SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Communication I

CODE NO. : CMM115   **SEMESTER:** Fall 2009 & Winter 2010

PROGRAM: Various post-secondary programs

AUTHOR: Language and Communication Department

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

APPROVED: "Angelique Lemay"

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CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 2 hours in-class (+ 1 hour tutorial if applicable)

I. COURSE DESCRIPTION:

This course will help students to develop the fundamental communication skills required to function effectively at college and in the workplace. Emphasis is placed on reading and responsive writing, editing strategies, and research/documentation skills. Students will be able to read program-related articles and respond with research and proper documentation techniques to produce college-level writing.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Read various sources critically.
   Potential Elements of the Performance:
   - Identify and look up new vocabulary
   - Recognize main ideas and supporting ideas
   - Know author's intent, emphasis, and ideas

2. Respond in writing.
   Potential Elements of the Performance:
   - Identify clearly the purpose and audience of the message in paragraph, summary or multi-paragraph formats
   - Write unified, coherent responses
   - Follow the required format for idea development
   - Use computer to generate individual responses

3. Locate and cite the resources used in responses.
   Potential Elements of the Performance:
   - Define plagiarism and utilize the following elements to ensure academic honesty:
     o Identify nature of information required (primary and secondary research)
     o Research and use a variety of sources of information (including print, database, Internet, publisher's online library, etc.)
     o Differentiate between common knowledge and original thinking
     o Evaluate information for credibility, currency, and relevance
     o Distinguish between direct quotations and paraphrases
     o Integrate quotations and paraphrases effectively into own writing
     o Incorporate in-text citations accurately
     o Produce a reference page to document sources using APA

4. Produce, evaluate, and edit all responses.
   <u>Potential Elements of the Performance</u>:
   - Use language and style suitable to the purpose and audience
   - Computer generate, evaluate, edit, and revise responses
   - Recognize and correct English usage errors, applying spell check, grammar check, thesaurus, etc.
   - Practise grammar fundamentals using available resources as required
   - Respond appropriately to oral and written feedback

III. TOPICS:

1. Reading Skills
2. Responsive Writing (single and multi-paragraph formats)
3. Research and Documentation Skills
4. Editing Techniques

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. *Cites & Sources 3rd Edition* (2010) J. Haig, G. Raikes, V. MacMillan, Thomson- Nelson publisher

2. *Writer's Resources CD-ROM (Version 2.0)* 2nd ed. (2003) J. Robitaille, B. Connelly, Thomson Heinle

3. Readings assigned and directed by the professor

4. *Language and Communication Guidelines* (provided)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Responsive Writing Assignments/   80% (a **minimum** of 30% will
   Research/Documentation   written as in-class tests)

   Note: Assignments are assessed on the basis of language proficiency, research and documentation, unity and cohesion, and editing.

2. Editing Activities   20%

Deductions are made for errors.

All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes plagiarism and will be treated as such.

ASSESSMENT/GRADING

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.

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

NOTE A:
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.

The minimum overall GPA required to graduate from a Sault College program is 2.0.

NOTE B:
1. The professor reserves the right to adjust the course delivery, as he/she deems necessary to meet the needs of the students.

2. Marking schemes for written assignments may 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.

3. As a means of ensuring academic integrity and guarding against plagiarism, the College subscribes to Turnitin.com and supports the professors' use of it for student assignments.

VI.   SPECIAL NOTES:

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.

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 postsecondary institutions.

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 academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

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.

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. (if applicable)

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
(i)   issue a verbal reprimand,
(ii) make an assignment of a lower grade with explanation,
(iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv) make an automatic assignment of a failing grade,
(v) recommend to the Chair dismissal from the course with the assignment of a failing grade.
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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.