

I. COURSE DESCRIPTION:

This course helps students to become effective communicators in society. It examines elements of critical thinking necessary for the successful exchange of information. Students will respond to positions presented in scenarios, case studies or current affairs that they are likely to encounter. They will be challenged to identify problems and generate solutions supported by logical arguments. Emphasis will be placed on independent learning skills needed to adapt to a changing environment and on persuasive communication of ideas in order to facilitate creative problem solving for a variety of life situations. 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. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.
2. Demonstrate strong investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long learners and prospective employers.
3. Recognize the elements of modern debate and its inherent bias and manipulation.
4. Show personal growth by demonstration of effective interpersonal communication.
5. Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments.
6. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.

B. Learning Outcomes and Elements of the Performance:

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

1. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.

Potential elements of the performance:

- Assess the validity of researched material
- Recognize bias in researched materials
- Order the material logically
- Express opinions assertively
- Define the issue
- Recognize the different sides of an issue

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

2. Demonstrate strong investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long and prospective employers.

Potential elements of the performance:

- Determine the reliability of reading material
 - Recognize bias
 - Make logical inferences and draw conclusions
 - Determine cause and effect
 - Recognize the author's audience and purpose
 - Write persuasive documents
 - Use proofreading and editing techniques
3. Recognize the elements of modern debate and its inherent bias and manipulation.

Potential elements of the performance:

- Identify the elements of modern debate
 - Write syllogisms
 - Locate syllogistic reasoning in articles
 - Use inductive/deductive reasoning to persuade an audience
 - Produce arguments that employ effective persuasive techniques
 - Examine the nature of persuasive language – tone, style, uses
4. Show personal growth by demonstration of effective interpersonal communication.

Potential elements of the performance:

- Recognize barriers to effective communication and know how to minimize them
 - Identify the characteristics of aggressive, passive, and assertive behaviour
 - Anticipate audience response to a viewpoint by assessing their characteristics and interests
 - Employ effective interpersonal communication strategies in collaborative work
5. Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments.

Potential elements of the performance:

- Identify the actual major and minor issues
- Identify bias and its role
- Demonstrate the strategies of creative thinking
- Formulate possible approaches to issues
- Prioritize approaches using a logical approach
- Respond persuasively to the audience by using the skills of effective argument
- Recognize fallacies in others' arguments
- Recognize connotative and denotative language and the importance of semantics
- Examine modern advertising's use of persuasive techniques
- Recognize different types of authority as sources of evidence

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

6. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.

Potential elements of the performance:

- Discuss controversial or challenging current issues
- Use the strategies for effective and productive questioning
- Demonstrate the ability to give helpful feedback in written and oral formats
- Analyze persuasive writing for reliability, validity, soundness

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. Critical thinking for informed citizenship
2. Exploring reasoning through contemporary issues
3. Foundations of persuasion
4. Ethical considerations in persuasive argument
5. Elements of interpersonal communication in collaborative work
6. The elements and value of making powerful presentations

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. 4th R Reasoning: Building Better Arguments by T. Meagher and J. Meagher, Veterans Publications
2. Language and Communication Guidelines (provided)
3. Course notes are available on Web CT

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING**

(Refer also to the Language and Communication Guidelines)

1. Evaluation of oral presentations	5%
2. Oral presentation	10%
3. Written persuasive document (format as assigned by professor: proposal, essay or report)	15%
4. Written assignments/tests	70%
TOTAL	100%

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 evaluation skills, oral presentations, persuasive documents, and written assignments.

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

V. EVALUATION PROCESS / GRADING SYSTEM (continued):

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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

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

**Ideas, Issues and Persuasion (Eng 315) involves two in-class periods.
(NOTE: Eng 315 is sometimes offered in a compressed time frame.)**

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. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 *The Student Code of Conduct*. 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 **contact the Language & Communication coordinator, Janice Burk**. Students will be required to provide a transcript and course outline related to the course in question.