



## COURSE OUTLINE: CMM120 - FOUNDATIONAL ENGLISH

Prepared: Rhett Andrew

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CMM120: FOUNDATIONAL COLLEGE ENGLISH	
<b>Program Number: Name</b>		
<b>Department:</b>	COMMUNICATIONS	
<b>Semesters/Terms:</b>	19F, 20W, 20S	
<b>Course Description:</b>	This course is designed to help students develop the foundational skills necessary to communicate effectively in their programs and at the college level. Students will develop their vocabulary, think critically to capture the meaning of messages and respond appropriately, produce coherent, clear paragraphs, essays, and summaries, and purposefully research and responsibly integrate credible sources into their writing. Emphasis is placed on grammar fundamentals and the writing process, from planning to revising, while providing opportunities to explore various modes of communication.	
<b>Total Credits:</b>	3	
<b>Hours/Week:</b>	4	
<b>Total Hours:</b>	60	
<b>Prerequisites:</b>	There are no pre-requisites for this course.	
<b>Corequisites:</b>	There are no co-requisites for this course.	
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>	
<b>Course Evaluation:</b>	Passing Grade: 50%, D	
<b>Books and Required Resources:</b>	Sault College APA Quick Guide by Language and Communication Department Publisher: Sault College Edition: 2nd	
<b>Course Outcomes and</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>



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**Learning Objectives:**

1. Develop and refine English grammar usage.	1.1 Produce grammatically correct sentences, with proper use of subject-verb agreement, syntax, pronouns, prepositions, and articles
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Employ critical thinking skills to comprehend and formulate ideas.	2.1 Identify, deduce, and infer meaning in various media 2.2 Discern between opinion and fact, bias and objectivity 2.3 Recognize the structure of a well-developed argument 2.4 Utilize sound structure and suitable support to articulate one's point of view 2.5 Employ a systematic approach along with creative problem skills to anticipate and solve communication challenges 2.6 Evaluate, analyze, and synthesize ideas in communication 2.7 Process feedback regarding, and objectively self-evaluate, one's communication
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Plan and produce clear, concise, and fully developed post-secondary paragraphs and essays (5 paragraphs), critique and edit written work.	3.1 Use electronic and other prewriting techniques to develop and organize ideas 3.2 Identify and employ some rhetorical modes: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition 3.3 Formulate thesis statements 3.4 Support thesis statement with a plan of development 3.5 Write clear, concise, grammatically-correct sentences that show variety in style 3.6 Write unified, well-organized paragraphs 3.7 Provide adequate and specific support 3.8 Provide unity, coherence, and organizational structure 3.9 Link ideas using transitional techniques 3.10 Employ post-secondary language and tone suitable to the purpose and audience 3.11 Generate, evaluate, edit, and revise, using computer applications and other resources to create effective expository documents 3.12 Format documents according to program-preferred style guides, e.g., APA or the Sault College APA Quick Guide
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Research and read various sources critically.	4.1 Identify and look up new vocabulary 4.2 Distinguish between primary and secondary research 4.3 Use library resources effectively 4.4 Locate and gather information from the most appropriate sources: print, databases, program-related journals and general interest articles, and the Internet 4.5 Employ electronic tools, including files/folders, references and review tabs, and database functions, to acquire, process, and organize information 4.6 Check for accuracy, currency, and credibility of sources 4.7 Determine author's intent, emphasis, and ideas 4.8 Determine main points and supporting points 4.9 Examine and evaluate information, and draw conclusions about how it can be used
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>



	5. Integrate research effectively and responsibly.	5.1 Base ideas on, and support ideas with, credible source material 5.2 Select source material that is relevant, important, and useful for inclusion 5.3 Integrate research using quotation, paraphrase, and summarization 5.4 Employ a variety of transitional and analytical language to introduce and elaborate on source material 5.5 Document sources using in-text citations and reference lists
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Write an effective academic summary.	6.1 Employ analytic reading techniques to identify the purpose, intended audience, and main and supporting ideas of the source 6.2 Include the necessary information in the summary: author, citation, title of source, main idea, supporting ideas, and conclusion 6.3 Properly paraphrase throughout summary, employing suitable diction and tone 6.4 Write concisely and correctly

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
1. Reading, response, and research	70%
2. Activities	15%
3. Summary	15%

**Date:**

July 26, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

