# THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## SAULT STE. MARIE ON

## COURSE OUTLINE

**COURSE TITLE:** Reporting in the Helping Professions

**CODE NO.:** Eng 225-3          **SEMESTER:** Fall/Winter

**PROGRAM:** Various Post-Secondary

**AUTHOR:** The Language and Communication Department

**DATE:** August 1997      **PREVIOUS OUTLINE DATED:** August 1996

**APPROVED:** *Judith M Morris*          **DATE:** *July /97*
Dean

**TOTAL CREDITS:**   3

**PREREQUISITES:** Eng 120-3

**LENGTH OF COURSE:**  3 hours/week      **TOTAL CREDIT HOURS: 48**

Reporting in the Helping Professions
**COURSE NAME**

ENG 225-3
**CODE NO.**

## I.     COURSE DESCRIPTION:

This course prepares students for employment in the human service professions where skills of clarity, accuracy and conciseness are necessary in both written and oral communications.  Special emphasis is placed on adapting tone and language suited to the intended audience.  All work is developed from the theory of writing acquired in ENG 120 or equivalent.

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

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

1. Adapt the format, tone and diction of a communication to the needs of a specific audience in a given situation
2. Locate, gather and apply information during the preparation of written and oral reports using appropriate tools to facilitate the information-gathering process
3. Demonstrate, in written assignments, the ability to produce clear, accurate, well-organized text in a variety of formats
4. Give well-organized, coherent, effective, oral presentations, using visual aids where appropriate
5. Prepare an effective job-application package
6. Demonstrate, in writing, comprehension of program-related material from professional journals
7. Employ a variety of editing techniques, including the use of technology

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

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

1. Adapt the format, tone and diction of a communication to the needs of a specific audience in a given situation.

**Potential elements of the performance:**
- recognize which of several format choices will be most effective considering the writer's goals and the expected audiences' reactions
- choose a tone in the communication that will best serve to achieve the desired purpose and to effect the desired reaction on the reader's part
- select the most appropriate communication style (sentence type and length, word choice, paragraph structure, etc.)

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

2. Locate, gather and apply information during the preparation of reports.

**Potential elements of the performance:**
- use tools such as filing systems, references, interviews, libraries and technological means to gather appropriate, accurate and useful information for preparation of a report
- employ observation techniques and demonstrate the difference between objective and subjective writing
- select the proper format for the report type needed, and apply the information in the most effective way
- locate, gather and apply information using appropriate technological and traditional tools during the preparation of reports
- use a variety of media to research among or within agencies
- use the library technology to gather the current data in response to a question arising in the preparation of a report
- use Internet technology to seek information beyond the resources available locally
- use comparative information-checking and other validation techniques to evaluate all sources for reliability

3. Demonstrate, in written assignments, the ability to produce clear, accurate text in a variety of formats.

**Potential elements of the performance:**
- within the context of a given scenario, correctly select the type to produce and write letters, logs, memos, informal and formal reports and proposals
- write well-organized, logical documents
- write all submissions so the purpose of the written communication is clear and any required action on the part of the recipient is easily seen
- write accurate, error-free prose

4. Give well-organized, coherent, effective, oral presentations, using visual aids where appropriate.

**Potential elements of the performance:**
- organize a presentation to meet the needs of an audience:  logical development, proper sequencing, prior knowledge of the audience concerning the topic, etc.
- present effectively in a dynamic manner that achieves the speaker's purpose
- use visual aids effectively

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

5. Prepare an effective job application package.

**Potential elements of the performance:**
- prepare an effective letter of application responding to an advertised position
- prepare a resume for the prepared letter of application
- prepare a resume data base to be tailored as required
- prepare for and participate in a simulated job interview
- demonstrate how to research an employment opportunity

6. Demonstrate in writing, comprehension of program-related material from professional journals.

**Potential elements of the performance:**
- summarize articles from journals related to the program
- use information from program-related journals in reports written for class
- document sources of information in a suitable format (APA)

7. Employ a variety of editing techniques, including the use of technology-based editing.

**Potential elements of the performance:**
- use the technological tools available to assist in editing written material
- use peer-editing effectively
- self-edit written work

## 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
3. Memo writing
4. Letter writing
5. Report and log writing
6. Employment exploration package
7. Oral presentation

Reporting in the Helping Professions
**COURSE NAME**

ENG 225-3
**CODE NO.**

## IV.    REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Impact:  A Guide to Business Communication, Fourth Edition, Prentice Hall Allyn and Bacon
2. A Canadian Writer's Reference, Second Edition by Diane Hacker, Nelson Canada.
3. Gage Canadian Dictionary, Gage Education Publishing Company
4. Roget's Thesaurus
5. Language and Communication Guidelines
6. Two 3.5" computer disks

## V.    EVALUATION PROCESS / GRADING SYSTEM:

**MAJOR ASSIGNMENTS AND TESTING:**

**Note:** In all cases, the professor will determine the order in which assignments are to be covered.  Students will be notified if changes in assignment loading or marking scheme are required.

| | |
|---|---|
| 1. Editing skills | **10%** |
| 2. Employment Package:<br>a) Typed copy of personal resume<br>b) Cover letter/letter of application<br>c) Interview | **15%** |
| 3. Summary Work/Research Assignments:<br>Students will write a minimum of five of the following:<br>a) Memos and letters<br>b) Reports<br>c) Proposals<br>d) Minutes<br>e) Log writing<br>f) Periodical reviews | **55%** |
| 4. Oral reports | **10%** |
| 5. Communication strategies | **10%** |
| **TOTAL:** | **100%** |

**GRADING:**

Reporting in the Helping Professions
**COURSE NAME**

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

**TIME FRAME:**

Reporting in the Helping Professions ENG 225-3 involves three periods per week for the semester.  Students are expected to attend class and to participate in class activities.

**METHOD OF ASSESSMENT (GRADING METHOD):**

| | | |
|---|---|---|
| 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.

## 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.

Reporting in the Helping Professions
**COURSE NAME**

## VI.    SPECIAL NOTES (Continued):

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 an 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.

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.