SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: Reading and Writing

Code No.: Eng 155-3   **Semester:** Fall

Program: Office Administration

Author: Language & Communication Department

Date: August 1998   **Previous Outline Dated:** Sept. 1997

Approved: _____   _____
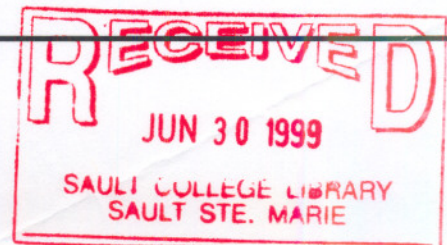   Dean   Date

Total Credits: 3   **Prerequisite(s):**
Length of Course: 3 hrs./week   **Total Credit Hours:** 48

Reading and Writing
COURSE NAME

Eng 155-3
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I.   COURSE DESCRIPTION:

Designed especially for Office Administration, this course helps students develop reading and writing skills necessary to function at the college level. The theory of writing is taught through the writing process. Grammar is a specific focus of this first-year offering.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Write clear, concise and grammatically correct sentences employing a variety of editing techniques
2. Analyze sentences and paragraphs to identify problems and correct them
3. Write unified, well-organized paragraphs and essays
4. Read at a level consistent with post-secondary work
5. Demonstrate library and documentation skills

B.   Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Write clear, concise, grammatically correct sentences employing a variety of editing techniques.

Potential elements of the performance:
- Evaluate the effectiveness of communication produced
- Edit and revise content
- Recognize and correct English usage errors
- Respond to oral feedback
- Recognize and employ standard English sentence structure
- Employ punctuation and sentence skills
- Locate and use credible sources

2. Analyze sentences and paragraphs to identify problems and correct them.

Potential elements of the performance:
- Recognize and use sentences and paragraphs to enhance unity
- Employ techniques aided by technology that enhance clarity
- Support and develop ideas
- Maintain focus on cohesive writing

Reading and Writing   Eng 155-3
COURSE NAME   CODE NO.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Write unified, well-organized paragraphs and essays.

Potential elements of the performance:
- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns
- Provide unity, coherence, and organizational structure
- Identify and address audience
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized paragraphs
- Employ post-secondary vocabulary
- Link ideas using transitional techniques
- Write clear, concise, grammatically correct sentences that show variety in style

4. Read at a level consistent with post-secondary work.

Potential elements of the performance:
- Identify stated or implied main ideas
- Distinguish supporting details
- Determine reliability of reading material
- Recognize bias
- Make logical inferences and draw conclusions
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use college-level dictionary and thesaurus

5. Demonstrate library and documentation skills.

Potential elements of the performance:
- Locate and collect information from a variety of sources
- Evaluate material for inclusion
- Correctly paraphrase and quote
- Document all sources using an accepted format (APA; MLA)

Reading and Writing
COURSE NAME

Eng 155-3
CODE NO.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

6. Produce an effective resume and cover letter by gathering specific employment-related data from a variety of sources.

Potential elements of the performance:
- Identify and select potential sources of required data
- Evaluate data for reliability, currency, relevance, and accuracy
- Summarize one's own skills, knowledge, and experience realistically
- Anticipate audience reaction and make adjustments
- Choose a format that displays and markets one's skills, knowledge, and experience
- Use appropriate letter format
- Recognize various styles of resumes
- Use software for attractive document design of the resume and cover letter
- Organize information in response to potential employers
- Use informative, specific language to present skills and experience, i.e. active verbs, quantitative wording

III.   TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Basic Grammar Theory
2. Paragraphs and Essays – incorporating proper sentence structure, organization, and methods of development
3. Reading for Comprehension
4. Documentation Skills
5. Editing Skills
6. Resume and Cover Letter

Periodic tests will be used to measure skill mastery.

III.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. The Gregg Reference Manual (4th Canadian edition) Sabin, Millar, Shine, and Strashok. McGraw-Hill Ryerson
2. A dictionary and thesaurus
3. Language and Communication Guidelines (provided)
4. Two 3.5" computer disks (dedicated to English)

V.   EVALUATION PROCESS / GRADING SYSTEM
MAJOR ASSIGNMENTS AND TESTING:
(Refer also to the Language and Communication Guidelines)

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

1. Basic Grammar Theory (Students will be evaluated on a minimum of two (2) tests)	30%
2. Writing (Students will be evaluated on a minimum of one cover letter and resume (10%), program-related expository writing assignments (10%), and one research essay test written in class (10%)	30%
3. Reading (Students will be evaluated on a minimum of two reading comprehension tests)	10%
4. Documentation and Research Skills (Many subjects studied in college require support of the writer's main ideas through library research. The sources of information used in research must be cited using a standard method of documentation)	10%
5. Final Exam (Achievement of course-learning ou5tcomes will be measured by mandatory final testing at the end of term)	20%
TOTAL	**100%**

Notes:
1. The professor reserves the right to adjust the course as he/she deems necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program areas.

IV.   EVALUATION PROCESS / GRADING SYSTEM

Students will be assessed on the basis of their written assignments, editing, comprehension, resume and cover letter, and final exam.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

Reading and Writing
COURSE NAME

Eng 155-3
CODE NO.

V.   EVALUATION PROCESS / GRADING SYSTEM (Cont'd):

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)

CR Credit exemption
X   A temporary grade, limited to situations
     with extenuating circumstances, giving
     a student additional time to complete
     course requirements

NOTE: Students may be assigned a mid-term grade of "R" for unsatisfactory
          performance.

TIME FRAME

Reading and Writing Eng 155-3 involves three hours per week for the semester.

VI.   SPECIAL NOTES:

Special Needs
Students with special needs (e.g. physical limitations, visual impairments, hearing
impairments, learning disabilities) are encouraged to discuss required accommodations
with the professor and/or contact the Special Needs Office.

Complementary Activities
To meet course objectives, students should expect to match each scheduled class hour
with independent study.

Plagiarism
Students should refer to the definition of "academic dishonesty" in the "Statement of
Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that
submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the
material referenced and to credit the author of the material, it is the policy of the
department to employ a documentation format for referencing source material.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Note: A copy of the course outline must be kept on file in the Registrar's Office.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.