

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



COURSE OUTLINE

Course Title: Communications

Code No.: ENG 93

Semester: Winter

Program: Access Programs

Author: Language and Communications Department

Date: January 2001 Previous Outline Dated: January 2000

Approved: _____
Dean Date

Total Credits: 6

Prerequisite(s): None

Length of Course: 6 hours/week Total Credit Hours: 102

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*For additional information, please contact Judith Morris, School of Continuous Learning,
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I. COURSE DESCRIPTION:

This course gives students an opportunity to develop their reading and writing skills in preparation for entry into post-secondary courses. A variety of teaching methods - small group lessons, individualized learning packages, lectures - will be used to assist students in completing the required assignments. The students will become familiar with the services offered in the school library and will develop basic research and documentation skills. Students are encouraged to make reading and writing a rewarding personal daily activity and to recognize that improvement in communication skills comes by practice and commitment.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Read for various purposes
2. Write for various purposes
3. Develop dictionary skills

B. Learning Outcomes and Elements of the Performance:

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

1. Read for various purposes

Potential elements of the performance:

- identify stated and implied main ideas
- identify supporting details
- develop vocabulary strategies
- use context clues to understand word meanings
- make logical inferences
- draw conclusions
- preview reading material
- research information
- locate, collect and evaluate information from a variety of sources

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

2. Write for various purposes

Potential elements of the performance:

- identify and use all steps in writing process - prewriting, revising, editing and proofreading
- write unified and coherent paragraphs
- write topic sentence supported by relevant, specific details and appropriate concluding sentences
- use various methods of paragraph development (expository style)
- employ APA documentation
- document information from a variety of sources
- design and develop title pages
- demonstrate grammatical skills through accurately written products
- demonstrate essay-building skills

3. Develop dictionary skills

Potential elements of the performance:

- locate words using guide words
- identify sounds using pronunciation key
- identify parts of speech
- identify abbreviations
- identify plural forms and word endings
- identify English language usage from slang to formal
- understand that a word has more than one meaning
- identify etymology of words
- use thesaurus effectively

III. TOPICS:

1. Spelling and dictionary/thesaurus use
2. Reading comprehension and vocabulary skills
3. Effective sentence writing and sentence combining
4. Paragraph development
5. Library (research) skills
6. Documentation in research paragraphs
7. A review of parts of speech

The Student Evaluation/Tracking Sheet will be provided by the instructor.

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Know More Writing
2. Gage Canadian Dictionary - It is recommended that students purchase this dictionary and bring it to class regularly. It is available in the College bookstore. This dictionary is also required in the College post-secondary English courses, so it will be a good investment.

Additional Resource Material Available in The Learning Centre:

1. SRA Reading Lab
2. Roget's Thesaurus
3. Six-Way Paragraphs

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

The final grade will be derived from the evaluation/tracking sheets.

Note: At the end of the course students will be required to demonstrate college-entry level reading ability using a variety of resources. Students who do not demonstrate an appropriate level may have to complete additional reading comprehension work before completion.

Instructional Techniques

A variety of methods including presentations, small group work, directed readings and supervised reading programs may be used to respond to students' needs. Independent work can be done in The Learning Centre.

The Learning Centre is designed to help students of every program reach their academic goals while they are at Sault College.

At the Learning Centre students are encouraged to make use of the wide variety of communication enhancement materials. For example, peer tutoring is available to students who require help. Additionally, there are many computer and reading programs which specifically address particular student learning needs.

TIME FRAME:

This is a six (6) credit course with only five (5) hours in the classroom. There are unsupervised hours on your timetable. You are expected to work at least one (1) hour per week in The Learning Centre. The kinds of activities you may pursue in the Learning Centre will be discussed in class.

METHOD OF ASSESSMENT (GRADING METHOD):

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.

GRADING:

Marking schemes for essays and other assignments will differ 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 objectives of the course.

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.

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, 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.

VI. SPECIAL NOTES (continued):

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.

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

Note: A copy of the transcript must be on file in the Registrar’s Office.

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.

