

**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ON**



**COURSE OUTLINE**

**Course Title: Communications 1**

**Code No.: PFP 104-3**

**Semester: Fall**

**Program: Police Foundations  
Law and Security Administration**

**Author: Language and Communication Department**

**Date: August 2000**

**Previous Outline Dated: August 1999**

**Approved:**

*Judith Morris*  
Dean

*June 2000*  
Date

**Total Credits: 3**

**Prerequisite(s): None**

**Length of Course: 3 hours/week Total Credit Hours: 48**

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*For additional information, please contact Judith Morris, School of Continuous Learning,*  
**(705) 759-2554, Ext. 516**

**I. COURSE DESCRIPTION:**

This course provides an introduction to applied communication with particular emphasis on the development of speaking, listening, reading, writing, researching, and thinking skills. The language skills developed in the course are useful to students in college courses as well as the workplace. Students may begin at a level determined by a pre-test of reading comprehension and writing skills. In this course, the principles of writing are taught through the writing process.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**A. Learning Outcomes:**

1. Plan, develop, write, and edit expository material
2. Recognize and apply grammar and spelling fundamentals
3. Research information and document sources
4. Give a well-organized, coherent, and effective presentation
5. Respond effectively, efficiently, and appropriately to spoken messages in ways that demonstrate comprehension and evaluation of the messages

**B. Learning Outcomes and Elements of the Performance:**

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

1. Plan, develop, write, and edit expository material.

**Potential elements of the performance:**

- Identify audience and purpose
- Formulate thesis statements
- Support thesis statement with adequate and specific information
- Provide unity, coherence, and organizational structure
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized paragraphs
- Link ideas using transitional techniques
- Write clear, concise, grammatically correct sentences that show a variety of style
- Identify and employ expository patterns (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)

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

2. Recognize and apply grammar and spelling fundamentals.

**Potential elements of the performance:**

- Evaluate the effectiveness of the communication produced
- Edit and revise content using available resources (e.g. spell checker, dictionary, thesaurus)
- Employ self, peers or professors as editors
- Recognize and correct English usage errors
- Respond appropriately to oral and written feedback

3. Research information and document sources.

**Potential elements of the performance:**

- Use the library effectively
- Locate and gather information from the most appropriate sources including personal communication, print, databases, and the Internet
- Examine the information and select what is relevant, important and useful
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of sources
- Employ a variety of techniques to organize the information
- Incorporate research effectively
- Present information according to style and conventions of an expository research essay
- Cite and document all sources using an accepted format

4. Give a well-organized, coherent, and effective presentation.

**Potential elements of the performance:**

- Locate and organize material
- Formulate a thesis statement
- Support the thesis with adequate information
- Provide an appropriate conclusion
- Outline and prepare the presentation to be spoken
- Use appropriate vocabulary and style for this format
- Use visuals to enhance the presentation
- Deliver an effective oral presentation

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

5. Respond effectively, efficiently, and appropriately to spoken messages in ways that demonstrate comprehension and evaluation of the messages.

### Potential elements of the performance:

- Attend to both the verbal and non-verbal elements of the message
- Accurately summarize or restate key points
- Adjust listening strategies to the situation
- Seek clarification as necessary
- Block barriers to listening
- Record information effectively in notes, messages, or other appropriate formats
- Provide feedback, both verbal and nonverbal, to the speaker
- Make appropriate decisions about how to act upon messages received and follow through

## 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. Research, documentation, and library skills
  2. Editing skills:
    - \* Students will be responsible for the ongoing practice of grammar fundamentals
    - \* Students' specific learning needs will be identified from their writing
  3. Sentence and paragraph development
  4. Expository writing using some of the following:
    - a. Example
    - b. Process analysis
    - c. Comparison or Contrast
    - d. Cause or Effect
    - e. Division or Classification
    - f. Description
    - g. Definition
  5. Oral presentation skills
  6. Production skills
- Refer to Language and Communication Guidelines

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. College Writing Skills with Readings (2nd Canadian Edition) John Langan and Sharon Winstanley, McGraw-Hill Ryerson
2. Language and Communication Guidelines (provided)
3. 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.)

**1. Writing Fundamentals**

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

- One research essay (15%)
- Program-related writing (20%)
- Grammar and editing skills (15%)

Note: Professors will deduct marks for editing errors in final submissions.

**2. Documentation and Research Skills**

The sources of information used in research must be cited using a standard method of documentation (10%).

**3. Oral Presentation**

Students will be evaluated on an oral presentation (10%).

**4. Final Examination**

Achievement of course learning outcomes will be measured by a final in-class examination (30%).

**V. EVALUATION PROCESS / GRADING SYSTEM (Continued):**

**NOTES:**

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. Marking schemes for essays and other 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 area needs. However, the marking scheme for the PFP 104 final examination will be standard throughout the department.

**METHOD OF ASSESSMENT (GRADING METHOD)**

Students will be assessed on the basis of their research and documentation skills, written assignments, editing, and a final examination.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	3.75
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)	0.00
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.

**V. EVALUATION PROCESS / GRADING SYSTEM (Continued):**

**TIME FRAME**

Communications 1 PFP 104 involves three periods per week for the semester. At least one hour per week will be in a computer lab. Students are expected to attend and to participate in class activities.

**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.

Pretesting

All first-year students must complete the mandatory English Placement Test prior to attending PFP104.

The Learning Centre

Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and other services.

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, 1983, p. 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.

**VI. SPECIAL NOTES (Continued):**

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

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.

Students who have mastered these outcomes should see the Prior Learning Assessment Coordinator to discuss the availability of a Challenge Test for this course.