SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Communication Skills for Office Administration

CODE NO. :   CMM130-3   **SEMESTER:**   Fall/Winter

PROGRAM: Office Administration

AUTHOR: Language and Communication Department

DATE: Aug. 2003   **PREVIOUS OUTLINE DATED:**   Aug. 2002

APPROVED:

_____   _____
                                        DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 3

COURSE NAME   **CODE #**

I.   COURSE DESCRIPTION:

Designed especially for Office Administration, this course helps students develop the writing skills required to function at the college level and to be successful in future employment. Grammar theory and editing skills are significant elements of this first-year offering. Effective documentation techniques will also be practised.   The theory of writing is taught through the writing process.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

1. Write clear, concise, and grammatically correct sentences employing a variety of editing techniques.
2. Analyze sentences and paragraphs to identify problems and correct them.
3. Write unified, well-organized paragraphs and program-related 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. Write clear, concise, grammatically correct sentences employing a variety of editing techniques.

Potential elements of the performance:
- Evaluate the effectiveness of communication produced
- Edit and revise content
- Recognize and correct English usage errors
- Respond to oral feedback
- Recognize and employ standard English sentence structure
- Employ punctuation and sentence skills
- Locate and use credible sources

2. Analyze sentences and paragraphs to identify problems and correct them.

Potential elements of the performance:
- Recognize and use sentences and paragraphs to enhance unity
- Employ techniques aided by technology that enhance clarity
- Support and develop ideas
- Maintain focus on cohesive writing

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

3.   Write unified, well-organized paragraphs and program-related documents.

Potential elements of the performance:
- Formulate topic sentences
- Support topic sentence with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns
- Provide unity, coherence, and organizational structure
- Identify and address purpose and audience
- 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
- Comprehend post-secondary vocabulary
- Use college-level dictionary and thesaurus

4.   Research information and document sources.

Potential elements of the performance:
- Locate and collect information from a variety of sources
- Evaluate material for inclusion
- Correctly paraphrase and quote
- Document all sources using an accepted format (APA; MLA)
- Identify stated or implied main ideas
- Distinguish supporting details
- Determine reliability of reading material
- Recognize bias
- Make logical inferences and draw conclusions

III.   TOPICS:

Note: These topics sometimes overlap several areas of skills development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Basic Grammar Theory
2. Paragraphs and Program-related Writing – incorporating proper sentence structure, organization, and methods of development
3. Documentation Skills
4. Editing Skills

Periodic tests will be used to measure skill mastery.

COURSE NAME   **CODE #**

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Essentials of Business Communication* (4th Canadian edition), Guffey and Nagle, Nelson Thomson Learning
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. Basic Grammar Theory   **40%**
Students will be evaluated on a minimum of two (2)
tests.

2. Writing   **30%**
Basic writing skills (15%), and
Program-related expository writing assignments (15%).

3. Documentation and Research Skills   **10%**
Many subjects studied in college require support of the
writer's main ideas through research. The sources of
information used in research must be cited using a
standard method of documentation.

4. Final Exam   **20%**
Achievement of course-learning outcomes will be
measured by mandatory final testing.

TOTAL   **100%**

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.

COURSE NAME **CODE #**

VI.   EVALUATION PROCESS / GRADING SYSTEM (continued):

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their basic and program-related writing assignments, editing, resume and cover letter, and final exam.

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+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Students may be assigned an "F" grade early in the course for unsatisfactory performance.

TIME FRAME

Communication Skills for Office Administration CMM130-3 involves three hours per week for the semester. Two of these hours will be scheduled in a computer lab.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual
impairments, hearing impairments, or learning disabilities), you are encouraged to
discuss required accommodations with your professor and/or the Special Needs
office so that support services can be arranged for you.

Complementary Activities
To meet course objectives, students should expect to match each scheduled
class hour with independent study.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future
use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights
and Responsibilities.* Students who engage in "academic dishonesty" will receive
an automatic failure for that submission and/or such other penalty, up to and
including expulsion from the course/program, as may be decided by the
professor/dean. In order to protect students from inadvertent plagiarism, to
protect the copyright of 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.

Course Outline Amendments:
The professor reserves the right to change the information contained in this
course outline depending on the needs of the learner and the availability of
resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the
professor. Credit for prior learning will be given upon successful completion of a
challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should
obtain a direct credit transfer form from the Dean's secretary. Students will be
required to provide a transcript and course outline related to the course in
question.