

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COMMUNICATION SKILLS

Code No.: ENG 120-3

Program: ALL POST SECONDARY PROGRAMS

Semester: FIRST AND SECOND SEMESTER

Date: FALL, WINTER 1986-1987

Author: LANGUAGE AND COMMUNICATIONS DEPARTMENT

New: _____ Revision: X

APPROVED: *JJ/Kom*
Chairperson

Aug. 18/86
Date

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

The course aims at achieving a standard of reading and writing skills appropriate to College studies. Students will begin the course at a level determined by pre-tests designed to measure reading comprehension, vocabulary development and expository skills.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their writing and editing assignments, summaries, comprehension and vocabulary tests, reading lab exercises (where applicable) final tests.

Letter grades will be assigned in accordance with the Language and Communications Department guidelines.

The following grade symbols will be used in recording final grades:

"A+" - consistently outstanding

"A" - outstanding

"B" - above average

"C" - satisfactory

"R" - repeat (the student has not achieved the objectives of the course, and the course must be repeated).

A detailed description is attached to the course outline.

TEXTBOOKS AND SUPPLIES

1. Webster's New World Dictionary, Collins
2. The Communications Circuit - Basic Reading and Writing Skills
3. Assignments in Exposition, Rorabacher

Students will be required to purchase two overhead transparencies and a black or blue non-permanent, water soluble transparency pen (available in the Campus Shop).

COURSE OBJECTIVES

Upon completion of the course, students will be able to do the following:

1. write clear, concise, grammatically correct sentences in a variety of standard sentence patterns.
2. write unified, emphatic, well-organized paragraphs.

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3. write brief, coherent essays embodying a number of expository techniques to serve a specific audience, i.e., process analysis, comparison and contrast, cause and effect, classification and description.
4. produce accurate summaries of the important ideas in a variety of written materials.
5. demonstrate acquisition of vocabulary development techniques (dictionary use, context, personal glossary).
6. read at a level consistent with post-secondary work.

INSTRUCTIONAL METHODS

A variety of methods including classroom presentations, small group discussions, directed readings and language lab are used to respond to student needs.

TOPICS

*Note: These topics sometimes overlap several areas of skill development, and are not intended to be dealt with always in isolated learning units, or necessarily in this order.

1. Introductory Testing
2. Review of Grammar and Spelling Fundamentals

With assistance from the instructor, students will be responsible for the on-going practice of grammar fundamentals according to their individual needs. These needs will be identified from students' writing.

3. Sentence Patterns
(As stated in the objectives)
4. Vocabulary Skills
 - a) Using the dictionary
 - b) Understanding words in context
 - c) Developing a personal glosary
5. Reading and Writing Expository Material
 - a) Process Analysis
 - b) Comparison and Contrast
 - c) Cause and Effect
 - d) Classification
 - e) Description
6. Summary Writing
7. Reading Lab

Where pretest results indicate a need for reading development, students will be required to use materials in the Reading Lab outside of

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scheduled English class hours. These students will review their lab progress with their instructors on a regular basis.

GRADING

Written work assigned and graded will constitute 60% of your grade. A final exam will constitute 30% and such factors as improvement, classroom activities and participation will account for the remaining 10%.

MAJOR ASSIGNMENTS AND TESTING

Students will be evaluated on five written and revised assignments (three expository assignments and two summaries). 45%

Students will also be evaluated on grammar fundamentals and editing skills (two editing exercises), reading comprehension, vocabulary and dictionary skills. 15%

Students who require work in the reading lab will be expected to meet one of the following criteria to complete successfully the reading lab component:

- a) achievement of a 12.0 comprehension score on the Nelson-Denny Reading Test.
- b) completion of three successive reading levels in the guided reading program with an average comprehension score of 80% (Level "J" minimum).

Course objectives will be tested at the end of term. The final tests will include expository writing, summary writing and an editing exercise. 30%.

TIME FRAME

Communication Skills 120-3 involves three periods per week for seventeen weeks.

ADVANCED CREDIT

Students whose preliminary reading test results and first writing assignments warrant it, will be granted advanced credit for the course.

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