

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: IDEAS, ISSUES, AND PERSUASION

CODE NO.: ENG 315-3 SEMESTER: WINTER

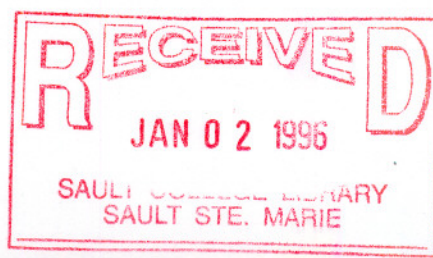
PROGRAM: SELECTED POST SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: JANUARY 1996 PREVIOUS OUTLINE DATED: SEPTEMBER 1995

APPROVED: Judith Morris
JUDITH MORRIS, DEAN, SCHOOL OF
ARTS AND GENERAL EDUCATION

Dec 1995
DATE



PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course helps students to become effective communicators in society. It examines historical elements of critical thinking necessary for the successful exchange of information. Students will respond to positions presented in scenarios, case studies, or current affairs that they are likely to encounter. They will be challenged to identify problems and generate solutions supported by logical arguments. Emphasis will be placed on independent learning skills needed to adapt to a changing environment and on persuasive communication of ideas in order to facilitate creative problem solving for a variety of life situations.

PREREQUISITE

To register in English 315-3, the student must have successfully completed ENG 120-3 or its equivalent.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on written submissions, oral presentations, and classroom activities, including quizzes.

The following letter grades will be assigned in accordance with the Language and Communication Department Guidelines:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat--The student has not achieved the objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

TEXTBOOK

The Language of Argument by Daniel McDonald. Harper Collins. (8th ed.)

SUMMARY OF OBJECTIVES

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

1. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues
2. Demonstrate strong investigative/research techniques, documentation, writing, editing and proofreading skills required by life-long learners and prospective employers
3. Recognize the elements of modern debate and its inherent bias and manipulation by examining, discussing, and understanding the historical perspectives of argument
4. Show personal growth by demonstration of interpersonal assertive communication
5. Use critical and creative thinking skills to analyze problems, identify solutions, select the best options, and present logical persuasive arguments in a variety of forms
6. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques and effective oral and written responses

TOPICS TO BE COVERED:

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.

TOPICS:

1. Critical thinking for informed citizenship
2. Exploring reasoning through contemporary issues
3. Foundations of persuasion
4. Ethical considerations in persuasive argument
5. Elements of interpersonal communication in collaborative work
6. The elements and value of making powerful presentations

INSTRUCTIONAL METHODS

After the general introduction, the course will cover the objectives through the process of reading, analyzing, writing, and speaking, both formally and informally.

A variety of methods including scenario and case analysis, directed readings, problem solving techniques, role playing and oral and written tasks may be used by the professor to respond to student needs.

Due dates for tests and presentations will be announced during the semester.

EVALUATION METHODS

Evaluation of oral presentations	5%
Oral presentation	10%
Written persuasive document (format as assigned by professor: proposal, essay, or technical)	15%
In-class quizzes	30%
Written assignments	40%

Marking schemes for assignments will differ from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approach as they assist students with varying levels of competence to meet the objectives of the course.

NOTE: The professor may wish to alter the content or weighting of these assignments. If there is a change the professor will notify the students in writing.

TIME FRAME

Ideas, Issues, and Persuasion (ENG 315-3) involves two in-class periods and one hour of independent/group study per week for one entire semester. The independent study hour may include activities such as readings, group discussions, research project planning and organizing, analysis assignments, etc., as identified by the professor and based on students' needs. (**Note:** Compressed time frame involves 4 in-class periods and 2 hours of independent/group study per week for 1/2 a semester.)

INDEPENDENT STUDY

The learning activities for the Independent Study time are as follows:

1. Directed Readings 3 hours
2. Analysis Assignments 5 hours
3. Group Discussions/Project Planning 4 hours
4. Research 4 hours

PLAGIARISM

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

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, as may be decided by the professor.

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.

SPECIAL NOTES

All students should be aware of the Special Needs Office in the college. Students with identified special needs are encouraged to discuss required accommodations confidentially with the professor. It is the responsibility of students who require accommodations to contact the Special Needs Office. All students and their tutors are required to meet with the professor before tutoring begins and as needed throughout the semester to enhance the learning process and student success.

ADVANCED CREDIT

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Language and Communication Department. Those who have related employment-centred experience should see the Prior Learning Assessment (PLA) Coordinator.