

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COMMUNICATION SKILLS (3)

CODE NO.: ENG 120-3

SEMESTER: ALL

PROGRAM: VARIOUS POST-SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: SEPTEMBER 1996

PREVIOUS OUTLINE DATED: DEC./95

APPROVED:

Judith Morris  
DEAN

June 1996  
DATE

TOTAL CREDITS: 3

PREREQUISITES:

LENGTH OF COURSE: 3 HOURS/WEEK

TOTAL CREDIT HOURS: 48

COURSE NAME

CODE NO.

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

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

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

A. **Learning Outcomes:**

1. Read post-secondary material for various purposes.
2. Plan, develop and write a five-paragraph, post-secondary level expository essay.
3. Critique and edit written work (including their own) recognizing quality of communication.
4. Research information and document sources.

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

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

1. Read post-secondary material for various purposes.

**Potential elements of the performance:**

- identify stated or implied main ideas
- distinguish support details
- determine reliability of reading material (distinguish fact and opinion)
- recognize bias
- make logical inferences and draw conclusions
- determine cause and effect
- determine writer's purpose and audience
- comprehend post-secondary vocabulary
- use college-level dictionary and thesaurus

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

2. Plan, develop and write a five paragraph, post-secondary level expository essay.

**Potential elements of the performance:**

- formulate thesis statements
- support thesis statement with a plan of development
- provide adequate and specific support
- identify and employ expository patterns  
(eg. example, process analysis, compare and contrast, cause and effect,  
division and classification, description, definition)
- provide unity, coherence and organizational structure
- identify audience
- use prewriting techniques to develop and organize ideas
- use drafting techniques to write and revise copy
- write unified, well-organized paragraphs
- employ post-secondary vocabulary
- link ideas using transitional techniques
- write clear, concise, grammatically correct sentences that show variety in style

3. Critique and edit written work (including their own) recognizing quality of communication.

**Potential elements of the performance:**

- evaluate the effectiveness of communication produced
- edit and revise content
- recognize and correct English usage errors
- respond to oral or written feedback

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

4. Research information and document sources.

**Potential elements of the performance:**

- locate and collect information from a variety of sources
- evaluate material for inclusion
- summarize and paraphrase
- document all sources using an accepted format (APA;MLA)
- present information according to style and conventions required

**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. 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 Patterns
4. Reading Skills (including dictionary and thesaurus)

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**III. TOPICS (Continued)**

5. Expository Writing using some of the following:

- |                            |                            |
|----------------------------|----------------------------|
| a) Example                 | e) Division/Classification |
| b) Process Analysis        | f) Description             |
| c) Comparison and Contrast | g) Definition              |
| d) Cause and Effect        |                            |

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

1. College Writing Skills with Readings, First Canadian Edition by John Langan, McGraw-Hill Book Company
2. Gage Canadian Dictionary, Gage Education Publishing Company
3. Roget's Thesaurus

**V. EVALUATION PROCESS/GRADING SYSTEM**

**MAJOR ASSIGNMENTS AND TESTING**

(Refer also to the Language and Communication Guidelines.)

**1. Reading, Writing and Fundamentals**

Students will be evaluated on a minimum of two written assignments and two essay tests. The tests are not subject to revision and resubmission. (40%)

Students will also be evaluated in process on grammar fundamentals, editing skills and reading comprehension. (20%)

**2. Documentation and Library Skills**

Many subjects studied in college require support of the writer's main ideas through library research. The sources of information used in research, such as books, magazine articles, personal interviews, periodicals, journals, etc., must be cited using a standard method of documentation. (10%)

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

**3. Final Testing**

Achievement of course learning outcomes will be measured by mandatory final testing at the end of the term. (30%)

**TIME FRAME**

Communication Skills (3) ENG120-3 involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

**METHOD OF ASSESSMENT (GRADING METHOD)**

Students will be assessed on the basis of their written assignments, editing, comprehension and final tests.

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

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.

COURSE NAMECODE NO.**V. EVALUATION PROCESS/GRADING SYSTEM (Continued)****GRADING**

Written work assigned and graded will constitute **70%** of the grade. A final exam will constitute **30%**. After students have had an opportunity to revise their writing, professors will deduct marks for any remaining grammar and fundamental errors.

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. However, the marking scheme for the ENG120 final examination will be standard throughout the department.

**VI. SPECIAL NOTES:**Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Computer-Assisted Writing

Whenever possible students are encouraged to generate and edit their writing using computer software tools such as spell check, grammar check, thesaurus, etc. As well, grammar fundamentals may be practised using the software available in the Learning Assistance Centre.

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.

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.

**VI. SPECIAL NOTES (Continued)**

Advanced Standing

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Language and Communication Department.

Retention of Course Outlines

It is the responsibility of the student to retain 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**

An English 120 Challenge exam is in place. Information concerning this exam is available from your instructor or the Prior Learning Assessment Office (H0240).