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

COURSE OUTLINE

Course Title: Advanced Communication

Code No.: ENG300 Semester: Fall

Program: Various Technologies

Author: Language and Communication Department

Date: August 2000 Previous Outline Dated: August 1999

Approved: _____ _____
Dean Date

Total Credits: 3 Prerequisite(s): CMM110 & CMM210

Length of Course: 2 hours/week Total Credit Hours: 32

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I. COURSE DESCRIPTION:

This course provides advanced training for technology and business students to write and present reports. Emphasis is placed on objectivity, audience recognition, purpose, persuasion, organization, and planning using a teamwork approach. Presenting a unified, coherent, technical report and/or proposal as part of, or in preparation for, a formal engineering/business project jointly designed and evaluated by the business/technical and English faculty is a major objective of this course. 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. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.
2. Produce clear, concise accurate, well-organized, computer-generated documents, researched if required, using suitable style, tone, formats, and electronic editing tools.
3. Demonstrate, practise, and evaluate individual effort in a collaborative teamwork environment.
4. Design a resume, cover letter, and/or other career related job-application communication.
5. Give well-organized, coherent, effective, oral presentations, ranging from impromptu talks to prepared, collaborative, persuasive presentations, using traditional and/or electronic visual aids where appropriate.

B. Learning Outcomes and Elements of the Performance:

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

1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.

Potential elements of the performance:

- Assess audience's needs, knowledge level, language level, characteristics, and attitude
- Anticipate audience's response to the message
- Define the purpose of the communication
- Apply the communication model and theory
- Recognize and interpret non-verbal communication
- Identify barriers to effective communication
- Overcome communication barriers
- Identify the most effective channel of communication for the purpose and audience

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

2. Produce clear, concise, accurate, well-organized, professional documents, researched if required, using suitable tone, style, formats, and electronic editing tools.

Potential elements of the performance:
- Identify clearly the purpose of the message and who the audience will be
- Identify the most effective method of communicating the message
- Use appropriate letter, memo or report format
- Use direct and indirect communication strategies
- Recognize and employ techniques in document design for audience appeal
- Demonstrate an understanding of the use of graphics/illustrations
- Use traditional and electronic sources in research
- Practise the concepts of concise, clear language
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer-editing

3. Demonstrate, practise, and evaluate individual effort in a collaborative teamwork environment.

Potential elements of the Performance:
- Collaborate with peers on projects, reports, role-playing, discussions or other assigned activities
- Practise team skills within working environment
- Participate in peer editing of writing projects
- Evaluate collaborative models and question roles within groups
- Review and evaluate individual role within group
- Complete assigned tasks within group
- Demonstrate responsibility toward group success

4. Design a resume, cover letter, and/or other related job-application communication.

Potential elements of the Performance:
- Employ elements of document design theory to generate a resume and cover letter
- Demonstrate presentation skills essential to job application and interview
- Produce portfolio, business cards, various print and video support for employment
- Research and define potential employment areas
- Inventory and relate education and skills to current job market

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

5. Give well-organized, coherent, effective, oral presentations ranging from impromptu talks to prepared, collaborative, persuasive presentations using traditional and/or electronic visual aids where appropriate.

Potential Elements of the Performance:

- Recognize audience and purpose
- Present an organized thesis
- Recognize and present the elements of persuasiveness, i.e. define the topic, provide evidence, and make the case
- Select the most appropriate evidence to achieve purpose and persuade
- Design and present appropriate visual support
- Recognize strengths and participation in collaborative presentations

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. Communication Theory
2. Elements of Persuasion
3. Collaboration and Teamwork
4. Technical/Business Documents and Design
5. Oral Presentations
6. Communication for Employment

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Language and Communication Guidelines (provided)
2. Any Technical Communication textbook (preferably CMM210 text) to be used as a resource

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%):

V. EVALUATION PROCESS / GRADING SYSTEM (continued):

1. Personal Resume and Cover Letter	15%
2. Evaluative Summary	15%
3. Personal Summary / Log of Major Group Activity	10%
4. Short, Impromptu Oral Report	10%
5. Group, Collaborative Log	5%
6. Written Section of Presentation (i.e. proposal Power Point, handouts etc.)	15%
7. Group Presentation	20%
8. Mini-research / teaching presentation	10%
TOTAL	**100%**

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their written assignments, editing, presentations, and resume and cover letter.

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
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.

VI. EVALUATION PROCESS / GRADING SYSTEM (continued):

TIME FRAME

This course ENG300 involves two hours 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.

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.

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 completed an equivalent post-secondary course should bring relevant documents to the Co-ordinator, Language and Communication Department.

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