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

COURSE OUTLINE

Course Title: **Human Services Communication**

Code No.: **CMM2250-3**   **Semester**: **Fall/Winter**

Program: **Various Post-Secondary**

Author: **Language and Communication Department**

Date: **August 2002**   **Previous Outline Dated: August 2001**

Approved: **_____   _____**
                            Dean   **Date**

Total Credits: 3   **Prerequisite(s): CMM110-3**
Length of Course: 3 hours/week Total Credit Hours: 48

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I.   COURSE DESCRIPTION:

This course prepares students for employment in the human service professions. Emphasis is placed on career exploration and the production of a variety of written and oral communications suited for the various purposes and audiences relevant to this profession. 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. 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 a well-organized, coherent, effective, oral presentation, using visual aids where appropriate.
5. Prepare an effective employment package.
6. Demonstrate, in writing, comprehension of program-related material from professional journals.
7. Employ a variety of editing techniques.

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:
- Utilize the most effective format, taking into consideration the writer's goals and the expected audiences' reactions, including agencies and other stakeholders.
- 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.)

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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 comparative information-checking and other validation techniques to evaluate all sources for reliability
*   Prepare for and participate in a career information interview
*   Produce a report which outlines career requirements and options.

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, produce well-organized, logical, error-free 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
*   Produce effective short reports in a limited time frame

4. Give a well-organized, coherent, effective, informal oral presentation, 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

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

5.   Submit an effective employment 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
*   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 and evaluate 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.

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. Email, Memo, and Letter Writing
4. Short Reports
5. Report Writing
6. Log Writing/Observation Report
7. Proposal Writing
8. Employment Package
9. Oral Presentation

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. <u>Handle with Care</u> (2nd edition), Lucy Valentino, Nelson Canada
2. Language and Communication Guidelines (provided)
3. Two 3.5" computer disks (dedicated to English)

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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: **10%**
a) Typed copy of personal resume
b) Cover letter/letter of application

3. Career Related Documents (20% to be completed in   **45%**
class, under test conditions):
a) Short reports
b) Log Writing/Observation Report
c) Evaluative summary of periodical article
d) Information interview
e) Flyer/brochure/poster

4. Career Report (minimum 4 pages):   **10%**
- Three (3) sources in either the Career Report or the
  Proposal (5%)

5) Proposal
The proposal will include as a minimum: **20%**
- 8-12 pages (from Introduction to Conclusion)
- Three (3) sources in either the Career Report or the
  Proposal (5%)
- One (1) graphic/table

6. Documentation   **5%**

7. Oral report
- One (1) visual aid   **10%**

TOTAL: **100%**

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 summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

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.

V.   EVALUATION PROCESS / GRADING SYSTEM (Continued):

TIME FRAME

Human Services Communication CMM2250-3 involves three periods per week for the semester. A minimum of one hour will be completed in the computer lab. Students are expected to attend class and to participate in class activities.

VI.   SPECIAL NOTES:

Mid-Term Grades
At **mid-term** one of the following grades will be assigned:

S   Satisfactory performance to the time of mid-term grade assignment (does
           not indicate successful completion of the course)

U   Unsatisfactory performance to the time of mid-term grade assignment
           (does not indicate unsuccessful completion of the course

R   The course must be repeated; minimal performance has resulted in the
           course outcomes not being met

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/The "Write" Place
Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and professor-assisted tutoring.

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). This includes using materials downloaded directly from the Internet without proper citation.

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):

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.

<u>Advanced Standing</u>
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.

<u>Retention of Course Outlines</u>
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.