SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Human Services Communication

CODE NO. : CMM225-3   **SEMESTER:** Winter

PROGRAM: Various Post-Secondary

AUTHOR: Language and Communication Department

DATE: Jan. 2009   **PREVIOUS OUTLINE DATED:** Jan. 2008

APPROVED: "Angelique Lemay"

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           CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CMM115

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course prepares students for employment in the human service professions. Emphasis is placed on career exploration and the production of a variety of written and oral communications suited for the various purposes and audiences relevant to this profession. In this course, the principles of writing are taught through the writing process.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

1. Adapt the format, tone, and diction of a communication to the needs of a specific audience in a given situation.
2. Locate, gather, and apply information during the preparation of written and oral reports using appropriate tools to facilitate the information-gathering process.
3. Demonstrate, in written assignments, the ability to produce clear, accurate, well-organized text in a variety of formats.
4. Give a well-organized, coherent, effective, oral presentation, using visual aids where appropriate.
5. Prepare an effective employment package.
6. Demonstrate, in writing, comprehension of program-related material from professional journals.
7. Employ a variety of editing techniques.

B.   Learning Outcomes and Elements of the Performance:

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

1. Adapt the format, tone, and diction of a communication to the needs of a specific audience in a given situation.

Potential elements of the performance:
- Utilize the most effective format, taking into consideration the writer's goals and the expected audiences' reactions, including agencies and other stakeholders.
- Choose a tone in the communication that will best serve to achieve the desired purpose and to affect the desired reaction on the reader's part
- Select the most appropriate communication style (sentence type and length, word choice, paragraph structure, etc.)

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

2. Locate, gather, and apply information during the preparation of reports.

Potential elements of the performance:
- Use tools such as filing systems, references, interviews, libraries, and technological means to gather appropriate, accurate, and useful information for preparation of a report
- Employ observation techniques and demonstrate the difference between objective and subjective writing
- Select the proper format for the report type needed, and apply the information in the most effective way
- Locate, gather, and apply information using appropriate technological and traditional tools during the preparation of reports
- Use comparative information-checking and other validation techniques to evaluate all sources for reliability
- Prepare for and participate in a career information interview
- Produce a report which outlines career requirements and options.

3. Demonstrate, in written assignments, the ability to produce clear, accurate text in a variety of formats.

Potential elements of the performance:
- Produce well-organized, logical, error-free documents
- Write all submissions so the purpose of the written communication is clear and any required action on the part of the recipient is easily seen
- Produce effective short reports in a limited time frame

4. Give a well-organized, coherent, effective, informal oral presentation, using visual aids where appropriate.

Potential elements of the performance:
- Organize a presentation to meet the needs of an audience: logical development, proper sequencing, prior knowledge of the audience concerning the topic, etc.
- Present effectively in a dynamic manner that achieves the speaker's purpose
- Use visual aids effectively

5. Submit an effective employment package.

Potential elements of the performance:
- Submit an effective letter of application responding to an advertised position
- Submit a resume for the prepared letter of application
- Demonstrate how to research an employment opportunity

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

6. Demonstrate in writing, comprehension of program-related material from professional journals.

Potential elements of the performance:
- Summarize and evaluate articles from journals related to the program
- Use information from program-related journals in reports written for class
- Document sources of information in a suitable format (APA)

7. Employ a variety of editing techniques.

Potential elements of the performance:
- Use the technological tools available to assist in editing written material
- Use peer-editing effectively
- Self-edit written work

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 and Documentation Skills
2. Editing
3. Email, Memo, and Letter Writing
4. Short Reports/Article Review
5. Report Writing (Career)
6. Log Writing/Observation Report/Journal Submission
7. Proposal Writing
8. Employment Package
9. Document Design-Flyer/ Brochure/Poster
10. Interviewing & Oral Presentation

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Handle with Care* (**4rd** edition), Lucy Valentino, Nelson Canada

2. Language and Communication Guidelines (provided)

V. EVALUATION PROCESS / GRADING SYSTEM:

MAJOR ASSIGNMENTS AND TESTING:
The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

Editing skills will be assessed in assignments.

Employment Package	**15%**
Career Related Documents	**50%**
Proposal	**20%**
Research & documentation	**5%**
Oral report	**10%**
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. Some of the assignments may be in collaboration with program-related assignments.
4. 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 their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

V.   EVALUATION PROCESS / GRADING SYSTEM (continued):

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.

Students may be assigned a mid-term grade of "F" for unsatisfactory performance.

TIME FRAME

Human Services Communication CMM225-3 involves three periods per week for the semester. A minimum of one hour will be completed in the computer lab. Students are expected to attend class and to participate in class activities.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):

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:

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services 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.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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 to employ a documentation format for referencing source material.

VI.   SPECIAL NOTES (continued):

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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or the Academic Assistant in the office of the Chair, Community Services, E2201. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.