

SAULT COLLEGE OF APPLIED ARTS & 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 & Communication Department

Date: August 1999

Previous Outline Dated: August 1998

Approved: _____

Dean

Date

Total Credits: 3

Prerequisite(s): CMM110-3

Length of Course: 3 hr./week

Total Credit Hours: 48

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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 CMM1110.

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
- Prepare for and participate in a career interview

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. Submit an effective job application package.

Potential elements of the performance:

- Submit an effective letter of application responding to an advertised position
 - Submit a resume for the prepared letter of application
 - Submit a resume data base to be tailored as required
 - 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. Research and documentation skills
2. Editing
3. Memo writing
4. Letter writing
5. Report and log writing
6. Employment exploration package
7. Oral presentation

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Handle with Care (2nd ed.), Lucy Valentino, Nelson Canada
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. Editing skills will be assessed in assignments.
2. Employment Package:
 - a) Typed copy of personal resume
 - b) Cover letter/letter of application **10%**
3. Summary Work/Research Assignments:
Students will write a minimum of five of the following:
 - a) Memos and letters
 - b) Reports
 - c) Proposals **75%**
 - d) Minutes
 - e) Log writing
 - f) Periodical reviews
 - g) Interview
4. Oral reports **10%**
5. Research and documentation **5%**
- TOTAL: 100%**

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

1. Professors reserve the right to adjust the course as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for 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 areas.

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral reports, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and 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 a mid-term grade of "R" for unsatisfactory performance.

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.

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.

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.

