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

COURSE OUTLINE

Course Title: Ideas, Issues, and Persuasion

Code No.:   ENG315-3   **Semester**: All

Program: Various Post-Secondary

Author: Language and Communication Department

Date: August 2000 **Previous Outline Dated**: August 1999

Approved: _____   _____
                           Dean   Date

Total Credits: 3   **Prerequisite(s)**: CMM110-3

Length of Course: 3 hours/week   **Total Credit Hours**: 48

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I.   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.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

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 argument and its inherent bias and manipulation by examining and discussing the historical perspectives.
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.

B.   Learning Outcomes and Elements of the Performance:

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

1. Express opinions as an informed student/citizen/worker through analysis of contemporary societal issues.

Potential elements of the performance:
*   Assess the validity of researched material
*   Recognize bias in researched materials
*   Order the material logically
*   Express opinions assertively
*   Define the issue
*   Recognize the different sides of an issue

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

1. Demonstrate strong investigative/research techniques, documentation, writing, editing, and proofreading skills required by life-long and prospective employers.

Potential elements of the performance:
*   Determine the reliability of reading material
*   Recognize bias
*   Make logical inferences and draw conclusions
*   Recognize the author's audience and purpose
*   Write persuasive documents
*   Use proofreading and editing techniques
*   Document sources

2. Recognize the elements of argument and its inherent bias and manipulation by examining and discussing the historical perspectives of argument.

Potential elements of the performance:
*   Identify the elements of an argument
*   Identify the historical perspectives of argument
*   Write syllogisms
*   Locate syllogistic reasoning in articles
*   Identify and analyze the persuasive techniques used in advertising
*   Use inductive/deductive reasoning to persuade an audience
*   Produce arguments that employ effective persuasive techniques
*   Anticipate audience response to a viewpoint by assessing their characteristics and interests
*   Examine the nature of persuasive language – tone, style, uses
*   Identify bias and its role
*   Examine modern advertising's use of persuasive techniques

3. Show personal growth by demonstration of interpersonal assertive communication.

Potential elements of the performance:
*   Recognize power as an issue in interpersonal relationships
*   Recognize barriers to effective communication and know how to minimize them
*   Identify the characteristics of aggressive, passive, and assertive behaviour
*   Roleplay assertive strategies to counter aggressive and passive behaviours
*   Recognize the importance of non-verbal communication

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

4. 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.

Potential elements of the performance:
*   Identify the actual major and minor issues
*   Demonstrate the strategies of creative thinking
*   Formulate possible approaches to issues
*   Prioritize approaches using a logical approach
*   Respond persuasively to the audience by using the skills of effective argument
*   Recognize fallacies in others' arguments
*   Recognize statistical manipulation in others' supporting evidence
*   Discriminate connotative and denotative language and the importance of semantics
*   Recognize different types of authority as sources of evidence
*   Incorporate effective visual aids

5. Meet/face a variety of contemporary life challenges through questioning strategies, constructive feedback techniques, and effective oral and written responses.

Potential elements of the performance:
*   Debate scenarios involving controversial or challenging current issues
*   Use the strategies for effective and productive questioning
*   Demonstrate the ability to give helpful feedback in written and oral formats
*   Analyze persuasive writing for reliability, validity, soundness

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.   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

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1.   The Language of Argument by Daniel McDonald. (9th ed.) Harper Collins
2.   Sault College Language and Communication Guidelines (provided)

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V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING
(Refer also to the Language and Communication Guidelines)

1. a) Quizzes/Portfolios   30%
    b) Written Assignments   40%

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

2. Written Persuasive Document   15%
    (format as assigned by professor: proposal,
     essay, or technical report)
    Minimum of:
    10-12 pages in length
     2 visual aids
     5 resources/research
3. Oral Presentation   10%
4. Evaluation of Oral Presentations   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):

Students will be assessed on the basis of evaluation skills, oral presentations,
persuasive documents, in-class quizzes/tests, and written assignments.

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

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V.   EVALUATION PROCESS / GRADING SYSTEM (cont'd):

Grade	**Definition**	**Grade Point Equivalent**
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

NOTE: Students may be assigned a mid-term grade of "R" for unsatisfactory
             performance.

TIME FRAME

Ideas, Issues and Persuasion ENG315-3 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
student needs. (NOTE: Compressed time frame involves four in-class periods and two
hours of independent/group study per week for one half of 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

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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.

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.

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.

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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.