SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE:	Research and Writing		
CODE NO. :	CMM135	**SEMESTER:**	12F
PROGRAM:	Various Post-Secondary		
AUTHOR:	Language and Communication Department		
DATE:	June 2012	**PREVIOUS OUTLINE DATED:**	June 2011
APPROVED:	"Angelique Lemay"		Aug/12

_____   _____
                        DEAN   DATE

TOTAL CREDITS:	3
PREREQUISITE(S):	none
HOURS/WEEK:	3

I.   **COURSE DESCRIPTION:**

This course prepares students for the complex demands of academic research and writing in their program area. Students will be prepared to critically ask questions of reading and research; formulate hypotheses; conduct research using the library and identify further avenues of inquiry if necessary. To help students develop these skills, the course also teaches students the basic skills of analysis, interpretation, critical thinking and documentation. Required coursework will include the completion of written, researched documents.

II. **LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

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

1. Produce research documents in a variety of formats (annotated bibliography, journal review, research essay or research report)

    Potential Elements of Performance:
    - Identify the audience and purpose for the document
    - Identify the uses and types of research documents
    - Create accurate and specific research documents using various formats

2. Critically read and analyze texts

    Potential Elements of Performance:
    - Identify the nature of the information to be researched
    - 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 and credibility of sources
    - Evaluate for bias

3. Engage in primary and secondary research

    Potential Elements of Performance:
    - Locate information in the library effectively
    - Use the databases effectively
    - Distinguish primary and secondary sources
    - Use primary and secondary sources correctly
    - Use appropriate sources to support the document's purpose

4. Cite sources accurately and correctly using APA format

    Potential Elements of Performance:
    - Cite internal sources correctly using APA documentation
    - Create a reference page correctly using APA documentation
    - Format the research document correctly using APA documentation
    - Use the APA documentation manual accurately
    - Employ consistent APA format to documents

5. Employ computers accurately and efficiently to produce research documents

Potential Elements of Performance:
- Adjust and proofread for content
- Incorporate appropriate graphics
- Design clear, easily-read documents for specific audiences and purposes
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer editing

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. Purpose of research
2. Using the library
3. Evaluating sources
4. Using APA Publication Manual
5. Writing an annotated bibliography
6. Writing a journal review
7. Using APA documentation (internal citations, reference page, document formatting)
8. Writing a short research paper

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Gelfand, H., Walker, C. J., & the American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC: The American Psychological Association.

V. EVALUATION PROCESS/GRADING SYSTEM:

- Journal Review or Annotated Bibliography   20%
- In-Class Assignments   30%
- APA Publication Manual Test   20%
- Short Research Paper   30%
                                                                Total   100%

Notes
1. Professors will deduct marks for any grammar and fundamental errors in final submissions.
2. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students and to respond to program area needs.
3. Though written assignments and marking schemes will vary from professor to professor, the marking scheme for the final exam 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. All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.
6. The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

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

Grade	Definition	Grade Point Equivalent
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.

Note: Grades of S or U indicate a student's performance to the time of mid-term in a course, and not successful or unsuccessful completion of the course. A mid-term grade of F indicates that the course cannot be successfully completed by the student and must be repeated.

VI. 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.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. The professor/instructor may impose one or more of the following College sanctions: letter of warning, temporary dismissal, letter of probation/sanction, restitution, and/or 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.

Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Coordinator, Language & Communication, in E2207, or the Academic Assistant, Community Services Programs, in E2201. Students will be required to provide an unofficial transcript and course outline related to the course. Please refer to the Student Academic Calendar of Events for the deadline. Credit for prior learning may also be given upon successful completion of a challenge exam or portfolio. Substitute course information is available in the Registrar's office.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.