

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



COURSE OUTLINE

Course Title: Practical Communication I

Code No.: ENG149-3

Semester: Fall

Program: Various

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 reading, writing, listening, and speaking skills required for various apprenticeship and certificate programs. Periodicals and other sources are used to develop practical assignments while helping the students explore their future role within that field. The principles of writing are taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Write a resume and cover letter
2. Plan, develop, and produce clear, concise, and accurate college-level documents
3. Demonstrate oral communication skills needed in a work environment
4. Read career-related materials for various purposes

B. Learning Outcomes and Elements of the Performance:

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

1. Write a resume and cover letter.

Potential elements of the performance:

- Recognize various styles of resumes
- Prepare and write a cover letter and resume

2. Plan, develop, and produce clear, concise, and accurate college-level documents.

Potential elements of the performance:

- Employ the writing process to produce written products
- Plan and organize communications according to the purpose and audience
- Incorporate content that is meaningful and necessary
- Employ the six Cs (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Evaluate, proofread, and edit documents using appropriate tools
- Enhance documents through computer applications

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

3. Demonstrate oral communication skills needed in a work environment.

Potential elements of the performance:

- Define listening
- Identify and explain obstacles to effective listening
- Define and explain the principles of effective listening
- Define active listening, its functions and its techniques
- Define feedback and explain the principles for giving and receiving feedback
- Listen actively and communicate this active response to the speaker
- Present ideas orally (individually and/or collaboratively) in seminars, meetings, or other informal situations
- Determine how to present materials in an effective manner
- Demonstrate confidence in ideas and present comfortably to informal groups
- Produce and use visual aids effectively and appropriately

4. Read career-related materials for various purposes.

Potential elements of the performance:

- Identify stated or implied main ideas
- Distinguish support details
- Research program-related material
- Determine reliability of reading material (distinguish fact and opinion)
- Make logical inferences and draw conclusions
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use a college-level dictionary

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. Mechanics - grammar
2. Technical writing
3. Resume and cover-letter writing
4. Oral communication
5. Researching and reading program-related material
6. Document production

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Technical Writing and Communication: English 149 Study Guide. Sault College, 1993.
2. Language and Communication Guidelines (provided)
3. 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. Mechanics

Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission. (20%)

2. Technical Writing

Students will be evaluated on a minimum of five assignments, using the following formats (40%):

- * Memos
- * Letters
- * Informal Reports
- * Technical Instructions

3. Cover Letter and Resume

Students will be evaluated on a written submission of a cover letter and resume. (15%)

4. Reading Skills

Students will be evaluated on a minimum of two reading comprehension assignments. (10%)

5. Oral Communication Skills

Students will be evaluated on a minimum of one assignment and/or test and one oral presentation. (15%)

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

1. Professors reserve the right to adjust the course delivery 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 reading comprehension, oral communication skills, written assignments, editing, and grammar fundamentals.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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
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 mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Language and Communication ENG149-3 involves three periods per week for the semester, including one hour in the computer lab. Students are expected to attend 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 ENG149.

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.

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.

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.