

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Communications

CODE NO. : ENG 093 **SEMESTER:** Winter

PROGRAM: College Entrance—Native Program

AUTHOR: Native Education & Training

DATE: Jan. 2005 **PREVIOUS OUTLINE DATED:** Jan. 2001

APPROVED:

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TOTAL CREDITS: 6

PREREQUISITE(S): None

HOURS/WEEK 6 hrs weekly

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For additional information, please contact Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course gives students an opportunity to develop their reading and writing skills in preparation for entry into post-secondary courses. A variety of teaching methods - small group lessons, individualized learning packages, lectures - will be used to assist students in completing the required assignments. The students will become familiar with the services offered in the school library and will develop basic research and documentation skills. Students are encouraged to make reading and writing a rewarding personal daily activity and to recognize that improvement in communication skills comes by practice and commitment.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Read for various purposes
2. Write for various purposes
3. Develop dictionary/thesaurus skills

B. Learning Outcomes and Elements of the Performance:

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

1. Read for various purposes

Potential elements of the performance:

- identify stated and implied main ideas
- identify supporting details
- develop vocabulary strategies
- use context clues to understand word meanings
- make logical inferences
- draw conclusions
- preview reading material
- research information
- locate, collect and evaluate information from a variety of sources

2. Write for various purposes

Potential elements of the performance:

- identify and use all steps in writing process - prewriting, revising, editing and proofreading
- write unified and coherent paragraphs
- write topic sentence supported by relevant, specific details and appropriate concluding sentences
- use various methods of paragraph development (expository style)
- employ APA documentation
- document information from a variety of sources
- design and develop title pages

- demonstrate grammatical skills through accurately written products
- demonstrate essay-building skills

3. Develop dictionary/thesaurus skills

Potential elements of the performance:

- locate words using guide words
- identify sounds using pronunciation key
- identify parts of speech
- identify abbreviations
- identify plural forms and word endings
- identify English language usage from slang to formal
- understand that a word has more than one meaning
- identify etymology of words
- use thesaurus effectively

III. TOPICS:

1. Spelling and dictionary/thesaurus use
2. Reading comprehension and vocabulary skills
3. Effective sentence writing and sentence combining
4. Paragraph development
5. Library (research) skills
6. Documentation in research paragraphs
7. A review of parts of speech

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. The Canadian Writer's Workplace
2. Gage Canadian Dictionary - It is recommended that students purchase this dictionary and bring it to class regularly. This dictionary is also required in the College post-secondary English courses, so it will be a good investment.
3. Roget's Thesaurus

V. EVALUATION PROCESS / GRADING SYSTEM

MAJOR ASSIGNMENTS AND TESTING:

- Dictionary Assignment (10%)
- Thesaurus Assignment (10%)
- Grammar and Editing Skills (15%)
- Program-related Writing (15%)
- APA Documentation Assignment (10%)
- One Research Essay (15%) & Related Research Skills (10%)
- In Class Quizzes (15%)

Instructional Techniques

A variety of methods including presentations, small group work, directed readings may be used to respond to students' needs.

TIME FRAME:

ENG 093 is a (6) credit course which involves six periods per week for the semester. Students are expected to attend and participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD):

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	49% and below	
CR	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: Students may be assigned an “F” grade early in the course for unsatisfactory performance.

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

GRADING:

Marking schemes for essays and other assignments will differ 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 objectives of the course.

VI. SPECIAL NOTESSpecial 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.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer.” (Gage Canadian Dictionary, 861)

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

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 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 transcript must be 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.