THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE

Course Title: College Communication Skills

Code No.: CMM 110   **Semester**: All

Program: Various Post-Secondary Programs

Author: Language and Communication Department

Date: August 2000 **Previous Outline Dated**: August 1999

Approved: _____   _____
                              Dean   Date

Total Credits: 3   **Prerequisite(s): None**

Length of Course: 3 hours/week   **Total Credit Hours: 48**

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I.   COURSE DESCRIPTION: This course helps students develop the communication skills necessary to function at the college level and to be successful in future employment. It promotes the development of college-level research and writing involving critical thinking abilities. Students also will employ effective documentation techniques. Editing abilities and document production will be enhanced through the use of all available tools, including technology. As well, the course assists students in the production of a job application package necessary for obtaining placement or employment opportunities. Students may begin at a level determined by a pre-test of reading comprehension and writing skills. In this course, the principles of writing are taught through the writing process.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

1. Plan, develop, and write five-paragraph, post-secondary-level essays.
2. Produce an effective resume and cover letter.
3. Critique and edit written work to produce college-level documents.
4. Research information and document sources.

B.   Learning Outcomes and Elements of the Performance:

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

1. Plan, develop, and write five-paragraph, post-secondary-level expository essays.

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 (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)
- Provide unity, coherence, and organizational structure
- Identify audience and purpose
- 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

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

2. Produce an effective resume and cover letter.

Potential elements of the performance:
*   Identify one's own skills, knowledge, and experience accurately
*   Anticipate audience reaction and make adjustments
*   Choose a format that displays and markets one's skills, knowledge, and experience
*   Use a standard letter format
*   Employ an appropriate resume style
*   Use software for professional design
*   Organize information in response to specific job ads
*   Use informative, specific language to present skills and experience effectively
Note: All students are encouraged to use the First Place software program; co-op students are **required** to use it.

3. Critique and edit written work to produce college-level documents.

Potential elements of the performance:
*   Computer generate, evaluate, edit, and revise to create effective expository documents
*   Use language and style suitable to the purpose and audience
*   Incorporate content that demonstrates critical thought
*   Employ others as editors either in person or online
*   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
*   Produce documents according to Language and Communication Guidelines

4. Research information and document sources.

Potential elements of the performance:
*   Identify the nature of the information required (distinguish primary and secondary research)
*   Use the library effectively
*   Locate and gather information from the most appropriate sources, including personal communication, print, databases, and the Internet
*   Examine the information and select what is relevant, important, and useful for inclusion
*   Draw conclusions about how the information can be used
*   Check for accuracy and credibility of sources
*   Employ a variety of techniques to organize the information
*   Incorporate research effectively
*   Present information according to style and conventions of an expository research essay
*   Cite and document all sources using an accepted format (APA; MLA)

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 writing
3. Resume and Cover Letter
4. Sentence and Paragraph Development
5. Expository Writing using some of the following:
   a) Example
   b) Process Analysis
   c) Comparison or Contrast
   d) Cause or Effect
   e) Division or Classification
   f) Description or Observation
   g) Definition
6. Production Skills:
   - Refer to the Language and Communication Guidelines

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. College Writing Skills with Readings, (2nd Canadian Edition) John Langan and Sharon Winstanley, McGraw-Hill Ryerson
2. Language and Communication Guidelines (provided)
3. Two 3.5 computer disks (dedicated to English)

V. EVALUATION PROCESS/ GRADING SYSTEM
(Refer also to the Language and Communication Guidelines.)

1. Writing Fundamentals

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

- One research essay (15%)
- Program-related writing (20%)
- Grammar and editing skills (15%)

  Note: Professors will deduct marks for editing errors in final submissions.

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V. EVALUATION PROCESS/ GRADING SYSTEM (continued):

2. Documentation and Research Skills

The sources of information used in research must be cited using a standard method of documentation (10%).

3. Resume and Cover Letter

Students will be evaluated on a minimum of one resume and cover letter (10%).

4. Final Examination

Achievement of course learning outcomes will be measured by a final in-class examination (30%).

NOTES:

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. Marking schemes for essays 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 CMM110 final examination will be standard throughout the department.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their resume and cover letter, research and documentation skills, written assignments, tests, editing, and a final examination.

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

Grade		**Definition**	**Grade Point Equivalent**
A+	Consistently outstanding	(90% - 100%)	4.00
A	Outstanding achievement	(80% - 89%)	3.75
B	Consistently above average achievement	(70% - 79%)	3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%)	0.00

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V. EVALUATION PROCESS/ GRADING SYSTEM (continued):

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

Communication Skills CMM 110 involves three or five periods per week for the semester.
At least one hour per week will be in a computer lab. 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.

Pretesting
All first-year students must complete the mandatory English Placement Test prior to
attending CMM110.

The Learning Centre
Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer
tutoring, and other services.

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, 1983, p. 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.

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VI.   SPECIAL NOTES (continued):

Plagiarism (continued)

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.

Students who have mastered these outcomes should see the Prior Learning Assessment Coordinator to discuss the availability of a Challenge Test for this course.