SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: Fundamental Communication Skills

Code No.: CMM100-3   **Semester:** All

Program: Various

Author: Language and Communication Department

Date: August 1999   **Previous Outline Dated:** August 1998

Approved: _____   _____
                        Dean   **Date**

Total Credits: 3   **Prerequisite(s): None**
Substitute: Eng 93
Length of Course: 3 hrs./week   **Total Credit Hours: 48**

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I.   COURSE DESCRIPTION:

This course establishes the fundamental communication skills required for post-secondary reading, writing, researching, and editing tasks. Students are encouraged to read critically and to write clear, grammatically correct documents developed for a particular audience and purpose. Basic research strategies and editing techniques are introduced. As well, students are acquainted with the use of all available tools, including technology, for producing their written documents and improving their grammatical skills. The theory of writing is taught through the writing process.

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. Read informative material for various purposes.
2. Write clear, grammatically correct sentences.
3. Plan, develop and write unified, coherent, one-paragraph expository documents.
4. Critique and edit written work (including their own) recognizing quality of communication.
5. Locate, gather, employ, and document information from a variety of sources at an introductory level.

B.   Learning Outcomes and Elements of the Performance:

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

1. Read informative material for various purposes.

Potential elements of the performance:
*   Preview reading material accurately
*   Determine writer's purpose and audience
*   Identify stated or implied main ideas
*   Distinguish supporting details
*   Evaluate reading material for reliability (fact, opinion, bias)
*   Use a dictionary and thesaurus efficiently
*   Use post-secondary-level vocabulary effectively
*   Make logical inferences and draw conclusions
*   Determine organizational structure of material
*   Locate, collect, read, and evaluate information from various sources

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

2. Write clear, grammatically correct sentences.

Potential elements of the performance:
*   Identify basic parts of speech, the essential components of sentences
*   Use the parts of speech correctly in sentence construction
*   Recognize different sentence types (declarative, interrogative, imperative, and exclamatory)
*   Identify various sentence patterns including simple, compound, complex, and compound-complex
*   Write grammatically correct sentences of various types and patterns in single-sentence or multiple-sentence documents
*   Edit all documents for correct sentence structure, using all available tools, including technology

3. Plan, develop, and write unified, coherent, one-paragraph expository documents.

Potential elements of the performance:
*   Identify and use all the steps in the writing process – prewriting, drafting, proofreading, revising and editing, final drafting, and final proofreading
*   Identify audience and purpose
*   Identify and employ various expository patterns (example, process analysis, comparison and contrast, cause and effect, division and classification, definition)
*   Write topic sentences that present with a clearly stated point
*   Organize the details logically
*   Support topic sentences with relevant, specific, adequate details
*   Write effective, memorable concluding sentences
*   Edit for unity, coherence, support, and sentence skills
*   Link ideas using transitional techniques
*   Employ college-level vocabulary
*   Use clear, concise, grammatically correct sentences of various types and patterns within the expository documents
*   Produce and enhance expository documents using technology

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

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

Potential elements of the performance:
- Generate, aided by technology, quality communication documents
- Include meaningful content that demonstrates critical thought
- Use suitable language and style
- Evaluate the effectiveness of the communication produced
- Edit and revise content, using technology as a revision tool
- Employ self, peers, and professors as editors either personally or on-line
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using available software packages when required

5. Locate, gather, employ, and document information from a variety of sources at an introductory level.

Potential elements of the performance:
- Identify the nature of the information required
- Use the library effectively
- Employ various sources of information (including print, databases, and the Internet, etc.)
- Gather information from the most appropriate sources
- Evaluate the information for credibility, relevance, and usefulness
- Cite correctly within written documents
- Cite and document all sources using an accepted form (APA)

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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 English Placement Test
3. Sentence Types and Patterns
4. Paragraph Patterns and Expository Writing (using some of the following):
    A) examples
    B) process analysis
    C) comparison and contrast
    D) cause and effect
    E) division/classification
    F) definition
5. Reading Skills
6. Document Production Skills
    Refer also to the Language and Communication Guidelines.

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. English Skills with Readings (1st Canadian Edition) John Langan and Sharon Winstanley, McGraw-Hill Ryerson Limited
2. A dictionary and thesaurus
3. Language and Communication Guidelines (provided)
4. 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)
The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

1. **Reading, Writing, and Fundamentals**
Students will be evaluated on a minimum of two written assignments and two in-class paragraph tests. The tests are not subject to revision and resubmission. (30%)

Students will also be evaluated in process for grammar fundamentals and editing skills. (20%)

V.   EVALUATION PROCESS / GRADING SYSTEM (Continued):

Students will be evaluated as well for reading comprehension skills. (10%)

NOTE: Professors will deduct marks for any grammar and fundamental errors in final submissions.

2. **Documentation and Research Skills**
Many subjects studied in college require support of the writer's main ideas through research. The sources of information used in research, such as books, personal interviews, periodicals, databases, Internet, etc., must be cited using a standard method of documentation. (10%)

3. **Final Examination**
Students must demonstrate comprehensive skill development in this course. Achievement of the course learning outcomes will be measured by a mandatory final examination at the end of the term. (30%)

NOTE:

1. Marking schemes for writing 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 CMM 100 final examination will be standard throughout the department.

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 a mid-term grade of "R" for unsatisfactory performance.

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V.   EVALUATION PROCESS / GRADING SYSTEM (Continued):

TIME FRAME

Fundamental Communication Skills CMM 100 involves three hours per week. Two of the hours will be spent in a classroom for direct instruction by a professor; the third hour will be spent in a computer lab. Students are expected to attend all class hours 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.

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, 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.

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.

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VI. SPECIAL NOTES (cont'd):

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.