SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Foundational College English

CODE NO. : CMM120   **SEMESTER:** Fall 2009

PROGRAM: Community Services Programs

AUTHOR: Language and Communication Department

DATE: Sept. 2009

APPROVED: "Angelique Lemay"

_____   _____
         CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 5

I.   COURSE DESCRIPTION:

This course is offered to students who speak English as a second language or who require an in-depth study of English. Its extended hours present an opportunity to develop the communication skills necessary to achieve academic and professional success. In this course, the process of effective writing is taught with emphasis placed on grammar fundamentals. Students will demonstrate an increased vocabulary, an understanding of various sentence structures, and improved speaking and listening abilities. Reading, research and critical thinking skills will be applied, along with editing strategies, while students produce accurately documented, college-level writing

TIME FRAME

Foundational College English CMM120 involves five periods per week for the semester. At least one hour per week will be in a computer lab. Students are expected to attend class and to participate in class activities.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Develop and refine English written and oral grammar usage.

2. Plan, develop, and write post-secondary-level expository essays (minimum of five paragraphs).

3. Critique and edit written work to produce college-level 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. Develop and refine English written and oral grammar usage.

Potential elements of the performance:
*   Produce grammatically correct sentences, in writing and orally, with proper use of subject-verb agreement, syntax, pronouns, prepositions, and articles
*   Use a dictionary, root analysis and context clue methods to discover word meanings and build vocabulary

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

2. Plan, develop, and write post-secondary-level expository essays (minimum of five paragraphs).

Potential elements of the performance:
- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)
- Provide unity, coherence, and organizational structure
- Identify audience and purpose
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to compose and revise
- 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

3. Critique and edit written work to produce college-level documents.

Potential elements of the performance:
- Computer generate, evaluate, edit, and revise to create effective expository documents
- Use language and style suitable to the purpose and audience
- Incorporate content that demonstrates critical thought
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using print and electronic resources
- Produce documents according to *Language and Communication Guidelines*

4. Research information and document sources.

Potential elements of the performance:
- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library resources effectively
- Locate and gather information from the most appropriate sources, including personal communication, print, databases, and the Internet
- Examine, evaluate, select, and summarize information that is relevant, important, and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy, currency and credibility of sources
- Employ a variety of techniques to organize the information
- Incorporate research effectively, using direct quotations and paraphrases
- Present information according to style and conventions of an expository research essay
- Cite and document all sources using an accepted format (APA) to avoid plagiarism

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, Documentation, and Library Skills

2. Editing Skills :
   - Students will be responsible for the ongoing practice of grammar fundamentals.
   - Students' specific learning needs will be identified from their writing.

3. Sentence and Paragraph Development

4. Expository Writing using some of the following:
   a) Example
   b) Process Analysis
   c) Comparison or Contrast
   d) Cause or Effect
   e) Division or Classification
   f) Description or Observation
   g) Definition

5. Production Skills:
   - Refer to the *Language and Communication Guidelines*

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Along These Lines (3ʳᵈ Canadian Edition)* 2010 by J. S. Biays, C. Wershoven, & L. Sauer. Pearson Canada publisher

2. *Cites & Sources: An APA Documentation Guide (3ʳᵈ Edition)* 2010 by J. Haig, G. Raikes, V. Sutherland. Thomson-Nelson publisher

3. *Writer's Resources* CD-Rom by J. Robitaille and R. Connelly

4. *Language and Communication Guidelines* (provided)

V. EVALUATION PROCESS/GRADING SYSTEM
(Refer also to the *Language and Communication Guidelines*.)

1. Writing Fundamentals

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

V.   EVALUATION PROCESS/GRADING SYSTEM

- Grammar, editing tests   15%
- Reading responses/paragraphs   10%
- Essays   15%
- Research essay and documentation   25% (15% + 10%)
- Oral presentation   5%
- Final examination   30%

Note: Marks will be deducted for editing errors in final submissions.

2. Documentation and Research Skills

The sources of information used in research must be cited using the A.P.A. documentation style (10%).

3. Final Examination

Achievement of course learning outcomes will be measured by a final in-class examination (30%).

NOTES:

1. The professor reserves the right to adjust the course delivery as he/she deems 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 essays and other 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 area needs. However, the marking scheme for the CMM110 final examination will be standard throughout the department.

4. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.

5. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.

6. SafeAssign: The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

METHOD OF ASSESSMENT (GRADING METHOD)

Student work, including the final examination, will be assessed on the basis of language proficiency, research and documentation, unity and cohesion, and editing.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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: 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

VI.   SPECIAL NOTES:

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services 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.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool. (if applicable)

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.
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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant in the office of the Chair, Community Services (Room E2201), or from the course coordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Contact the Student Services Office, E1101 for additional information.

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