

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



COURSE OUTLINE

Course Title: Practical Communication I

Code No.: CMM1490-3

Semester: Fall

Program: Various

Author: Language and Communication Department

Date: August 2002

Previous Outline Dated: August 2001

Approved: _____

Dean

Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hours/week

Total Credit Hours: 48

Copyright © 2002 The Sault College of Applied Arts and Technology
Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts and Technology is prohibited.
For additional information, please contact Judith Morris,
School of Student Success Services, Business and Liberal Studies,
(705) 759-2554, Ext. 516

I. COURSE DESCRIPTION:

This course helps students develop reading, writing, listening, and speaking skills required for various apprenticeship and certificate programs. Practical program-related assignments assist students to acquire the essential skills for their field. As well, students prepare current job-search documents. The principles of writing are taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Write a resume and cover letter
2. Plan, develop, and produce clear, concise, and accurate college-level documents
3. Demonstrate oral communication skills needed in a work environment
4. Read career-related materials for various purposes

B. Learning Outcomes and Elements of the Performance:

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

1. Write a resume and cover letter.

Potential elements of the performance:

- Recognize various techniques for effective resumes
 - Prepare and write a cover letter and resume
2. Plan, develop, and produce clear, concise, and accurate college-level documents.

Potential elements of the performance:

- Employ the writing process to produce written products
- Plan and organize communications according to the purpose and audience
- Incorporate content that is meaningful, relevant, and complete
- Employ the six Cs (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Evaluate, proofread, and edit documents using appropriate tools
- Enhance documents through computer applications
- Recognize and use elements and techniques for technical writing (defining, classifying, describing, summarizing, instructing, etc.) explaining cause and effect
- Identify and use appropriately different types of technical report formats (e-mail, forms, memos, letters, short reports, proposals, etc.)

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

3. Demonstrate oral communication skills needed in a work environment.

Potential elements of the performance:

- Identify and explain barriers to effective communication
- Define and explain the principles of effective listening
- Define and explain the communication process
- Organize ideas coherently
- Present ideas orally (individually and/or collaboratively) in seminars, meetings, or other informal situations
- Present materials effectively for audience and purpose
- Demonstrate confidence in ideas and present comfortably to informal groups
- Produce and use visual aids effectively and appropriately

4. Read career-related materials for various purposes.

Potential elements of the performance:

- Research program-related material
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use a college-level dictionary
- Distinguish support details
- Identify stated or implied main ideas
- Make logical inferences and draw conclusions
- Determine reliability of reading material (distinguish fact and opinion)

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. Mechanics - grammar
2. Technical writing
3. Resume and cover-letter writing
4. Oral communication
5. Researching and reading program-related material
6. Document production

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Basic Communication Skills for Technology (2nd Edition) Andrea J. Rutherford, Prentice Hall (*if required by the professor*)
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 of 20%):

1. Mechanics

Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission. (20%)

2. Technical Writing

Students will be evaluated on a minimum of five assignments, using the following formats (40%):

- * Memos
- * Letters
- * Informal Reports
- * Technical Instructions/Description

3. Cover Letter and Resume

Students will be evaluated on a written submission of a cover letter and resume. (15%)

4. Reading Skills

Students will be evaluated on a minimum of two reading comprehension assignments. (10%)

5. Oral Communication Skills

Students will be evaluated on a minimum of one assignment and/or test and one oral presentation. (15%)

Note: Professors will deduct marks for editing errors in final submissions.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**Notes:**

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. Marking schemes for essays and other 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 area needs.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their reading comprehension, oral communication skills, written assignments, editing, and grammar fundamentals.

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

<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	

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

TIME FRAME

Language and Communication CMM1490-3 involves three periods per week for the semester, including one hour in the computer lab. Students are expected to attend and to participate in class activities.

VI. SPECIAL NOTES:**Mid-Term Grades**

At **mid-term** one of the following grades will be assigned:

- S Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
- U Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
- R The course must be repeated; minimal performance has resulted in the course outcomes not being met

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.

English Skills Assessment

All first-year students must complete the mandatory English Skills Assessment prior to attending CMM1490.

The Learning Centre/The "Write" Place

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

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). This includes using materials downloaded directly from the Internet without proper citation.

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.

VI. SPECIAL NOTES (continued):

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.

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.

