

I. COURSE DESCRIPTION:

This course will help students to develop the fundamental communication skills required to effectively function in the workplace. Emphasis is placed on sentences and paragraph writing, summary writing, critiquing and editing work, and citing sources. Program related journals and periodicals will be used to develop communication skills pertinent to the students' programs of study. A mandatory Communications Skills Assessment will determine students' level of Communication Skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Summarize vocationally relevant articles from journals, periodicals, and textbooks.

Potential Elements of the Performance:

- Read vocationally specific articles for understanding
- Identify and look up new vocabulary
- Recognize the thesis (main idea) and supporting points of the article
- Use drafting and revision techniques to write unified, coherent, clear, correct, and concise summaries
- Include thesis and main ideas but exclude details
- Retain author's intent, emphasis, and ideas in own words
- Include article title and author's name at the beginning, followed by the controlling idea
- Acknowledge the source

2. Cite accurately all resources used in documents.

Potential Elements of the Performance:

- Identify nature of information required (distinguish primary and secondary research)
- Use library effectively
- Employ a variety of sources of information (including print, databases, Internet, etc.)
- Gather information from all appropriate sources
- Evaluate information for credibility, relevance, and usefulness
- Draw conclusions about how information is to be used
- Incorporate research effectively, using direct quotations and paraphrases
- Cite correctly within written documents
- Cite and document all sources using an accepted format (APA, MLA)

3. Use appropriate vocabulary, sentence and paragraph structure in written work.

Potential Elements of the Performance:

- Identify clearly the purpose and audience of the message
- Employ vocabulary and language suitable for the workplace
- Write clear, concise grammatically correct sentences within a framework of vocationally specific content.
- Write unified, coherent (well organized) paragraphs and summaries
- Formulate topic sentences that clearly present a point
- Support topic sentences with a plan of development
- Provide relevant, adequate, specific support
- Write effective, memorable concluding sentences
- Link ideas using transitional techniques
- Produce and enhance documents using technology

4. Identify and use appropriate language for the workplace.

Potential Elements of the Performance:

- Develop vocabulary skills and appropriate workplace language
- Use a dictionary and thesaurus accurately
- Employ post-secondary-level vocabulary

5. Produce, critique, and edit all documents.

Potential Elements of the Performance:

- Computer generate, evaluate, edit and revise all written documents
- Use language and style suitable to the purpose and audience
- Employ others as editors either in person or online
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals using all available sources as required
- Produce documents to college-level and workplace standards

6. Write clear, concise, and grammatically correct sentences within a framework of vocationally specific written documents.

Potential Elements of the Performance

- Recognize and use various sentences types accurately in written documents
- Identify and employ various sentences patterns including simple, compound, complex, compound/complex
- Write grammatically correct sentences of various types and patterns in single-sentence or multiple-sentence documents
- Edit and revise content of all documents
- Recognize and correct English usage errors
- Respond appropriately to oral and written feedback
- Evaluate the effectiveness of the communication produced

III. TOPICS:

1. Introductory Skills Assessment
2. Library Skills and Tour
3. Sentence Structure (vocationally specific content)
4. Paragraph Development (vocationally specific content)
5. Reading and Summarizing Skills
6. Editing Techniques
7. Documenting/Citing Sources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Communications I, CMM115, Sault College by Thomson/Nelson Publications.
2. Computer disks (2) dedicated to Communications course

V. EVALUATION PROCESS/GRADING SYSTEM:

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|--------------------------------------|-----|
| 1. In-class Tests/Assignments | 30% |
| 2. Summary/Paragraph Assignments | 30% |
| 3. Grammar/Editing Activities | 20% |
| 4. Research/Documentation Assignment | 20% |

NOTE: Students must attend class in order to complete and submit many of the above in-class assignments/activities.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE A: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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

NOTE C:

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of the students.
2. Marking schemes for written assignments may 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 area needs.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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

Complementary Activities

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.