SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: College Communication Skills

CODE NO. : CMM110   **SEMESTER:** All

PROGRAM: Various Post-Secondary Programs

AUTHOR: Language and Communication Department

DATE: Jan. 2007   **PREVIOUS OUTLINE DATED:** Sept. 2006

APPROVED:

                  _____   _____
                              DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course helps students develop the communication skills necessary to function at the college level and to be successful in future employment. It promotes the development of college-level research and writing involving critical thinking abilities. Students also will employ effective documentation techniques. Editing abilities and document production will be enhanced through the use of all available tools, including computers. In this course, the principles of writing are taught through the writing process.

TIME FRAME

Communication Skills CMM110 involves three periods per week for the semester. At least one hour per week will be in a computer lab. Students are expected to attend class and to participate in class activities.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Plan, develop, and write post-secondary-level expository essays (minimum of five paragraphs).

2. Critique and edit written work to produce college-level documents.

3. Research information and document sources.

B. Learning Outcomes and Elements of the Performance:

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

1. Plan, develop, and write post-secondary-level expository essays (minimum of five paragraphs).

Potential elements of the performance:
- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)
- Provide unity, coherence, and organizational structure
- Identify audience and purpose
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to compose and revise
- Write unified, well-organized paragraphs
- Employ post-secondary vocabulary
- Link ideas using transitional techniques
- Write clear, concise, grammatically-correct sentences that show variety in style

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

2. Critique and edit written work to produce college-level documents.

Potential elements of the performance:
- Computer generate, evaluate, edit, and revise to create effective expository documents
- Use language and style suitable to the purpose and audience
- Incorporate content that demonstrates critical thought
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using available software
- Produce documents according to Language and Communication Guidelines

3. Research information and document sources.

Potential elements of the performance:
- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library effectively
- Locate and gather information from the most appropriate sources, including personal communication, print, databases, publisher's online library (Infotrac) and the Internet
- Examine, evaluate, select, and summarize information that is relevant, important, and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of sources
- Employ a variety of techniques to organize the information
- Incorporate research effectively, using direct quotations and paraphrases
- Present information according to style and conventions of an expository research essay
- Cite and document all sources using an accepted format (APA; MLA) to avoid plagiarism

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. Research, Documentation, and Library Skills
2. Editing Skills :
   - Students will be responsible for the ongoing practice of grammar fundamentals.
   - Students' specific learning needs will be identified from their writing
3. Sentence and Paragraph Development

III.   TOPICS (continued):

4. Expository Writing using some of the following:
    a) Example
    b) Process Analysis
    c) Comparison or Contrast
    d) Cause or Effect
    e) Division or Classification
    f) Description or Observation
    g) Definition
5. Production Skills:
- Refer to the Language and Communication Guidelines

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Essay Essentials with Readings* 4th edition 2006 by Sarah Norton, Brian Green Thomson-Nelson publisher

2. *Infotrac College edition The Online Library* –free access code accompanies textbook (professor's discretion)

3. *Cites & Sources A Documentation Guide* 2006 by J. Haig, G. Raikes, V. Sutherland Thomson-Nelson publisher

4. *Writer's Resources* CD
    by J. Robitaille & R. Connelly; Thomson-Heinle publisher (professor's discretion)

5. Language and Communication Guidelines (provided)

V.   EVALUATION PROCESS/GRADING SYSTEM
    (Refer also to the Language and Communication Guidelines.)

1. Writing Fundamentals

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

- One research essay (15%)
  - Related research/documentation skills (10%)
- Program-related writing (20%)
- Grammar and editing skills (15%)

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

2. Documentation and Research Skills

The sources of information used in research must be cited using a standard method of documentation (10%).

3. Final Examination

Achievement of course learning outcomes will be measured by a final in-class examination (30%).

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. However, the marking scheme for the CMM110 final examination will be standard throughout the department.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their research and documentation skills, written assignments, tests, editing, and a final examination.

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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)

F   The course must be repeated; minimal performance has resulted in the course outcomes not being met

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. 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/program, as may be decided by the professor/dean. 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 and the College to employ a documentation format for referencing source material.

Note: All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor.

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should contact the Student Services Office E1104. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who have credit for a comparable English course from another college or university and who wish to apply for direct credit transfer (advanced standing) should contact the Language and Communication Department Co-ordinator. Students will be required to provide a course outline and a transcript related to the course.