

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE: Foundational College English

CODE NO. : CMM120 SEMESTER: 14F

PROGRAM: Community Services Programs

AUTHOR: Language and Communication Department

DATE: May 2014 PREVIOUS OUTLINE DATED: May 2013

APPROVED: *“Angelique Lemay”* *July, 2014*

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| | DEAN | DATE |

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 4

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*For additional information, please contact Angelique Lemay, Dean,
School of Community Services and Interdisciplinary Studies.*

(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course helps students develop the writing skills that contribute to academic success, with additional teaching and learning to allow focus on grammar fundamentals. Students will demonstrate an increased vocabulary and an understanding of sentence types, paragraph and essay structures, and rhetorical modes. Reading, research and critical thinking skills will be applied, along with editing strategies, while students produce accurately documented, effective college-level essays.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

1. Develop and refine English grammar usage.Potential Elements of Performance:

- Produce grammatically correct sentences, 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); critique and edit written work.Potential Elements of Performance:

- Practise grammar fundamentals using available resources as required
- Identify audience and purpose
- Use electronic and other prewriting techniques to develop and organize ideas
- Identify and employ some rhetorical modes: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
- Use drafting techniques to compose and revise
- Formulate thesis statements
- Support thesis statement with a plan of development
- Write unified, well-organized paragraphs
- Write clear, concise, grammatically-correct sentences that show variety in style
- Provide adequate and specific support
- Provide unity, coherence, and organizational structure
- Link ideas using transitional techniques
- Employ post-secondary language suitable to the purpose and audience
- Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective expository documents
- Format documents according to program-preferred style guides, e.g., APA or the Language and Communication Guidelines

3. Research and read various sources critically.Potential Elements of Performance:

- Identify and look up new vocabulary
- 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: print, databases, program-related journals and general interest articles, and the Internet

- Employ electronic tools, including files/folders, references and review tabs, and database functions, to acquire, process, and organize information
- Check for accuracy, currency and credibility of sources
- Determine author's intent, emphasis, and ideas
- Determine main points and supporting points
- Examine and evaluate the information, and draw conclusions about how it can be used

4. Integrate research effectively and responsibly.

Potential Elements of Performance:

- Base ideas on, and support ideas with, source material
- Select source material that is relevant, important, and useful for inclusion
- Integrate research using quotation, paraphrase, and summarization
- Employ a variety of transitional and analytical language to introduce and elaborate on source material
- Document sources using in-text citations and reference lists

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. Library, research, and reading skills
2. Integration and documentation of source material
3. Sentence, paragraph, and essay development
4. Expository writing using some of the following: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
5. Editing and grammar skills:
 - Students will be responsible for the ongoing practice of grammar fundamentals
 - Students' specific learning needs will be identified from their writing
 - Students may be required to work independently on grammar (e.g., CD topics/exercises)

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Required: (bundled together)

1. Haig, J., MacMillan, V., & Raikes, G. (2014). *Cites & sources: An APA documentation guide* (4th ed.). Toronto: Nelson.
2. Robitaille, J., Connelly, R. & Bunyan, S. (2012). *Canadian writer's resourcesNOW* (2nd ed.) [eResource]. Toronto.

Additional:

3. Language and Communication Guidelines provided by professor.
4. LMS resources provided by professor.
5. A credible dictionary or electronic dictionary such as Oxford, Gage, or Merriam-Webster. Sault College employs Canadian English.

V. EVALUATION PROCESS/GRADING SYSTEM:

(Refer also to the Language and Communication Guidelines.)

All expository writing can include research, as determined by the professor.

The professor will announce which of the following will be completed in class under test conditions (minimum of 20% in addition to the final exam):

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| • Expository paragraph and essay writing, with or without research; academic honesty as 1 topic | 25% |
| • Research essay | 25% |
| • Documentation | 10% |
| • Grammar and editing | 10% |
| • Final exam (in-class research essay) | 30% |
| Total | 100% |

Notes

1. Professors will deduct marks for any grammar and fundamental errors in final submissions.
2. The evaluation process/grading system and marking schemes for assignments may vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches in order to assist students of differing skill levels meet the learning outcomes of the course, and in response to program areas.
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.

The following semester grades will be assigned to students:

| <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 |

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| 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. |

VI. SPECIAL NOTES

Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Program Support Officer, Community Services Programs, in E2217, or the Coordinator, Language & Communication, in E2207. 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 are located under “Registrar’s Office” in “College Services” on the Student Portal. Students are responsible for becoming familiar with this information.