

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Practical Communication I
CODE NO. : CMM149-3 **SEMESTER:** Fall
PROGRAM: Various
AUTHOR: Language and Communication Department
DATE: Aug. 2009 **PREVIOUS OUTLINE DATED:** Aug. 2008
APPROVED: “Angelique Lemay”

CHAIR

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact the Chair, Community Services,

School of Health and Community Services

(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course helps students develop reading, writing, listening, and speaking skills required for various apprenticeship and certificate programs. Practical program-related assignments assist students to acquire the essential skills for their field. As well, students prepare current job-search documents. The principles of writing are taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Write a resume and cover letter
2. Plan, develop, and produce clear, concise, and accurate college-level documents
3. Demonstrate oral communication skills needed in a work environment
4. Read career-related materials for various purposes

B. Learning Outcomes and Elements of the Performance:

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

1. Write a resume and cover letter.

Potential elements of the performance:

- Recognize various techniques for effective resumes
- Prepare and write a cover letter and resume

2. Plan, develop, and produce clear, concise, and accurate college-level documents.

Potential elements of the performance:

- Employ the writing process to produce written products
- Plan and organize communications according to the purpose and audience
- Incorporate content that is meaningful, relevant, and complete
- Employ the six Cs (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Evaluate, proofread, and edit documents using appropriate tools
- Enhance documents through computer applications
- Recognize and use elements and techniques for technical writing (defining, classifying, describing, summarizing, instructing, etc.) explaining cause and effect
- Identify and use appropriately different types of technical report formats (e-mail, memos, letters, short reports, etc.)

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

3. Demonstrate oral communication skills needed in a work environment.

Potential elements of the performance:

- Identify and explain barriers to effective communication
- Define and explain the principles of effective listening
- Define and explain the communication process
- Organize ideas coherently
- Present ideas orally (individually and/or collaboratively) in seminars, meetings, or other informal situations
- Present materials effectively for audience and purpose
- Demonstrate confidence in ideas and present comfortably to informal groups
- Produce and use visual aids effectively and appropriately

4. Read career-related materials for various purposes.

Potential elements of the performance:

- Research program-related material
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use a college-level dictionary
- Distinguish support details
- Identify stated or implied main ideas
- Make logical inferences and draw conclusions
- Determine reliability of reading material (distinguish fact and opinion)

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. Mechanics - grammar
2. Technical writing
3. Resume and cover-letter writing
4. Oral communication
5. Researching and reading program-related material
6. Document production

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Workplace Communications: The Basics* (4th ed). George J. Searles, Pearson Longman Publishers
2. Language and Communication Guidelines (provided)

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. Mechanics

Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission. (15%)

2. Technical Writing

Students will be evaluated on a minimum of five assignments, using the following formats (50%):

- * Email
- * Memos
- * Letters
- * Informal Reports
- * Technical Instructions

3. Reading Skills

Students will be evaluated on a minimum of two reading comprehension assignments. (Incorporated into Technical Writing assignments)

4. Cover Letter and Resume

Students will be evaluated on a written submission of a cover letter and resume. (20%)

5. Oral Communication Skills

Students will be evaluated on a minimum of one assignment and/or test and one oral presentation. (15%)

Notes:

1. All submissions must be the student's individual work. Collaboration is not permitted unless requested and approved in advance by the professor.
2. Professors will deduct marks for editing errors in final submissions.
3. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
4. 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.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their reading comprehension, oral communication skills, written assignments, editing, and grammar fundamentals.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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

TIME FRAME

Language and Communication CMM149-3 involves three periods per week for the semester, including a minimum of one hour in the computer lab. Students are expected to attend and to participate in class activities.

VI. SPECIAL NOTES:Complementary Activities:

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

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.

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 postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. 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.

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

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.

Communication: (if applicable)

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.

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.

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.