

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COMMUNICATION SKILLS (3)

CODE NO.: ENG 120-3 SEMESTER: FALL

PROGRAM: ALL POST-SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: SEPTEMBER 1992 PREVIOUS OUTLINE DATED: JANUARY 1992

APPROVED: *S. Moran* DATE 1992 06 05
DEAN

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course helps students develop reading and writing skills necessary to function at the college level. Students begin at a level determined by a pre-test of reading comprehension, vocabulary development and writing skills.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their essay assignments, summaries, comprehension and vocabulary tests, grammar and spelling, reading lab work and final tests.

Letter grades will be assigned in accordance with the Language and Communication Department Guidelines.

The following letter grades will be assigned as final grades in courses in the Language and Communication Department:

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 an "R" grade early in the course for unsatisfactory performance.

GRADING

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

TEXTBOOKS

1. College Writing Skills by John Langan, McGraw-Hill Book Company.
2. GAGE Canadian Dictionary, GAGE Educational Publishing Company.
3. Roget's Thesaurus.

ADDITIONAL RESOURCES

1. The Least You Should Know About English - Writing Skills by Teresa Ferster Glazier, Harcourt Brace Jovanovich (as required by the Professor).
2. Connections, Effective Reading & Writing by William Van Nest, Prentice Hall (available in the Learning Assistance Centre).
3. Students may 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 which show variety in style.
2. write unified, well-organized paragraphs and essays.
3. use a number of expository techniques to serve a specific audience.
4. read and summarize post-secondary level material.
5. understand and employ a variety of editing techniques.

INSTRUCTIONAL METHODS

Classroom presentations, small group writing activities, directed readings and the Learning Assistance Centre enhancement programs may be used by the instructor to respond to student needs.

The Learning Assistance Centre is designed to help students of every program reach their academic goals while they are at Sault College.

At the Centre, students are encouraged to make use of the wide variety of communication enhancement materials. For example, peer tutoring is available to students who require help. Additionally, there are many computer and reading programs which specifically address particular student learning needs.

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. Introductory Testing
2. Review of Library Skills
3. Grammar and Spelling Fundamentals
Students will be responsible for the ongoing practice of grammar fundamentals. Students' specific needs will be identified from their writing.
4. Sentence Patterns
5. Vocabulary Skills
 - a) Using the dictionary and thesaurus
 - b) Understanding words in context
 - c) Developing a personal glossary
6. Reading and Writing Expository Material using some of the following:
 - a) Example
 - b) Process Analysis
 - c) Comparison and Contrast
 - d) Cause and Effect
 - e) Division/Classification
 - f) Description
 - g) Definition
7. Writing One-hundred Word Summaries

MAJOR ASSIGNMENTS AND TESTING

(Refer also to the Language and Communication Guidelines.)

1. Writing

Students will be evaluated on a minimum of four written assignments (at least two expository assignments and two 100 word summaries) which will be completed in class. Since these assignments are written under test conditions, the **final** product is not subject to the revision and resubmission policy. (40%)

2. Fundamentals

Students will be evaluated on grammar fundamentals, editing skills, and reading comprehension primarily through in-class assignments and quizzes. (20%)

Since this course places particular emphasis on building skills through revision, editing and revising will be stressed.

3. Final Testing

Course objectives will be tested at the end of term. Final testing is mandatory. The final tests will include expository writing and summary writing. (30%)

4. Participation

Students are expected to attend classes and to participate in class activities. (10%)

TIME FRAME

Communication Skills (3) Eng 120-3 involves three periods per week for the entire semester.

ADVANCED CREDIT

Students' preliminary reading test results and first writing assignments may indicate candidacy for the Challenge Test.

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 such other penalty, up to and including expulsion from the course, as may be decided by the professor.

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 the APA Documentation Format for referencing source material. An outline of this style is available from the professor.

