

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Workplace Communication

Code No.: CMM126-3

Semester: Fall/Winter

Program: Various Certificate/Apprenticeship

Author: Language and Communication Department

Date: August 2000

Previous Outline Dated: August 1999

Approved: \_\_\_\_\_

Dean

\_\_\_\_\_

Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hours/week

Total Credit Hours: 48

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*(705) 759-2554, Ext. 516*

**I. COURSE DESCRIPTION:**

This course develops skills in reading, writing, listening, and speaking that are typically required in the modern workplace. Work-related journals and periodicals will be used to develop communication skills pertinent to the students' programs of study. The principles of writing will be taught through the writing process, and students will practise writing paragraphs, letters, memos, and reports. To improve their work, students will be encouraged to use all forms of technology. Listening and oral presentation skills will be enhanced by classroom activities/experiences. Also, students will prepare a resume and cover letter to assist them in their job search.

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

**A. Learning Outcomes:**

1. Read work-related journals and periodicals for research purposes.
2. Write clear, grammatically correct sentences.
3. Plan, develop, and write unified, coherent paragraphs.
4. Produce work-related documents (forms, memos, letter, reports).
5. Write technical descriptions, instructions, and/or specifications.
6. Create an effective resume and cover letter.
7. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.
8. Document information from various sources.

**B. Learning Outcomes and Elements of the Performance:**

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

1. Read work-related journals and periodicals for research purposes.

**Potential elements of the performance:**

- Assess the original article for its content and intent
- Incorporate research into own assignments

2. Write clear, grammatically correct sentences.

**Potential elements of the performance:**

- Write and incorporate sentences of various types and patterns in documents
- Edit all documents for correct sentence structure, using all available tools, including technology

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Plan, develop, and write unified, coherent paragraphs.

### Potential elements of the performance:

- Identify and use all steps in the writing process – prewriting, drafting, proofreading, revising and editing final draft, and final proofreading
- Identify audience and purpose
- Write topic sentences that present a clearly stated point
- Support topic sentence with relevant, specific, adequate details
- Organize details logically
- Link ideas using transitional techniques
- Write effective concluding sentences and/or recommendations
- Edit for unity, coherence, support, and sentence skills
- Word process documents

4. Produce work-related documents (forms, memos, letters, reports).

### Potential elements of the performance:

- Understand and complete forms appropriately
- Understand and employ a recognized format (full block, modified block, or simplified) and organization for letters
- Understand and use the proper format and organization for memos
- Create accurate, concise, organized memos, letters, and reports for various audiences and purposes
- Word process documents

5. Write technical descriptions, instructions, and/or specifications.

### Potential elements of the performance:

- Identify task for which description, instruction, or specification is to be written
- Identify steps in instructions or specifications
- Choose format of report depending on needs of audience
- Write required description, instructions, and/or specifications
- Word process documents

6. Create an effective resume and cover letter.

### Potential elements of the performance:

- Research, identify, and select relevant information
- Summarize skills, knowledge, and experience
- Select suitable format and complete a current resume
- Write an appropriate cover letter to accompany resume
- Word process documents

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (continued):**

7. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.

### **Potential elements of the performance:**

- Gather and organize relevant materials
- Determine how to present the materials in an effective manner
- Analyze the audience and purpose of the presentation
- Demonstrate confidence in ideas and present comfortably to informal or formal groups
- Produce and use visual aids effectively and appropriately
- If required, deliver a well-organized presentation and field related questions effectively

8. Document information from various sources.

### **Potential elements of the performance:**

- Cite correctly within written documents
- Cite and document all sources using an accepted format (APA; MLA)

## **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. Audience and Purpose
2. Language of Reports
3. Forms, Memos, Letters, and Reports
4. Sentence and Paragraph Writing
5. Library, Research, and Documentation Skills
6. Resume and Cover Letter
7. Technical Descriptions, Instructions, and Specifications
8. Oral Presentations
9. Reading Skills
10. Document Production Skills

## **IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. Technical Communication Essentials (1<sup>st</sup> Canadian Edition), Mike Markel, Nelson Canada
2. Language and Communication Guidelines (provided)
3. Two 3.5" computer disks (dedicated to English)

**V. EVALUATION PROCESS / GRADING SYSTEM:  
MAJOR ASSIGNMENTS AND TESTING**

(Refer also to the Language and Communication Guidelines.)

The professor will announce which of the following will be completed in class under test conditions (minimum 20%).

1. Assignments related to a review of grammar, sentence skills, and paragraph writing	20%
2. Work-related documents: (minimum of five; one to include research/documentation, using a minimum of three sources) * Forms * Memos * Letters * Reports	60%
3. Oral communication	10%
4. Employment package	10%
5. Total	100%

**Notes:**

1. Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program areas.

**METHOD OF ASSESSMENT (GRADING METHOD)**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	Consistently outstanding	(90% - 100%) 4.00
A	Outstanding achievement	(80% - 89%) 3.75
B	Consistently above average achievement	(70% - 79%) 3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%) 2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%) 0.00
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

**V. EVALUATION PROCESS / GRADING SYSTEM (Continued):**

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

**TIME FRAME**

Workplace Communication CMM126-3 involves three hours per week for the semester. A minimum of one hour will be scheduled in the computer labs. Students are expected to attend class and participate in class activities.

**VI. SPECIAL NOTES:**Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Pretesting

All first-year students must complete the mandatory English Placement Test prior to attending CMM126.

The Learning Centre

Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and other services.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect 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.

**VI. SPECIAL NOTES (continued):**Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT**

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.

Students who have mastered these outcomes should see the Prior Learning Assessment Coordinator to discuss the availability of a Challenge Test for this course.

