

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Workplace Communication  
**CODE NO. :** CMM126-3                      **SEMESTER:** Fall/Winter  
**PROGRAM:** Various  
**AUTHOR:** Language and Communication Department  
**DATE:** Jan. 2010      **PREVIOUS OUTLINE DATED:** Jan. 2009  
**APPROVED:**

\_\_\_\_\_  
**CHAIR, COMMUNITY SERVICES**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*For additional information, please contact the Chair, Community Services,*

*School of Health and Community Services*

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**I. COURSE DESCRIPTION:**

This course develops skills in reading, writing, listening, and speaking that are typically required in the modern workplace. Work-related journals and periodicals will be used to develop research skills pertinent to the students' programs of study. The principles of writing will be taught through the writing process, and students will practise writing paragraphs, letters, memos, and short reports. Students are expected to word-process their documents. Listening and oral presentation skills will be enhanced by classroom activities/experiences. Also, students will prepare a resume and cover letter to assist them in their job search.

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

1. Write clear, grammatically correct sentences.
2. Plan, develop, and write unified, coherent paragraphs.
3. Produce work-related documents (forms, memos, e-mails, letter, reports).
4. Write workplace-related descriptions, instructions, and/or specifications.
5. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.
6. Read work-related journals and periodicals for research purposes.
7. Research and document information from various sources.
8. Create an effective resume and cover letter.
9. Identify communication barriers and workplace ethics useful to a practitioner.

**B. Learning Outcomes and Elements of the Performance:**

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

**1. Write clear, grammatically correct sentences.****Potential elements of the performance:**

- Use college level grammar and vocabulary
- Write and incorporate sentences of various types and patterns in documents
- Edit all documents for correct sentence structure, using the computer

**2. Plan, develop, organize and write unified, coherent paragraphs.****Potential elements of the performance:**

- Identify and use all steps in the writing process – prewriting, drafting, proofreading, revising and editing final draft, and final proofreading
- Write topic sentences that present a clearly stated point
- Support the topic sentence with relevant, specific, adequate details
- Organize details logically
- Link ideas using transitional techniques
- Write effective concluding sentences and/or recommendations
- Edit for unity, coherence, support, and sentence skills
- Word process documents

**3. Produce work-related documents (forms, memos, e-mails, letters, reports).****Potential elements of the performance:**

- Understand the use of forms in the workplace
- Understand and employ a recognized format (full block, modified block, or simplified) and organization for letters
- Understand and use professional format and organization for memos/e-mails
- Create accurate, concise, organized memos, letters, and reports for various audiences and purposes
- Word process documents

**4. Write workplace-related descriptions, instructions, and/or specifications.****Potential elements of the performance:**

- Identify task for which description, instruction, or specification is to be written
- Identify steps in instructions or specifications
- Choose format of report depending on needs of audience
- Write required description, instructions, and/or specifications
- Word process documents

**5. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.****Potential elements of the performance:**

- Gather and organize relevant materials
- Determine how to present the materials in an effective manner
- Analyze the audience and purpose of the presentation
- Demonstrate confidence in ideas and present comfortably to informal or formal groups
- Produce and use visual aids effectively and appropriately
- Deliver a well-organized presentation
- Respond to questions effectively aloud using correct grammar

**6. Read work-related journals and periodicals for research purposes.****Potential elements of the performance:**

- Locate suitable articles/information using electronic sources
- Assess the original article for its content and intent
- Incorporate research into student's writing as support

**7. Read and document information from various sources.****Potential elements of the performance:**

- Distinguish paraphrases from quotations
- Cite and document all sources using APA format
- Integrate quotations effectively to support own ideas

**8. Create an effective resume and cover letter.****Potential elements of the performance:**

- Research, identify, and select relevant information
- Summarize skills, knowledge, and experience
- Select suitable format and complete a current resume
- Write an appropriate cover letter to accompany resume
- Word process documents

**9. Identify communication barriers and workplace ethics useful to a practitioner.****Potential elements of the performance:**

- Identify barriers to effective interpersonal communication
- Recognize and interpret non-verbal communication
- Recognize examples of breach of ethics to which others would take exception
- Identify ethical vs. unethical behaviour in work situations

**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. Sentence Skills, Grammar and Editing
2. Paragraph Writing
3. Audience and Purpose
4. Interpersonal Communication (Non-verbal communication, ethics)
5. Barriers to Communication
6. Language of Report Writing
7. Document Production Skills
8. Forms, Memos, E-mails, Letters, and Reports
9. Workplace-related Descriptions, Instructions, and Specifications
10. Oral Presentations
11. Reading Skills
12. Library, Research, and Documentation Skills
13. Resume and Cover Letter

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. *Communicating for Results: A Canadian Student's Guide* (2007). Carolyn Meyer, Oxford University Press
2. Presentation materials as required
3. *Language and Communication Guidelines* (provided)

**V. EVALUATION PROCESS / GRADING SYSTEM:****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 20%).

1. Assignments related to a review of grammar, sentence skills, and paragraph writing	20%
2. Work-related documents: (minimum of four; one to include research/documentation, using a minimum of two sources)	60%
3. Portfolio of Corrections	
4. Oral communication	10%
5. Employment package	10%
6. 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.
4. Submissions must be the student's individual work. Students may not collaborate on assignments unless specifically requested by the professor. Unauthorized collaboration may be considered academic dishonesty and dealt with as such.
5. Sault College subscribes to Turn-it-in and supports the professor's use of it for student assignments.

**TIME FRAME**

Workplace Communication CMM126-3 involves three hours per week for the semester. A minimum of one hour will be scheduled in the computer labs. Students are expected to attend class and participate in class activities.

**COURSE NAME****CODE #****V. EVALUATION PROCESS / GRADING SYSTEM: (continued)****METHOD OF ASSESSMENT (GRADING METHOD)**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:**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.

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.

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.

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.