

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COMMUNICATION SKILLS (5)

Code No.: ENG 120-3

Program: VARIOUS POST-SECONDARY PROGRAMS

Semester: FIRST AND SECOND

Date: JANUARY 1991

Author: LANGUAGE AND COMMUNICATION DEPARTMENT

New: _____ Revision: _____ X

APPROVED: N. Koch
Dean

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Date

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course is designed to help students develop college level reading and writing skills. Therefore, the teaching strategies, exercises, and assignments are structured to meet the needs of students who require intensive basic skill development in order to achieve the course goals.

Credit in Communication Skills (5) is recognized as equivalent to Communication Skills (3) credit.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their essay assignments, summaries, comprehension and vocabulary tests, grammar and spelling, reading lab work and final tests.

Letter grades will be assigned in accordance with the Language and Communication Department guidelines.

The following grade symbols will be used in recording **final** grades:

- "A+" - consistently outstanding
- "A" - outstanding
- "B" - above average
- "C" - satisfactory
- "R" - **repeat** (The student has not achieved the required objectives and must repeat the course.)
- "X" - a temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements.

GRADING

Written work assigned and graded will constitute **60%** of your grade. A final exam will constitute **30%** and such factors as improvement, classroom activities, and participation will account for the remaining **10%**.

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TEXTBOOKS AND SUPPLIES

1. The Least You Should Know About English by Teresa Ferster Glazier, Holt, Rinehart, Winston.
2. College Writing Skills by John Langan, McGraw-Hill Book Company.
3. GAGE Canadian Dictionary, GAGE Educational Publishing Company.
4. Roget's Thesaurus.
5. Students will be required to purchase two overhead transparencies and a black or blue non-permanent, water soluble transparency pen (available in the Campus Shop).

COURSE OBJECTIVES

Upon completion of the course, students will be able to do the following:

1. write clear, concise, grammatically-correct sentences which show variety in length and style.
2. write unified, well-organized paragraphs.
3. write brief, coherent essays using a number of expository techniques to serve a specific audience.
4. summarize a variety of material.
5. read and show vocabulary development at a level consistent with post-secondary work.

INSTRUCTIONAL METHODS

Classroom presentations, small group writing activities, directed readings and supervised reading programs may be used by the teacher to respond to student needs.

Teachers will require that writing assignments be completed in class on a computer. Students who miss initial instruction in using the computer for writing may be required to find suitable alternate instruction. Unsatisfactory performance may result in the assignment of an "R" grade early in the course.

TOPICS

* NOTE: These topics sometimes overlap several areas of skill development and are not necessarily intended to be dealt with in isolated learning units or in the order below.

1. Introductory Testing and Review of Library Skills

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2. Grammar and Spelling Fundamentals

With assistance from the instructor, students (according to their individual needs) will be responsible for the ongoing practice of grammar fundamentals. These needs will be identified from students' writing.

3. Sentence Patterns

4. Vocabulary Skills

- a) Using the dictionary and thesaurus
- b) Understanding words in context
- c) Expanding personal vocabulary

5. Reading and Writing Expository Material

- a) Process Analysis
- b) Comparison and Contrast
- c) Cause and Effect
- d) Classification
- e) Description
- f) Narration

6. Summary Writing

7. Learning Assistance Centre (L.A.C.)

8. Journal Writing

9. Final Testing

MAJOR ASSIGNMENTS AND TESTING (Refer also to Departmental Guidelines.)

1. **Writing**

Students will be evaluated on a minimum of four written assignments (at least two expository assignments and two summaries) which will be completed in class. (40%)

2. **Fundamentals**

Students will also be evaluated on grammar fundamentals, editing skills, reading comprehension, vocabulary, and dictionary skills. (20%)

Since this course places particular emphasis on building skills through revision, editing and revising will be stressed in class prior to submission of all major assignments.

3. **Learning Assistance Centre (L.A.C.)**

Students will be required to work in the Learning Assistance Centre and will be expected to meet one of the following criteria:

- a) achievement of 12.0 comprehension score on the Nelson-Denny Reading Test.

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- b) completion of three successive reading levels in the guided reading program with an average comprehension score of 80% (Level "J" minimum).

4. Final Testing

Course objectives will be tested at the end of term. The final tests will include expository writing and summary writing. (30%)

5. Participation

Students are expected to attend classes, participate in class activities, and complete in-class assignments and quizzes. (10%)

TIME FRAME

Communication Skills (5) ENG 120-3 involves six periods per week for sixteen weeks. The sixth period each week is a self-scheduled hour in the Learning Assistance Centre.