate the determinant of a  $3 \times 3$  matrix
2. express a system of equation in the form  $AX = B$  where A, X and B are matrices
3. find the solution of a system of equations in 3 variables using Cramer's Rule

**Content:**

1. Determinant of a  $3 \times 3$  Matrix
2.  $AX = B$ , where A is the coefficient matrix, X is the unknown matrix and B is the result matrix
3. Cramer's Rule :  $x = \frac{\det A_x}{\det A}$ ,  $y = \frac{\det A_y}{\det A}$ , and  $z = \frac{\det A_z}{\det A}$

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define Sequences and Series
2. determine the General Term of a sequence/series
3. evaluate the sum of a sequence given the general term and the interval
4. determine the first term and common difference of an Arithmetic Progression
5. determine the first term and common difference of a Geometric Progression
6. distinguish between an Arithmetic Progression and a Geometric Progression
7. calculate the sum of Arithmetic Progression and Geometric Progression (including sum to infinity of Geometric Progression)
8. solve business related problems

**Content:**

1. A sequence is a progression of terms with an increasing or decreasing pattern with a general term.
2. A series is the sum of the terms of a sequence
3. The first term of an AP is denoted by (a) and the common difference is denoted by (d)
4. The first term of an GP is denoted by (a) and the common ratio is denoted by (r)
5. An AP has a common difference while a GP has a common ratio
6. Sum of AP =  $\frac{n}{2}(2a + (n-1)d)$ , Sum of GP =  $a\left(\frac{1-r^n}{1-r}\right)$  or  $a\left(\frac{r^n-1}{r-1}\right)$ ,  
and  $S_\infty = \frac{a}{1-r}$  where  $-1 < r < 1$
7. Compound Interest problem

**METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Demonstrations
4. Presentations

**METHODS OF ASSESSMENT AND EVALUATION:**

- |   |     |
|---|-----|
| 1. Common Coursework                          | 20% |
| a. Tests (week 7 and week 14)                 |     |
| 2. College Coursework                         | 20% |
| 3. Final Examination                          | 60% |
| Section I ó MCQs                              |     |
| Section II ó four essay questions, choose two |     |

**RESOURCE MATERIAL:**

**Recommended:**

Backhouse, J. K., & Houldsworth, S. (1998). *Essential pure mathematics*.  
NJ: Longman Group Limited.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Principles of Marketing
<b>COURSE CODE:</b>	MRKT1201
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course introduces students to a basic understanding of how the marketing functions help the organization to achieve its objectives. It also sensitizes students to the fact that the marketing function does not only deal with the production and distribution of products and services, but is also concerned with managing customer relationships profitably.

## **COURSE OUTCOMES:**

**Upon successful completion of this course, students should:**

1. understand the role of marketing in the global environment
2. appreciate the dynamics of the marketing environment
3. appreciate the importance of building relationship with stakeholders
4. evaluate the use of social media in marketing

**UNIT I – Understanding Marketing and the Creation of Customer Value (3 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define marketing
2. explain the core concepts of marketing
3. describe the five (5) marketing management philosophies that a firm can pursue

**Content:**

1. what is marketing
  - a. definition of marketing
  - b. needs, wants and demand
  - c. market offerings (products ,services and experiences)
  - d. value and satisfaction
  - e. Exchange, and relationships;
  - f. markets
2. marketing management philosophies/orientations/concepts
  - a. the production concept
  - b. the product concept
  - c. the selling concept
  - d. the marketing concept
  - e. the societal marketing concept

**UNIT II – Analyzing the Marketing Environment (4 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the marketing environment
2. differentiate between the micro and macro environment
3. explain the forces that make up a company's micro and macro environment
4. evaluate the impact of the changing global marketing landscape on today's marketing practices

**Content:**

1. Marketing environment
2. The company's micro environment
  - a. the company
  - b. suppliers

- c. marketing intermediaries
  - d. customers
  - e. competitors
  - f. publics
3. the company's macro environment
    - a. demographic
    - b. economic
    - c. natural
    - d. technological
    - e. political; cultural
  4. The changing global marketing landscape
    - a. changing economic environment
    - b. the digital age
    - c. rapid globalization
    - d. the call for more ethics and social responsibility

### **UNIT III – Marketing Information Systems**

**(6 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the marketing information system
2. explain the marketing information system process
3. outline the steps involved in conducting marketing research

#### **Content:**

1. The marketing information system:
  - a. definition, information users
2. The Marketing Information System process
  - a. assessing information needs
  - b. developing needed information: internal data, marketing intelligence and marketing research
  - c. analyzing and using information
3. The marketing research process
  - a. defining the problem and research objectives
  - b. developing the research plan
  - c. implementing the research plan
  - d. interpreting and reporting the findings

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define market segmentation
2. discuss the bases for segmenting consumer markets
3. explain the requirements for effective segmentation
4. define market targeting
5. explain how companies evaluate and select target market segments
6. define the terms differentiation and positioning
7. explain the steps involved in developing a differentiation and positioning strategy
8. interpret case studies on how multinationals apply segmentation and positioning to serve customers across the globe

**Content:**

1. Market segmentation bases for segmenting consumer markets
  - a. geographic
  - b. demographic
  - c. psychographic
  - d. behavioural
2. Requirements for effective segmentation:- measurable, accessible, substantial, differentiable and actionable
3. Market targeting:
  - a. Evaluating market segments: segment size and growth, segment structural attractiveness and company objectives and resources.
  - b. Selecting target market segments: undifferentiated marketing, differentiated marketing concentrated marketing, micro marketing
4. Differentiation and positioning:
  - a. identify a set of differentiating competitive advantages on which to build a position
  - b. choose the right competitive advantages
  - c. select an overall positioning strategy
5. Case studies : Multinational companies using segmentation and positioning in technology and apparel/ accessories industries

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define a product
2. explain the levels of products and services
3. distinguish between consumer products and industrial products
4. explain the different types of consumer products and industrial products
5. discuss the decisions involved in developing and marketing individual products and services
6. outline the stages of the product life cycle with the aid of a diagram
7. discuss the four (4) characteristics that affect the marketing of a service
8. create a new product or redesign an existing product using the individual product and service decisions

**Content:**

1. Product: services, organizations, experiences, persons, places and ideas
2. **Levels of a product or service:** core, actual, and augmented
3. Product classification:
  - a. Consumer products; convenience, shopping, specialty and unsought
  - b. industrial products: materials and parts, capital items, supplies and services
4. Individual product and service decisions: product attributes, branding, packaging, labeling, product support services
5. Product life cycle:
  - a. product development
  - b. introduction
  - c. growth
  - d. maturity and decline
6. **Services characteristics:** intangibility, inseparability, perishability, variability

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define price
2. explain the considerations affecting a firm's pricing decisions
3. discuss the three general pricing approaches
4. recommend a suitable pricing strategy for a new product

**Content:**

1. Price
2. Pricing considerations:
  - a. Customer perceptions of value
  - b. Internal factors: company's overall internal marketing strategy, objectives, marketing mix, and other organizational considerations (who sets price)
  - c. External factors: the nature of the market and demand, the economy, other external factors (resellers, government and social concern)
3. General pricing approaches:
  - a. cost-based pricing
  - b. customer value-based pricing
  - c. competition-based pricing
4. New product pricing strategy: market-skimming pricing and market-penetration pricing

**UNIT VII – Managing Marketing/Distribution Channels**

**(6 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define marketing channels
2. discuss the nature and importance of marketing channels
3. outline the functions of the marketing channel members
4. discuss the nature and importance of marketing logistics

**Content:**

1. Marketing channels
2. The nature and importance of marketing channels:
  - a. the effects of channel decisions on marketing mix elements
  - b. using marketing channels to gain competitive advantages
  - c. involvement of long term commitment to other firms
3. Functions of marketing channel members: information, promotion, contact, matching, negotiation, physical distribution, financing and risk taking.
4. Nature and importance of marketing logistics:
  - a. definition of marketing logistics
  - b. logistics functions: warehousing, transportation, inventory management, and logistics information management

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define the communication/promotion mix
2. examine the five (5) major promotional tools
3. assess the usefulness of each promotional tool
4. create a promotion mix using various emerging technologies for both local and international organizations

**Content:**

1. communication mix :advertising, sales promotion ,public relations ,personal selling *and* direct marketing
2. advertising
  - a. advertising objectives: to inform, to persuade, to remind, to differentiate
  - b. advertising media: newspaper, television
  - c. advantages and disadvantages
3. sales promotion:
  - a. objectives
  - b. major sales promotions tools (consumer, business and trade)
  - c. advantages and disadvantages
4. public relations
  - a. objectives
  - b. major public relations tools
  - c. advantages and disadvantages
5. personal selling
  - a. objectives
  - b. advantages and disadvantages
6. direct marketing
  - a. objectives
  - b. tools
  - c. advantages and disadvantages
7. Portfolio presentation of emerging technologies across the globe
  - a. Social media/ network marketing
  - b. E- marketing
  - c. Digital direct marketing technologies: mobile phone marketing, podcast and vodcast and interactive TV

## **METHODS OF DELIVERY:**

1. Lectures
2. Case Studies
3. Demonstrations
4. Discussions
5. Guest Lectures
6. Presentation(s)
7. Field Trips
8. Research

## **METHODS OF ASSESSMENT AND EVALUATION:**

1. Common Coursework:  
Presentation 20% (on use of social media)
2. College Coursework :  
Written assignment 10%  
Test 10%
3. Final Examination 60% (2 hrs)

## **RESOURCE MATERIAL:**

### **Prescribed:**

Kotler, P & Armstrong, G.(2012). Principles of Marketing.(14<sup>th</sup> Ed) Essex: Pearson

### **Recommended:**

Kotler, P., & Keller, K. (2012).Marketing Management, (14<sup>th</sup>-ed.). Essex: Pearson.

Levens, M. (2012). Marketing: Defined, Explained, Applied, (2<sup>nd</sup> ed.) NJ: Prentice Hall.

### **Marketing Journals:**

Academics @AMA

<http://www.marketingpower.com/AboutAMA/Pages/AMA%20Publications/Newsletters/newsletters.aspx>

Marketing Week

<http://www.marketingweek.co.uk/news>

### **Other Online Sources:**

Jamaica Marketing & Advertising Industry News

<http://marketing.einnews.com/country/jamaica>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Project Management
<b>COURSE CODE:</b>	MGMT3612
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	Fundamentals of Information Technology (ITEC1104)
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course introduces the student to the management of a project. The type of project: capital project, system development project etc. will vary depending on the students' area of study. The topics can be extended to the management of any project such as building, planning an event etc... The course covers principles of project management and the project life cycle. At the end of the course the students should be able to manage a project from start to finish in order to deliver a quality system that is on time, within budget and meets the needs of the user. The course will aid in preparation for the CompTIA Project+ Certification Exam.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. manage a project from planning to implementation
2. deliver a system or quality product that is in line with the budget and meets the needs of the user
3. determine what is a successful project and understand which factors most influence project success
4. show how the technical process can be the integrated framework for management planning, tracking, and controls
5. understand the importance and techniques of risk management as a dominant project management consideration

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define a project
2. state what project management is NOT?
3. explain the characteristics of a project
4. identify the resource needs of a project
5. define project management
6. explain the importance of project management
7. identify critical success factors of project management
8. state the reasons why projects fail or succeed

**Content:**

1. Definition of a project
2. Characteristics of a project.
3. Definition of project management.
4. What project management is NOT?
5. The importance of project management
6. Resource needs of a project ó HR, equipment, capital etc.
7. Critical Success Factors
8. Why projects succeed, why projects fail

**Learner Outcomes:**

Upon the successful completion of this unit, students should be able to:

1. describe the three stages of a project
2. describe the different phases of Project Management

**Content:**

1. The three stages of a project (Project Life Cycle)
  - a. Slow Start
  - b. Quick Momentum
  - c. Slow Finish
2. The Phases of Project management
  - a. Initiation
  - b. Planning
  - c. Organizing
  - d. Executing
  - e. Controlling
  - f. Closing

**Learner Outcomes:**

Upon the successful completion of this unit, students should be able to:

1. explain the requirements to complete pre-project setup
2. describe criteria used to prioritize projects
3. use NPV, PB, ROI calculations to determine choice of projects
4. describe the steps required to validate a project
5. discuss characteristics of a goal/objective
6. determine the goals and objectives of a project
7. define project scope
8. prepare a project scope document based on approved project charter
9. select team members
10. explain the importance of the user as part of the team
11. discuss various risk management concepts
12. differentiate between risk and constraint
13. identify risks to a system development project
14. outline the components of a risk management plan
15. discuss the approaches to risk management
16. describe the Contents of a project charter

**Content:**

1. Pre-project setup
2. Prioritizing projects

- a. Nonnumeric methods ó sacred cow, operating necessity, competitive necessity, product line extension, comparative benefit model
  - b. Numeric methods - Simple NPV, Payback and Return on Investment (ROI) calculations
3. Validate a project
  4. Goals and objectives of a Project.
  5. Characteristics of a goal ó specific, measurable, attainable/achievable, realistic, time component
  6. Essential and desirable goals ó option analysis
  7. Project scope
  8. Team selection
  9. The role of the user
  10. Risks, Constraints and Risk management ó identification, analysis, action planning, tracking, control
  11. Risk management plan (assessment, risk matrix risk register, response strategies, risk tolerance
  12. Project charter
  13. Project scope document (KPIs, scope boundaries, constraints, assumptions, detailed objectives, final project acceptance criteria, validate scope statement with stakeholders)

#### **UNIT IV – Project Planning**

**(14 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. list the tasks to be carried out on a project schedule
2. assign roles and resource requirements based on project schedule
3. apply appropriate techniques to estimate resources

4. explain the zero based budget approach to task selection
5. graphically chart a project schedule using PERT, CPM, Gantt charts
6. Determine the critical path of a project schedule
7. identify different project management tools
8. explain the purpose and benefits of various project management tools???
9. recommend appropriate tools for different projects and phases
10. create a budget for a plan
11. identify the components of a quality management plan
12. explain the concept of a baseline plan
13. outline the components of a project plan and other project reports
14. present project plans in an appropriate form

**Content:**

Listing and sequencing tasks (based on students' area of specialization ó e.g. System development projects (using SDLC), Building projects, Events, Capital projects etc)

1. The Zero Based Budget Approach (ZBB) to task selection
2. Scheduling (including roles and resources)
  - a. Task Estimation Techniques
  - b. Tangible and intangible techniques
  - c. Activity Networks:
    - i. Work breakdown structure (WBS), WBS dictionary
    - ii. Network diagrams - PERT Charts - Dependency types, ADM/AOA, PDM/AON, CCM, CPM, Gantt Charts, GERT
3. Other Project Management Tools:
  - a. Load Charts

4. Project Management Software ó capabilities (e.g. Microsoft Project)
5. Budgeting and Cost Estimations (bottom up, top down, parametric, expert judgement, analogous)
6. Quality management plan
7. What is a Baseline plan?
8. Project plan
9. Getting the plan approved

## **UNIT V – Project Organization**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. describe the different organizational models
2. explain how projects are managed in each organizational model
3. explain the stages of team development

### **Content:**

1. Organizational Models:
  - a. Project Organization
  - b. Matrix Organization ó weak, strong, balanced
  - c. Functional Organization
2. Stages of team development - forming, storming, norming, performing

## **UNIT VI – Project Execution**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the purpose of a project kick-off meeting
2. highlight different project execution problems that can arise and describe ways of dealing with them
3. explain various leadership and motivation theories
4. use motivation theories to motivate team members
5. explain the procurement process
6. discuss ways of resolving conflict in a team
7. discuss various methods of communication
8. identify the components of an internal/external communication plan

**Content:**

1. The First Project Meeting.
2. Project execution problems ó inadequate management and leadership, lack of motivation, lack of resources, conflicts, communication issues
3. Leadership & Motivation:
  - a. (McClelland, Maslow's hierarchy of needs, Herzberg's 2 factor theory, Equity theory, Goal setting theory, Expectancy theory, Theory X & Y)
4. Securing the necessary resources (money, people, equipment, services)
  - a. Points to note
  - b. Procurement process (needs assessment, gap analysis, make or buy decision, RFI, RFQ, RFP, vendor selection, contract development)
  - c. The role of the office of the contractor general
5. Managing Information System (I.S.) Resources:
  - a. The Team
  - b. Conflict Resolution (smoothing, forcing, compromise, confront, avoiding, negotiating)

## 6.Communication

- a. Communication methods
- b. Special communication needs (time zones, language barriers, technology barriers, cultural differences, communication preferences, functional or hierarchical barrier)
- c. Learning to say NO
- d. Communication plan

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. highlight different project control problems, which can arise and describe ways to deal with them
2. identify tools to use when a project deliverable is out of specification
3. apply negotiation skills in controlling projects
4. discuss change and configuration management
5. outline a process of managing changes to a project
6. discuss the purpose and phases of gate methodology
7. explain the importance of standards compliance
8. calculate the result of earned value measurement

**Content:**

1. Common Project Problems ó schedule delays, budget overruns, scope creep
2. Conducting regular project meetings
3. Giving periodic stakeholder updates
4. Tracking Progress,
5. Managing the schedule (critical path)
6. Crashing a project, Fast tracking a project, Delaying a project, Optimizing a project
7. Managing scope
8. Managing project quality
9. Managing risks
10. Managing project cost

11. Earned Value Measurement (EVM)
  - a. EV, PV, CPI, SPI, EAC, ETC, VAC, BAC
12. Negotiation skills ó partnering, chartering, scope change
13. Deviations from the Plan (audit trails, version control)
14. Process for managing changes ó approvals, forms needed, turnaround times, document routing, communication flow
15. Gate methodology ó purpose, phases
16. Standards compliance (local, international, ISO)
17. Tools (Pareto charts, Histograms, Run charts, Ishikawa diagram)
18. Change management plan

**Learner Outcomes:**

Upon the successful completion of this unit, students should be able to:

1. explain the importance of formal project closure
2. describe the types of closure/termination
3. outline tasks performed at the end of a project
4. understand criteria used to appraise team member performance
5. evaluate the project management process
6. describe to Content of the final project report

**Content:**

1. The importance of formal project closure
2. Types of closure/termination ó termination by extinction, termination by addition, termination by integration, termination by starvation
3. Closing Tasks Ensure completion of the work, Notify the client of project completion, Ensure that documentation is complete , Clear for final billings and invoices, Redistribute/reassign resources -personnel, materials, equipment, Clear project with legal counsel or consultant, Determine what records to keep, Ascertain any product support requirements, and assign responsibility, Oversee the closing of the project's books
4. Appraising team member performance
5. Measuring success/evaluation/review
6. Final project report (lessons learned, historical data, summary of costs, post mortem analysis, final individual performance appraisal, transition plan)

**Learner Outcomes:**

Upon the successful completion of this unit, students should be able to:

1. discuss emerging trends in project management
2. discuss the features of emerging technologies or tools used in project management

**Content:**

1. Emerging Trends in Project management
2. Emerging Technologies/Tools used in Project management

**METHODS OF DELIVERY:**

1. Lectures
2. Tutorials
3. Discussions
4. Practical Assignments
5. Demonstration
6. Problem Solving
7. Research
8. Computer laboratory work
9. Project

**METHODS OF ASSESSMENT AND EVALUATION:**

Coursework: **50%**

- |   |     |
|---|-----|
| a. Test (MCQs)                          | 10% |
| b. Computer Laboratory exercises (test) | 10% |
| c. Project (Creation of a project plan) | 30% |

2. Final Examination: (Two [2] hours) **50%**

One (1) compulsory case study and analysis question; five (5) structured questions, answer any three (3) questions. **Unit on Emerging Trends is not to be tested.**

**Students must be taught to use Project Management Software to create the Project Schedule and Network Diagrams in the Project Plan document**

**RESOURCE MATERIAL:**

**Prescribed:**

Pinto, J. K. (2015) Project Management: Achieving Competitive Advantage (latest edition). NJ: Prentice Hall

**Recommended:**

Meridith J, R., & Mantel, S. J. (2008). Project Management: A Managerial Approach (latest edition).NJ: Wiley and Sons

Baker, S., & Campbell, G.M. (2007). The Complete Idiots Guide to Project Management (latest edition).PA: The Alpha Publishing.

Clements, J.P., & Gido, J. (2008). Successful Project Management (latest edition). KY: South-Western College.

Vaidyanathan, G. (2013). Project Management: Process, Technology and Practice (latest edition) Prentice Hall.

**Website:**

[www.pmi.org](http://www.pmi.org)

[www.springer.com](http://www.springer.com)

[www.ebschost.com](http://www.ebschost.com)

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Research Methodology
<b>COURSE CODE:</b>	RMTD3401
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course will help the student to choose research topics carefully and to use their research skills to enhance the world and its inhabitants. The students will be exposed to scientific means of collecting and presenting data. Thus the course will include research questions, hypothesis testing, questionnaire, observation techniques, descriptive statistics etc.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. use terminologies associated with research methods
2. understand the different research approaches
3. review research articles
4. be aware of ethical issues in research methods
5. learn the different research designs
6. apply different sampling methods used in research
7. use different methods used in collecting research data
8. analyze research data
9. write a research proposal

**Learner Outcomes:**Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. discuss basic terms used in research methods
2. discuss the different research approaches
3. examine ethical issues in research methods
4. use the APA writing style

Affective Domain

Upon successful completion of this unit, students should be able to:

1. discuss the different research orientations

Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. define basic terms used in research methods
2. identify the different research approaches
3. differentiate between quantitative and qualitative research approaches
4. describe steps in a quantitative and qualitative research designs
5. identify at least five ethical issues in research
6. describe the ethical standards in research methods
7. identify at least 10 dos and don'ts in using the APA writing style
8. state at least five errors related to the use of APA in a given article

Affective Domain

Upon successful completion of this unit, students should be able to:

1. share their views on the different research orientations

**Content:**

1. Definition of terms used in research methods:
  - a. Research
  - b. independent and dependent

variables  
c. hypothesis

- . Introduction to research approaches:
  - a. quantitative methods
  - b. qualitative methods
  - c. mixed methods
3. Ethical considerations in research
4. Writing style (APA)

**Suggested Activities:**

1. Find an area of research interest
2. Read materials on research approaches

**UNIT II –Research Materials**

**(6 hours)**

**Learner Outcomes:**

Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. demonstrate how to use library resources for their research tasks
2. document literature sources
3. use journal articles to find a research problem
4. state a researchable topic
5. state a research problem
6. state research questions and objectives

Psychomotor Domain

Upon the successful completion of this unit, students should be able to:

1. write a good research topic

Affective Domain

Upon successful completion of this unit, students should be able to:

1. appreciate their library search experiences
2. share their library search experiences in class

### Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. find journal articles and books in the library
2. write reference information on an index card
3. find a research problem using journal articles
4. state a research topic
5. state a research problem
6. write at least three research questions and three research objectives

### **Content:**

1. Using library resources
2. Documenting sources
3. Finding a research problem
4. Stating a good research topic
5. Stating research problem
6. Stating research questions/objectives

### **Suggested Activities:**

1. Library visit
2. Locate on-line databases
3. Find articles related to research topic

**UNIT III – Research Design  
hours)**

**(6**

### **Learner Outcomes:**

#### Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. recognize at least three quantitative research designs
2. recognize at least qualitative research designs
3. describe mixed methods designs

#### Psychomotor Domain

Upon successful completion of this unit, students should be able to:

1. demonstrate their research knowledge in assembling quantitative, qualitative, and mixed methods research articles

#### Affective Domain

Upon successful completion of this unit, students should be able to:

1. appreciate the different research designs
2. justify when to use the different research designs

#### Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. select at least three quantitative research designs
2. select at least qualitative research designs
3. identify at least two mixed methods designs

#### Psychomotor Domain

Upon successful completion of this unit, students should be able to:

1. assemble two research articles for the following: quantitative, qualitative, and mixed methods designs

#### **Content:**

1. Quantitative research designs
  - a. Experimental and quasi

experimental studies b. Causal comparative studies  
c. Descriptive: cross-sectional and longitudinal studies d. Correlational and predictive studies

2. Qualitative research designs
  - a. Ethnography
  - b. Case study
  - c. Grounded theory
  - d. Phenomenology
3. Mixed methods design (quantitative and qualitative research)

**Suggested Activities:**

1. Locate two research articles for the following: quantitative, qualitative, and mixed methods designs
2. Select a research design for a given topic

**UNIT IV – Sampling Methods  
hours)**

**(6**

**Learner Outcomes:**

Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. discuss the meaning of terms used in sampling:
  - a. population
  - b. sample
  - c. unit of analysis
  - d. gap
  - e. sampling error
2. discuss the different types of probability sampling methods:
  - a. simple random
  - b. stratified
  - c. systematic

- d. cluster
- 3. discuss the different types of non-probability sampling methods :
  - a. snowballing
  - b. purposive
  - c. continence
  - d. quota

### Psychomotor Domain

Upon successful completion of this unit, students should be able to:

- 1. apply formula for estimating sample size
- 2. calculate sample size using the formula provided

### Affective Domain

Upon successful completion of this unit, students should be able to:

- 1. participate in discussions on probability and non-probability sampling methods

### **Content:**

- 1. Sampling terms:
  - a. population
  - b. sample
  - c. unit of analysis
  - d. gap
  - e. sampling error
- 2. Probability sampling methods:
  - a. simple random
  - b. stratified
  - c. systematic
  - d. cluster
- 3. Non-probability sampling methods:
  - a. snowballing
  - b. purposive
  - c. continence
  - d. quota
- 4. Estimating sample size

**Suggested Activity:**

1. Determine sample size for a quantitative study

**UNIT V – Data Collection Methods**

**(6 hours)**

**Learner Outcomes:**

Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. describe the different data collection methods
2. discuss the qualities of a good instrument

Psychomotor Domain

Upon successful completion of this unit, students should be able to:

1. apply their knowledge of data collection in designing a questionnaire and an interview schedule

Affective Domain

Upon successful completion of this unit, students should be able to:

1. appreciate the discussion on qualities of a good instrument

Cognitive Domain

Upon successful completion of this unit, students should be able to:

1. explain the different data collection methods
2. discuss two qualities of a good instrument

Psychomotor Domain

Upon successful completion of this unit, students should be able to:

1. construct a questionnaire and an interview schedule

### Affective Domain

Upon successful completion of this unit, students should be able to:

1. discuss qualities of a good instrument

### **Content:**

1. Data collection methods
  - a. Questionnaires
  - b. Interviews
  - c. Observation
  - d. Document review
2. Qualities of a good instrument
  - a. Reliability and validity

**UNIT VI –Data Analysis Methods  
(6 hours)**

**(6**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the use and importance of descriptive statistics
2. differentiate between descriptive and inferential statistics
3. explain the concepts of distribution of scores, and outline how distributions differ among themselves
4. use measures of central tendency and variability to describe a set of scores
5. compute measures of central tendency in given situations
6. compute range, standard deviations, and variance explaining the importance of these
7. draw the normal curve from given data and explain why the curve is important to the research process
8. explain the importance of inferential statistics to the research process

9. explain the concept of statistical significance and state its importance to research
10. apply basic types of statistical tests in different given situations
11. present data in appropriate visual form

**Content:**

1. Data analysis for quantitative research designs
2. Data analysis for qualitative research designs

**UNIT VI –The Research, Report and Proposal**

**(9 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use the principles and techniques of social investigation to conduct and present research proposal

**Content:**

1. Components of a research paper/project
2. Chapter One: Introduction
3. Chapter Two: Literature Review
4. Chapter Three: Research Methods
5. Chapter Four: Results
6. Chapter Five: Conclusion and Recommendations
7. References
8. Appendices
9. The Research Report:
  - a. Organizing the written report
  - b. Abstract
  - c. Introduction
  - d. Review of literature
  - e. Methodology
  - f. Presentation and Interpretation of data
  - g. Discussion of Findings
  - h. Conclusions and Recommendations
  - i. Appendices
  - j. Bibliography

## Research Method Assessment Rubric

<b><u>        </u>F. WORK = 0-39</b>	<b>D. WORK =40 -44</b>	<b>C. WORK=45-64</b>	<b>B.WORK=65-79</b>	<b>A.WORK=80-100</b>
No reasonable attempt made to fulfill assignment.	Marginal attempt to address theory.	Paper addresses assigned theory.	Paper clearly addresses assigned theory.	Paper addresses theory with originality.
	May or may not have hypothesis or research statement.	Hypothesis or question unclear but operational definition attempted.	Hypothesis or question clear, but definition not operationally defined.	Hypothesis or question clear and operationally defined.
	Literature review unrelated to research topic.	Some of literature review related to topic.	Most of literature review clearly related to topic.	Entire literature review relates topic to previous studies.
	May or may not include sampling method; little or no attempt to explain or apply.	Sampling not applicable, not accurate, but attempt at explanation; limitations unclear.	Sampling method explained, mostly accurate, may not be applicable but limitations noted.	Sampling method explained, accurate, applicable, and limitations noted.
	Unclear method or method not appropriate for question or hypothesis.	Method appropriate, but capabilities and limitations not accurate.	Method appropriate, capabilities and limitations of method mostly accurate.	Method appropriate, capabilities and limitations of research method accurate.
	Results unclear-little or no statistics apparent (if qualitative); application of statistics not accurate; little or no quotations from interviews (if quantitative)	Presentation of results limited in use of statistics and application (if quantitative) or quotations (if qualitative) to support.	Presentation of results use clear and accurate application of statistics (if quantitative) or appropriate, clear quotations (if qualitative).	Outstanding application and explanation of statistics (if quantitative) or outstanding use of quotations (if qualitative).
	No graph or charts	Graphs or charts attempted to explain results (if quantitative)	Clear graphs and charts; explaining results (if quantitative)	Outstanding graphs and charts explaining results (if quantitative)
	Little or no analysis of results	Analysis attempted but unclear.	Analysis coherent and focused.	Analysis extremely coherent and focused.
	May or may not have a conclusion.	Paper has a conclusion.	Paper has a clear conclusion.	Clear conclusion with ideas for further research.

## **METHODS OF DELIVERY:**

1. Lectures
2. Case Studies
3. Presentations
4. Discussions
5. Demonstration
6. Proposal
7. Research

## **METHODS OF ASSESSMENT AND EVALUATION**

The Research Proposal using APA or as directed by the facilitator. Students will select a research topic and develop a research proposal with the supervision of the facilitator. This research proposal will be used as the foundation for their seminar or Research Paper in their area of specialization.

## **RESOURCE MATERIAL:**

### **Prescribed:**

Boxhill, I, Chambers, C, and Wint, E. (1997). Introduction to social research, with applications to the Caribbean. Jamaica: Canoe Press.

Salkind, N. J. (2008) . Exploring research (latest edition). NJ: Prentice Hall.

Leedy, P., & Ormrod, J. E. (2005). Practical research planning and design (latest edition). NJ: Prentice Hall.

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Small Business Management
<b>COURSE CODE:</b>	MGMT2405
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	45 (45 hours theory)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course is designed to provide learners with an understanding of the requisite tools used in small business management. It will expose learners to the concept of entrepreneurship and the techniques used in launching a small business. In addition this course will enable learners to understand and apply principles that are critical to developing, growing and managing a new business; the learner should demonstrate mastery by development of a business plan.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. understand the steps to be taken in opening a small business
2. understand basic principles required to run a business
3. develop a business plan
4. use information, projections logic and critical thinking to recognize an opportunity and solve small business problems
5. demonstrate the characteristics required to be a successful entrepreneur
6. apply financial information in business decision making
7. appreciate the contribution of small business to economic development
8. set up a small business and become a successful entrepreneur

## **UNIT I – The Foundation of Entrepreneurship**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of a small business
2. evaluate the necessary characteristics of a successful entrepreneur and its benefits
3. describe the cultural diversity of entrepreneurship
4. describe the important role small business play in our nation's economy
5. research two (2) successful small businesses in your country
6. explain five (5) common mistakes made when starting a business
7. identify the key success factors in operating a business
8. explore online resources for business opportunities
9. examine risk management in small business
10. identify the social and ethical issues facing the entrepreneurs
11. research new and emerging trends in business entrepreneurship

### **Content:**

1. Definition of a small business.
2. Characteristics of an entrepreneur and its benefits.
3. Cultural diversity of entrepreneurship - Young entrepreneurs, women entrepreneurs, part-time entrepreneurs, home based entrepreneurs, family business
4. Successful small business example (hair salon, dressmaker, tailor etc.)
5. Mistakes to avoid when starting a new business
6. Key factors: how to avoid business failure
7. Online resources: facebook, Google, Internet etc.
8. Managing risks in small businesses: use of insurance, critical staff etc.
9. Social and ethical issues in small businesses
10. New and emerging trends in business entrepreneurship

## **UNIT II – The Creative process and innovation**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the differences among creativity, innovation and entrepreneurship
2. describe why creativity and innovation are such integral parts of entrepreneurship
3. explain how entrepreneurs can enhance their own creativity and that of their employees
4. describe the steps in the creative process
5. discuss techniques for improving the creative process

6. describe the protection of intellectual property through patents, trademarks and copyrights

**Content:**

1. Creating innovation and entrepreneurship
2. Creativity, a necessity for survival
3. The creative process -preparation, investigation, transformation, incubation, illumination, verification and implementation
4. Barriers to creativity
5. Techniques to enhance creativity
6. Intellectual property
  - a. Patents
  - b. Trademarks
  - c. property rights

**UNIT III – Strategic Planning for Small Business**

**(4 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the concept of strategic planning
2. construct a vision statement and mission statement
3. conduct a SWOT analysis on a small business
4. discuss the relationship between business strategies and the firms mission
5. identify the strategic roles of marketing, HRM and financing for small enterprise
6. identify ways in which information communication technologies (ICTs) are used by entrepreneur to gain competitive advantages
7. explain why *going global* has become an integral strategy of small enterprises
8. demonstrate networking skills to build customer loyalty
9. use customer service techniques as a strategic tool for small businesses

**Content:**

1. Definition and purpose of a vision and mission statements
2. Designing mission and vision statements
3. Components of SWOT analysis and completing a SWOT Analysis on a specific small business in your country.
4. Relationship between business strategies and the firm's mission.
5. Strategic roles: marketing, HRM and financing for small enterprises.
6. Obtaining competitive advantages in the market place using ICTs.
7. Strategy of *going global*
8. Building customer loyalty through networking skills
9. Customer service as a strategic tool

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. list the three (3) major forms of business ownership
2. discuss the advantages and the disadvantages of the corporation, Limited Liability Company, the professional corporation and the joint venture
3. identify the laws governing the establishment of a business in Jamaica
4. explain the benefits and the drawbacks of buying a franchise/an existing business/starting a new business.
5. outline the major trends shaping franchising business arrangements.
6. outline the steps involved in buying an existing business
7. describe the various techniques used to determine the value of a business
8. explain the forces that drive growth in a small business
9. identify the legal requirements to start/operate a small business
10. outline the various laws and regulations that impact employer and employees in a small business

**Content:**

1. The sole proprietorship, partnership, corporation, joint venture etc: Advantages and disadvantages of each.
2. Laws governing the establishment of a business in Jamaica.
3. Advantages and drawbacks of buying an existing business/franchise/starting a new business.
4. Trends in franchising business arrangements.
5. Procedures to follow in buying an existing business.
6. Techniques used in valuing a business.
7. Growth strategies for small entrepreneurs/businesses.
8. Legal requirements to start/operate a small business.
9. Laws and regulations that affect employer and employees relationship.

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain terminologies relating to marketing
2. describe the principles of building a Guerrilla Marketing Plan and the benefits of preparing one
3. explain how small businesses can pinpoint their target market

4. discuss the role of market research in building a marketing plan and outline the market research process for small businesses
5. discuss the marketing opportunities the world wide web offers entrepreneurs and how to take the best advantage of them
6. discuss the four P's of Marketing and their applications to a small business operation
7. determine the right marketing mix strategy for a small business
8. investigate how to give a small business an online marketing presence

**Content:**

1. Definition of marketing terms: marketing, marketing mix, 4P's, target market, etc.
2. Building a Guerrilla Marketing Plan and preparing a Guerrilla Marketing Plan.
3. Pinpointing the target market.
4. Determining customer needs and wants through market research; market research process.
5. Using marketing opportunities provided by the internet.
6. The marketing mix:
  - a. product
  - b. price
  - c. place
  - d. promotion
  - e. application of 4P's to small business operations
7. Internet as a marketing tool: ecommerce, customer support etc.
8. Putting a small business online.

**UNIT VI – Financial Planning**

**(9 hours)**

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the importance of preparing a financial plan
2. describe the various sources of equity capital available to entrepreneurs
3. describe the various forms of loan programmes available to entrepreneurs
4. outline the general process required for accessing a loan
5. describe different means of acquiring start-up capital
6. describe the steps in preparing a basic financial statement
7. create projected (pro-forma) financial statements
8. conduct break even analysis for a business and pricing strategies
9. explain the importance of cash management
10. create a cash budget
11. prepare business records: accounts, employee taxes etc.
12. use the internet to find financial resources online: example of freeware and mobile applications, etc.

### **Content:**

1. Financial planning as a strategic tool for small enterprises.
2. Sources of equity capital, loans, government small business assistance programmes, international lending agencies and grants, etc.
3. Basic Financial Statements - balance sheet, income statement, statement of cash flow.
4. Pro-forma financial statements.
5. Sources of equity financing: private and public funding: Bank, Credit union, etc.
6. Break-even analysis and pricing strategies.
7. Cash management: budget preparations; role of entrepreneur.
8. Cash budget preparation.
9. Business record keeping ó accounts, employee, taxes, use of software etc.
10. Finding financial resources online.

### **UNIT VII – HRM and Employees Relations for Small Business**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the terms *human resource management (HRM)* and *employee's relation* and their importance in a small business
2. outline the main functions of HRM
3. examine how HRM is use as a strategic tool by small entrepreneurs
4. identify the benefits of education and training on human resource in small enterprisesø success
5. show how an entrepreneur uses wage, salary and benefits policies to motivate employees
6. assess the use of two (2) Motivation Theories on employeesøperformance in a small firm

### **Content:**

1. Definition of Human Resource Management and Employee Relations
2. Functions of Human Resource Management:
  - a. human resource planning
  - b. recruitment and selection
  - c. training and development
  - d. performance management
  - e. compensation and
  - f. occupational health and safety
3. HRM as a strategic tool in small business management.
4. Benefits of education and training on business success.
5. Factors that motivate employees and their use in a small business.
6. Two (2) Motivation Theories: Maslowø, Theory X and Y etc., their impact in small firm.

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain why entrepreneurs need a business plan
2. identify the parts of a business plan
3. develop a comprehensive business plan that will be fully completed as a final project/examination

**Content:*****Business Plan Guide***

Organization of the business plan components:

1. Executive summary:
  - a. Summarize key items that stand on their own
  - b. Draw the reader's attention
2. Business overview:
  - a. Type of business
  - b. Demographics
3. Business environment:
  - a. Industry analysis
  - b. Target customer profile
4. Business description:
  - a. Management team
5. Financial review:
  - a. Financial forecast
  - b. Cash flow
  - c. Income statement
  - d. Balance sheet
6. Business strategy:
  - a. Business model
7. Action plan:
  - a. Next steps
  - b. Benchmarks
  - c. Timeframes

## **METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Videos
4. Simulation(s)
5. Case Studies
6. Field Trip(s)
7. Role play
8. Independent study
9. Oral report
10. Business plan
11. Project
12. Research

## **METHODS OF ASSESSMENT AND EVALUATION:**

*Students pursuing the A.Sc. Business Studies programme and other students whose programme profiles include Entrepreneurship and Business Practice as a required course are NOT allowed to do this course as an elective due to the similar nature of the content.*

### **Category I**

1. Business Plan	40%
2. Practicum	40%
3. Assignments:	
a. Assignment 1	10%
b. Assignment 2	<u>10%</u>
	<u>100%</u>

### **Category II**

#### **Programmes other than A.Sc. Business Studies**

1. Business Plan	40%
2. Mid-Semester Examination	20%
3. Presentation	20%
4. Assignments:	
a. Assignment 1	10%
b. Assignment 2	<u>10%</u>
	<u>100%</u>

## **RESOURCE MATERIAL:**

### **Prescribed:**

Bennett, K. (2010) *Starting a business in Jamaica*

Williams, S. (2006) *The financial times guide to business start-up*. Pearson Education: UK

Zimmerer T., Scarborough N. (2007). *Essentials of entrepreneurship and small business management* (5<sup>th</sup> ed.). NJ: Prentice Hall.

### **Websites:**

Small Business Association of Jamaica – [www.sbaj.org.jm](http://www.sbaj.org.jm)

Jamaica Business Development Corporation ó <http://www.jbdc.net>

JAMPRO Trade and Investment Jamaica ó <http://www.jamaicatradeandinvets.org>

Doing Business ó measuring business regulations - <http://www.doingbusiness.org/>

International Council for small Businesses ó <http://www.icsb.org>

<http://entrepreneurs.about.com>

<http://www.bplans.com/sp/businessplans.ctm>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Statistics for Social Sciences
<b>COURSE CODE:</b>	MATH1208 ó (previous code was SOWK1203)
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	60(45 hours theory,15 hours practical)
<b>PRE-REQUISITE(S):</b>	None
<b>CO-REQUISITE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

This course enables students to apply principles of statistics to the solution of multi-dimensional problems and to develop their decision-making skills. It also includes the use of statistical software.

## **COURSE OUTCOMES:**

**Upon successful completion of this unit, students should be able to:**

1. understand a reasonable level of knowledge of basic statistics and their interpretations
2. understand basic univariate and bivariate statistics
3. understand how to apply the principles of statistics to various case studies and solutions, and develop their problem solving skills
4. use statistical principles to solve problems

## **UNIT I – Introduction to Statistics**

**(3 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. define statistics and distinguish between descriptive and inferential statistics
2. describe the uses and abuses of statistics
3. discuss the strengths and weaknesses of different data collection methods
4. differentiate between discrete and continuous data

### **Contents:**

1. Defining Statistics
2. Distinguish between Descriptive and Inferential Statistics
3. Discuss the use and abuse of statistics
4. Explain the different Data collection methods
5. Differentiate between Discrete and continuous variables

### **UNIT II – Presentation of Data**

**(6 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. use pie charts, draw bar charts, histograms, cumulative frequency curves and polygons, frequency polygons and curves
2. construct a simple frequency table from a given set of data
3. determine class intervals, boundaries and limits from a given data
4. construct a group frequency table from a given set of data

### **Contents:**

1. Pictograms and Pie Charts
2. Bar Charts ó Simple, Multiple and Component
3. Line Graphs
4. Frequency Distributions (grouped, ungrouped)
5. Histograms, frequency polygons and curves, cumulative frequency polygons and curves

### **UNIT III – Measures of Central Tendency**

**(6 hours)**

#### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the terms mean (arithmetic mean), mode and median
2. determine the mean, mode and median for grouped and ungrouped data by calculation and/or graphical means (e.g. histograms and ogive)
3. distinguish among the mean, mode and median
4. select the appropriate measure of central tendency to be applied in various situations

### **Contents:**

1. Mean, Mode ,Median
2. Determine Mean, Mode , Median (for grouped and ungrouped data)
3. Distinguish among Mean ,Mode and Median

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. explain the range, interquartile range, mean deviation, standard deviation, variance and skewness from a given set of data
2. calculate the range, interquartile range, mean deviation, standard deviation, variance and skewness from a given set of data
3. analyse statistical data commenting on the average, spread and the shape of the distribution
4. apply statistical techniques in Case Study

**Contents:**

Define and Calculate:

1. Range
2. Interquartile Range
3. Quartile Deviation
4. Mean Deviation
5. Variance
6. Standard Deviation
7. Coefficient of Variation
8. Skewness

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. Explain the relevant terms.
2. Relate the definition of probability pertaining to the relative frequency approach to the Law of Large Numbers.
3. State the axioms of probability.
4. Explain mutually exclusive events, independent events dependent events( in relation to conditional probability).
5. Solve problems involving the application of probability principles to events that are mutually exclusive, dependent or independent.
6. Apply tree diagrams (2 levels) to solving probability problems

## **Contents:**

1. Terms:
  - a. Probability
  - b. Sample space
  - c. Sample points
  - a. Outcomes
  - b. Events
  - c. Random events
  - d. Equally likely outcomes
2. Relating probability to the Law of Large Numbers
3. Stating the axioms of probability
4. Explaining
  - a. Mutually exclusive events
  - b. Independent events:  $P(A \cap B) = P(A)P(B)$
  - c. Dependent events  $P(A \cap B) \neq P(A)P(B)$   
 $P(A|B) = \frac{P(A \cap B)}{P(B)}$
5. Application  
Solving problems using the principles of probability principles
6. Solving problems using Probability Tree diagrams (2 levels)

## **UNIT VI – Probability Distributions**

**(8 hours)**

### **Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. calculate the probabilities for a discrete probability distribution including binomial and Poisson
2. evaluate the expectation and variance of a given discrete probability distribution
3. evaluate probabilities using the standard normal distribution

### **Contents:**

- i. Discrete Distribution
  - a. Binomial
  - b. Poisson
  - c. Normal

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. state the methods used in obtaining a sample for statistical analysis
2. explain the steps involved in obtaining a suitable sample
3. use a table of random numbers to select a sample
4. estimate the mean and variance of a given sample
5. estimate confidence intervals for the mean of a given distribution (Normal and Student's t distribution)
6. understand and use the concepts of hypothesis, test statistics, significance level and hypothesis test
7. make decisions on results of hypothesis test
8. formulate hypothesis and apply the hypothesis test concerning the population mean using:
  - a. a sample drawn from a Normal distribution of known population variance
  - b. a sample drawn from a Normal distribution of unknown population variance
  - c. a small sample drawn from a Normal distribution of unknown population variance

**Contents:**

1. Sampling Methods
  - a. Simple Random Sample
  - b. Stratified Random Sample
  - c. Multistage Random Sample
  - d. Systematic Random Sample
  - e. Cluster Sample
2. Central Limit Theorem
3. Large Sample
  - a. Confidence Interval
  - b. Hypothesis Testing
4. An Introduction to Small Sample Analysis
  - a. Confidence Interval
  - b. Hypothesis testing

**Learner Outcomes:**

Upon successful completion of this unit, students should be able to:

1. plot a scatter diagram of bivariate data
2. calculate the slope and intercept using the least squares method
3. determine the least squares equation
4. calculate the product moment correlation coefficient
5. calculate and interpret the coefficient of determination
6. use appropriate Statistical Software to perform analysis
7. interpret and discuss output from computer analysis

**Contents:**

1. Definition
2. Scatter diagrams
3. Slope and intercept
4. Product moment correlation coefficient
5. Coefficient of determination

**METHODS OF DELIVERY:**

1. Lectures
2. Discussions
3. Case study
4. Demonstration
5. Projects
6. Presentations
7. Class work

**METHODS OF ASSESSMENT AND EVALUATION:**

- |                             |     |
|-----------------------------|-----|
| 1. College based assessment | 10% |
| 2. Tests                    | 20% |
| 3. Assignments              | 10% |
| 4. Final Examination        | 60% |

## **RESOURCE MATERIAL:**

### **Prescribed:**

Heiman, Gary. *Basic Statistics for the Behavioural Sciences*, Boston: Houghton Miffling Company, 2000.

Pagano, Robert. *Understanding Statistics in the Behavioural Sciences*, 9th ed., USA: Wadsworth, 2007

### **Recommended:**

Levin, Jack and James Fox. *Elementary Statistics in Social Research*, New York: Harper and Row, 1994.

Mendenhall, W. *Probability and Statistics*, California: Duxbury Press, 1971

Spiegel, Murray. *Statistics*, New York: McGraw Hill, 1988.

EBSCOhost database

<https://www.ebscohost.com/>

Springer E-Books

<http://link.springer.com/>

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Work Experience Program
<b>COURSE CODE:</b>	WOEP 1100
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	240 hours (minimum)
<b>PRE-REQUISTE(S):</b>	None
<b>CO-REQUISTE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

Work Experience (WE) is designed to provide learners with hands-on experiences in a real world professional setting prior to completion of their degree program. It is intended to prepare learners for the rapidly changing social, economic and technological environment of the modern workplace and allow learners to translate theory into practice for professional growth and development. Learners will also be exposed to team-building, interpersonal, customer service, communication, decision-making and other work related skills.

## **COURSE OUTCOMES:**

Upon successful completion of this course, students should:

1. transfer skills, knowledge and abilities learned in the classroom to a practical workplace settings
2. acquire relevant work experience to enhance their employability skills
3. demonstrate appropriate professional behaviours and effective communication in the workplace
4. promote self-discovery through experiential learning in their respective career fields

## PROCESS

Work Experience Program applies to all learners pursuing a CCCJø Associate or Bachelor of Science Degree. On successful completion of the following requirements learners will be awarded three (3) credits:

### Course Requirements:

In order to receive credit, students are required to complete **all** of the following:

2. Attend a **MANDATORY** session at their respective college on the Work Experience Program.
3. Placement for WE should be aligned as closely as possible to the studentø area of study in order for the experience to be relevant to his or her career choice.
4. Submit a:
  - a. **Work Experience Report**, one week after the end of the work experience exercise to the Work Experience Coordinator/designated faculty supervisor.
  - b. **Resume and Cover/Application Letter**, to the Work Experience Coordinator or designated faculty supervisor and the Human Resource supervisor at the work site before WE commences.
  - c. **Personal Journal** to the Work Experience Coordinator/designated faculty supervisor (every three [3] weeks) on your WE.
  - d. **Daily Work Log/Time Sheet** (typed) showing the dates, hours worked, description of work activities and signature of your assigned workplace supervisor. This log must cover the minimum two hundred and forty (240) hours and *included in your WE Report*.
  - e. **Employer's Thank you Letter** on the final day of WE given to your employer/work site supervisor and *a copy included in your WE Report*.
  - f. **Complete the required hours** - minimum of two hundred and forty (240) hours.
  - g. **Fulfill all responsibilities** at the work site.
  - h. **Return all work site materials** where necessary.

**Evaluation:**

Student performance is monitored by the employer/assigned supervisor and site visits are carried out by the work experience coordinator/designated faculty member. Evaluation of work experience report, Presentation/exhibition, work log and journal are completed by a designated faculty member.

**Grading System:** *pass or fail.* Letter grade is based on evaluation criteria of **Section VI Examination Grades, Points and Distribution** in the CCCJ's Curriculum Guide for the respective program.

**WORK EXPERIENCE REPORT**

The cover page of the Report should contain the following information: student name, duration of work experience, title of Report, name of supervisor and the location. The entire Report should be a maximum of twelve (12) pages in length (double space).

The content and format of the Report is outlined below:

**Registered Name of Business:** The official trading name of the business

**Job Title(s):** The position(s) assigned during the work experience tenure

**Location:** The address of the work site you did the WE.

**Responsibilities:** Describe your responsibilities during your work experience tenure

**Skills and Knowledge:**

1. Describe the skills and knowledge required to fulfill your WE responsibilities.
2. Discuss how your knowledge base and personal skill set evolved during your WE.
3. Explain how your new knowledge and skills are relevant to your academic studies and future goals.
4. What strengths and weaknesses were uncovered by the experience and how will you improve on your strengths or address your weaknesses?
5. Describe how your thinking about career choices has been influenced by this experience.

**Insights:**

1. What are your observations about the organizations and professional roles and norms?
2. How did the WE change your view of yourself and contribute to your professional development?
3. What knowledge and skills (new or enhanced) were developed?

4. How did the WE affect your academic or career plans?
5. How did you think, feel and act in a professional setting and how did others in that setting think, feel and act toward you? What insights did you gain into your attitudes, values and behaviours?
6. Reflect on your approach to problem resolution in organizations.
7. How could you have benefitted more from the WE program?
8. Discuss whether you would recommend this organization to continue in the WE program

### **Outcomes:**

1. Describe your WE achievements
2. Give examples of these accomplishments and the consequences of your work.
3. Describe the personal qualities, professional and technical skills you have developed through the program.

## **PERSONAL JOURNAL**

The journal will be a reflection of your work experience and should bridge practical and theoretical knowledge. Journal will include the following information:

1. Personal observation
2. Speculations, questions and predictions
3. Evidence of developing self-awareness
4. Connections between personal experience and new information ó what new knowledge has been gained?

Journals must be submitted to the WE Coordinator or designated faculty supervisor on the end of the first three (3) weeks and the end of the sixth (6<sup>th</sup>) week or the stipulated dates and times of their respective college. Each submission must be a maximum of two (2) pages doubled space.

## **GENERAL INFORMATION**

1. **Attendance** ó it is expected that the student will not be absent **EXCEPT** for extreme extenuating circumstances. If you are absent from work, this must be communicated to your employer/designated work supervisor in advance. A doctor's certificate (in the case of illness) must be presented to the employer/designated work supervisor and a copy attached to your Work Log form.
2. **Dress** ó should be appropriate to the work situation or in accordance with the Dress Code of the respective organization. It is the student responsibility to conform to the stipulated dress code of their employer.

3. **Company Regulations** ó follow all company regulations. Student must observe in particular the health and safety requirements of the organization; if an injury does occur on the job, contact your supervisors immediately.
4. **Confidentiality** ó all business information must be dealt with in a confidential manner. Student must not share business information with internal or external parties.
5. **Responsibility and Attitude** ó the student is expected to act responsible and your attitude should reflect the utmost level of professionalism and ethics required at the workplace. It is your responsibility to ask for clarification of any hazy areas of assignments and have instructions on how to use the materials or tools required for the job. Learn as much as you can about company policy and operations and ask questions where appropriate. Your attitude reflects on the College you are representing so please conduct yourself accordingly and work to the best of your ability. If there are any problems or concerns at the work site please notify the WE Coordinator or designated faculty supervisor as soon as possible. Be proactive in solving any problems. May you be a credit to the success, great tradition and reputation that the program has built up over the many years in the community and business places in Jamaica.

*Failure to follow, act with integrity and honour your responsibilities could result in a "Failed/Incomplete Work Experience" decision for the relevant semester, a delay in graduation, or other disciplinary actions by the respective institution.*

#### 6. **Working Tips:**

- a. **Respect your supervisors** and listen to their suggestions. Giving respect will ensure you get it back.
  - b. Demonstrate a **positive attitude** towards your work.
  - c. **Be punctual.**
  - d. **Take initiative** and ask for work when you are not busy.
  - e. **Complete your tasks** in an organized way.
  - f. **Be confident** (by exhibiting good communication skills, asking questions, giving feedback), professional (respect your work and show positive attitude towards it) and reliable (exhibit performance that shows you can be trusted and counted on).
  - g. **Be a team player.**
  - h. If you are not given enough work; speak with your direct supervisor.
  - i. If you have a problem at work; speak first with your employer; if it is not solved then contact the WE Coordinator. Don't just drop work, or be absent.
  - j. **Mobile phones should be placed on silent; and calls should be short and limited to important calls only.** One of the issues that are frequently brought forward by employers as causing problems and wasting time are mobile phone calls made or received by students during work.
7. **Career Exploration** ó the student is encouraged to explore and discover as much information as possible about the career areas they are placed in and others that they are interested in.

8. **Exemptions** – the following applies to students requesting exemption from work experience:

A. Any student who is currently working in their field of study, can qualify for exemption. However, the student must apply to the college for the exemption on the prescribed form.

**The following applies to students requesting exemption from work experience:**

- a) *A student must be working in his or her field of study for a minimum of six (6) months*, for example a Bursar completing the Bachelor of Science Degree in Accounting.
- b) *The student will submit the following documents to the WE Coordinator:*
  - i. A letter from his/her current employer confirming their employment and position.
  - ii. Job Description
  - iii. Resume and Cover/Application Letter
  - iv. An essay of his or her core job functions and experiences gained (maximum of three (3) typed pages.
- c) *Do a presentation/exhibition on the organization and how his or her work helps it to achieve its strategic objectives. This presentation is for a maximum of fifteen (15) minutes to the WE Coordinator or designated faculty supervisor.*

***NB.***

1. *The respective college will provide the necessary documents for WE to its students.*
2. *Students who are granted exemption will **NOT** receive a letter grade on their transcript for WE. **The transcript will reflect their exemption status.***

B. The following will apply to **Part-time students** are **who are currently working, but in a field not related to his or her course of study.**

- a. The student will be required to complete **80 hours** of work experience in an area related to his or her field of study.
- b. The student will also be evaluated based on completion of the following:
  - i. Work experience attendance
  - ii. Work experience report
  - iii. Resume and Cover/Application Letter
  - iv. Personal Journal

C. The following will apply to **Part-Time Students who ARE NOT working.**

- a. The student will be required to complete **all 240 hours** of work experience and complete each evaluation requirement as outlined in the course description.

### **NORMAL EVALUATION**

The student's evaluation will be based on forty (40%) percent of the employer's evaluation and sixty (60%) percent on the WE Coordinator or designated faculty supervisor's evaluation as follow:

	<b>Percentage (%)</b>	<b>Evidence Generation</b>
<b>Work Experience Attendance</b>	10%	1. Attendance Register 2. Complete 240 hrs
<b>Work Experience Report</b>	45%	1. typed WE Report 2. date submitted 3. all attached documents 4. APA Format
<b>Resume &amp; Cover/Application Letter</b>	15%	1. typed Resume 2. typed Cover Letter 3. date submitted
<b>Daily Work Log/Time Sheet</b>	10%	1. typed weekly Work Log 2. date submitted
<b>Personal Journal</b>	15%	1. typed Journals (2) 2. date submitted 3. APA Format
<b>Employer – Thank you Letter</b>	5%	1. typed letter 2. date submitted
<b>Total</b>	<b>100%</b>	

**EVALUATION – Part-Time Working Students ONLY**

	<b>Percentage (%)</b>	<b>Evidence Generation</b>
<b>Work Experience Attendance</b>	10%	1. Attendance Register 2. Complete 240 hrs
<b>Work Experience Report</b>	45%	1. typed WE Report 2. date submitted 3. all attached documents 4. APA Format
<b>Resume &amp; Cover/Application Letter</b>	20%	1. typed Resume 2. typed Cover Letter 3. date submitted
<b>Personal Journal</b>	25%	1. typed Journals (2) 2. date submitted 3. APA Format
<b>Total</b>	<b>100%</b>	

# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

<b>COURSE NAME:</b>	Work Experience Program II
<b>COURSE CODE:</b>	WOEP 3100
<b>CREDITS:</b>	3
<b>CONTACT HOURS:</b>	240 hours (minimum)
<b>PRE-REQUISTE(S):</b>	None
<b>CO-REQUISTE(S):</b>	None
<b>SEMESTER:</b>	

## **COURSE DESCRIPTION:**

Learners at the upper level of the Bachelor Degree are expected to apply and integrate academic theories and knowledge to provide practical solutions in the workplace. This aspect of Work Experience (WE) is designed to provide learners with hands-on experiences in a real world professional setting prior to completion of their degree program. It is intended to prepare learners for the rapidly changing social, economic and technological environment of the modern workplace and allow learners to translate theory into practice for professional growth and development. Learners will use their teamwork, interpersonal, customer service, communication, decision-making, management and other work related skills and activities. The aim is to allow learners to use this internship/work experience/work study programme to enhance employability skills, grow in professionalism and confidence while making positive benefits to the local businesses and industries.

## **COURSE OUTCOMES:**

**Upon successful completion of the Work Experience Program students should:**

1. work effectively in team
2. acquire relevant work experience to prepare for the transition from an academic environment to a work environment
3. demonstrate appropriate professional behaviours and effective communication in the workplace
4. promote skill development and growth in professionalism
5. develop confidence and increase preparation for the world of work
6. participate in work related activities
7. use knowledge and competencies to solve work related issues and challenges

## PROCESS

Work Experience 3100 applies to all learners pursuing a CCCJ's Bachelorette Degree. On successful completion of the following requirements learners will be awarded three (3) credits:

### Course Requirements:

In order to receive credit, students are required to complete **all** of the following:

5. Attend a **MANDATORY** session at their respective college on the Work Experience Program.
6. Placement for WE should be aligned as closely as possible to the student's area of study in order for the experience to be relevant to his or her career choice.
7. Submit a:
  - i. **Resume and Cover/Application Letter**, to the Work Experience Coordinator or designated faculty supervisor and the Human Resource supervisor at the work site before WE commences.
  - j. **Daily Work Log/Time Sheet** (typed) showing the dates, hours worked, description of work activities and signature of your assigned workplace supervisor. This log must cover the minimum two hundred and forty (240) hours and *included in your WE Report*.
  - k. **Complete the required hours** - minimum of two hundred and forty (240) hours.
  - l. **Fulfill all responsibilities** at the work site.
  - m. **Business Partner's Thank you Letter** on the final day of WE given to your employer/work site supervisor and *a copy included in your WE Report*
  - n. **Return all work site materials** where necessary.
  - o. **Work Experience Portfolio** to the Work Experience Coordinator/designated faculty supervisor one week after completion of your WE.
  - p. **10 minute Power Point Presentation** of Work Experience Portfolio. Students must be dressed in professional attire for presentations.

**Evaluation:**

Student performance is monitored by the employer/assigned supervisor and site visits are carried out by the work experience coordinator/designated faculty member. Evaluation of work experience report, portfolio, presentation/exhibition and work log are completed by a designated faculty member.

**Grading System:** *pass or fail.* Letter grade is based on evaluation criteria of **Section VI Examination Grades, Points and Distribution** in the CCCJ's Curriculum Guide for the respective program.

**REFLECTIVE REPORT**

The cover page of the report should contain the following information: student name, duration of work experience, title of Report, name of supervisor and the location. The entire reflection should be a maximum of eight (8) pages in length (double space).

The content and format of the Report is outlined below:

**Registered Name of Business Partner:** The official trading name of the business

**Job Title(s):** The position(s) assigned during the work experience tenure

**Location:** The address of the business partner work site.

**Responsibilities:** Describe your responsibilities during your work experience tenure

**Skills, Knowledge and Competence:**

6. Compile a chart listing the employability skills used in the work experience
7. Discuss how your knowledge base and personal skill set evolved during your WE.
8. Explain how your new knowledge and skills are relevant to your academic studies and future career goals.
9. What strengths and weaknesses were uncovered by the experience and how will you improve on your strengths or address your weaknesses?
10. Describe how your thinking about career choices has been influenced by this experience.

**Insights:**

9. What are your observations about the organizations and professional roles and norms?
10. How did the WE change your view of yourself and contribute to your professional development?
11. What knowledge and skills (new or enhanced) were developed?
12. How did the WE affect your academic or career plans?

13. How did you think, feel and act in a professional setting and how did others in that setting think, feel and act toward you? What insights did you gain into your attitudes, values and behaviours?
14. Reflect on your approach to problem resolution in organizations. Explain the cause of any problem experienced and each step used to resolve it.
15. How could you have benefitted more from the WE program?
16. Provide at least three examples of how workplace performance improved by accepting feedback or suggestions from workplace supervisors or others.
17. Analyze how teamwork skills contributed to the success of the work experience, and analyze how teamwork by all workers affected the productivity at the work site.
18. Discuss whether you would recommend this organization to continue in the WE program

### **Outcomes:**

4. Describe your WE achievements
5. Give examples of these accomplishments and the consequences of your work.
6. Describe the personal qualities, professional and technical skills you have developed through the program.

## **PORTFOLIO**

The portfolio will be based on your work experience and assessment of the agency/organization. Portfolio will include the following information:

5. Personal observation
6. Speculations, questions and predictions
7. Evidence of developing self-awareness
8. Connections between personal experience and new information ó what new knowledge has been gained?
9. Description of how participating in work experience assisted with development and transition plan for completion of school and entering the workplace
10. SWOT analysis of agency
11. Diagram of organization hierarchy chart
12. Recommendations on improvements to own work area
13. Updated résumé that includes work experience placement

Portfolios must be submitted to the WE Coordinator or designated faculty supervisor on the end of the first three (3) weeks and the end of the sixth (6<sup>th</sup>) week or the stipulated dates and times of their respective college. Each submission must be a maximum of two (2) pages doubled space.

## GENERAL INFORMATION

9. **Attendance** ó it is expected that the student will not be absent **EXCEPT** for extreme extenuating circumstances. If you are absent from work, this must be communicated to your employer/designated work supervisor in advance. A doctor's certificate (in the case of illness) must be presented to the employer/designated work supervisor and a copy attached to your Work Log form.
10. **Dress** ó should be appropriate to the work situation or in accordance with the Dress Code of the respective organization. It is the student responsibility to conform to the stipulated dress code of their employer.
11. **Company Regulations** ó follow all company regulations. Student must observe in particular the health and safety requirements of the organization; if an injury does occur on the job, contact your supervisors immediately.
12. **Confidentiality** ó all business information must be dealt with in a confidential manner. Student must not share business information with internal or external parties.
13. **Responsibility and Attitude** ó the student is expected to act responsible and your attitude should reflect the utmost level of professionalism and ethics required at the workplace. It is your responsibility to ask for clarification of any hazy areas of assignments and have instructions on how to use the materials or tools required for the job. Learn as much as you can about company policy and operations and ask questions where appropriate. Your attitude reflects on the College you are representing so please conduct yourself accordingly and work to the best of your ability. If there are any problems or concerns at the work site please notify the WE Coordinator or designated faculty supervisor as soon as possible. Be proactive in solving any problems. May you be a credit to the success, great tradition and reputation that the program has built up over the many years in the community and business places in Jamaica.

*Failure to follow, act with integrity and honour your responsibilities could result in a "Failed/Incomplete Work Experience" decision for the relevant semester, a delay in graduation, or other disciplinary actions by the respective institution.*

### 14. Working Tips:

- k. **Respect your supervisors** and listen to their suggestions. Giving respect will ensure you get it back.
- l. Demonstrate a **positive attitude** towards your work.
- m. **Be punctual.**
- n. **Take initiative** and ask for work when you are not busy.
- o. **Complete your tasks** in an organized way.
- p. **Be confident** (by exhibiting good communication skills, asking questions, giving feedback), professional (respect your work and show positive attitude towards it) and reliable (exhibit performance that shows you can be trusted and counted on).

- q. ***Be a team player.***
  - r. If you are not given enough work; speak with your direct supervisor.
  - s. If you have a problem at work; speak first with your employer; if it is not solved then contact the WE Coordinator. Don't just drop work, or be absent.
  - t. ***Mobile phones should be placed on silent; and calls should be short and limited to important calls only.*** One of the issues that are frequently brought forward by employers as causing problems and wasting time are mobile phone calls made or received by students during work.
15. **Exemptions** – the following applies to students requesting exemption from work experience:

D. Any student who is currently working in their field of study, can qualify for exemption. However, the student must apply to the college for the exemption on the prescribed form.

**The following applies to students requesting exemption from work experience:**

- d) *A student must be working in his or her field of study for a minimum of six (6) months, for example a Bursar completing the Bachelor of Science Degree in Accounting.*
- e) *The student will submit the following documents to the WE Coordinator:*
  - v. A letter from his/her current employer confirming their employment and position.
  - vi. Job Description
  - vii. An essay of his or her core job functions and experiences gained (maximum of three (3) typed pages.
- f) *Do a presentation/exhibition on the organization and how his or her work helps it to achieve its strategic objectives. This presentation is for a maximum of fifteen (15) minutes to the WE Coordinator or designated faculty supervisor.*

***NB.***

- 3. *The respective college will provide the necessary documents for WE to its students.*
- 4. *Students who are granted exemption will **NOT** receive a letter grade on their transcript for WE. **The transcript will reflect their exemption status.***

E. The following will apply to **Part-time students** are **who are currently working, but in a field not related to his or her course of study.**

- c. The student will be required to complete **80 hours** of work experience in an area related to his or her field of study.
- d. The student will also be evaluated based on completion of the following:

- v. Work experience attendance
- vi. Reflective Report
- vii. Resume and Cover/Application Letter
- viii. Portfolio

F. The following will apply to **Part-Time Students who ARE NOT working**.

- b. The student will be required to complete **all 240 hours** of work experience and complete each evaluation requirement as outlined in the course description.

## NORMAL EVALUATION

The student's evaluation will be based on forty (40%) percent of the employer's evaluation and sixty (60%) percent on the WE Coordinator or designated faculty supervisor's evaluation as follow:

	<b>Percentage (%)</b>	<b>Evidence Generation</b>
<b>Work Experience Attendance</b>	10%	1. Attendance Register 2. Complete 240 hours
<b>Reflective Report</b>	35%	1. typed Report 2. date submitted 3. all attached documents 4. APA Format
<b>Resume &amp; Cover/Application Letter</b>	15%	1. typed Resume 2. typed Cover Letter 3. date submitted
<b>Daily Work Log/Time Sheet</b>	10%	1. typed weekly Work Log 2. date submitted
<b>Portfolio and Presentation</b>	25%	1. typed portfolio 2. Presentation 2. date submitted 3. APA Format
<b>Employer – Thank you Letter</b>	5%	1. typed letter 2. date submitted
<b>Total</b>	<b>100%</b>	

## EVALUATION – Part-Time Working Students ONLY

	Percentage (%)	Evidence Generation
<b>Work Experience Attendance</b>	10%	<ol style="list-style-type: none"> <li>1. Attendance Register</li> <li>2. Complete 240 hours</li> </ol>
<b>Reflective Report</b>	40%	<ol style="list-style-type: none"> <li>1. typed Report</li> <li>2. date submitted</li> <li>3. all attached documents</li> <li>4. APA Format</li> </ol>
<b>Resume &amp; Cover/Application Letter</b>	20%	<ol style="list-style-type: none"> <li>1. typed Resume</li> <li>2. typed Cover Letter</li> <li>3. date submitted</li> </ol>
<b>Portfolio and Presentation</b>	30%	<ol style="list-style-type: none"> <li>1. Portfolio</li> <li>2. Presentation</li> <li>3. date submitted</li> <li>4. APA Format</li> </ol>
<b>Total</b>	<b>100%</b>	