

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Foundational College English  
**CODE NO. :** CMM120 **SEMESTER:** Fall 2010  
**PROGRAM:** Community Services Programs  
**AUTHOR:** Language and Communication Department  
**DATE:** Sept. 2010  
**APPROVED:** "Angelique Lemay" Jul. 2010

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 5

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*School of Health and Community Services*

*(705) 759-2554, Ext. 2603*

**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 follow APA guidelines to produce accurately documented, college-level writing.

**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 according to APA format.

**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
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 rhetorical modes: example, process, comparison or contrast, cause and 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
2. Critique and edit written work to produce college-level documents.

**Potential elements of the performance:**

- Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective expository documents
  - Use language and style suitable to the purpose and audience
  - Demonstrate 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*
3. Research information and document sources according to APA format.

**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 information
- Incorporate research effectively, using quotations and paraphrases
- Present information according to style and conventions of an expository research essay
- Cite and document all sources using APA format 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: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
5. Production Skills:
  - Refer to the *Language and Communication Guidelines*

#### IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Biays, J. S., Wershove, C., & Sauer, L. (2010). *Along these lines* (3<sup>rd</sup> Canadian ed.). Toronto: Pearson Canada.
2. Haig, J., Raikes, G., & Sutherland, V. (2010). *Cites & sources: An APA documentation guide* (3<sup>rd</sup> ed.). Toronto: Thomson-Nelson.
3. Robitaille, J., & Connelly, R. (2003). *Writer's resources CD-ROM: Version 2.0*. Toronto: Thomson Heinle.
4. *Language and Communication Guidelines* (provided)

#### V. EVALUATION PROCESS

(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%). This 20% must include one in-class essay test or equivalent.

- |  |                 |
|--|-----------------|
| • Grammar, editing tests   | 10%             |
| • Reading responses/paragraphs – Must integrate documented sources     | 10%             |
| • Essays – Must integrate documented sources                           | 20%             |
| • Research essay and documentation                                     | 25% (15% + 10%) |
| • Oral presentation – Must include written language documented sources | 5%              |
| • Final examination – Must integrate documented sources                | 30%             |

Marks will be deducted for editing errors in final submissions.

**Notes:**

1. Student work, including the final examination, will be assessed on the basis of language proficiency, research and documentation, unity and cohesion, and editing.
2. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
3. Professors will deduct marks for any grammar and fundamental errors in final submissions.
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. However, the marking scheme for the CMM120 final examination will be standard throughout the department.
5. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
6. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.
7. The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

**VI. GRADING SYSTEM**

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%	4.00
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.	

**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

**VII. SPECIAL NOTES****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.

**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. 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>.

**VIII. THE ADDENDUM**

The provisions contained in the Addendum are located on the Student Portal. Students are responsible for becoming familiar with this information.