SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: College Communication Skills

CODE NO. : CMM110-3   **SEMESTER:** Fall

PROGRAM: Various Post-Secondary

AUTHOR: Language and Communication Department

DATE: June 2010   **PREVIOUS OUTLINE DATED:** Jan. 2010

APPROVED: "Angelique Lemay"   Jul. 2010

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              CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

I.   COURSE DESCRIPTION

Essay writing, which includes researching, referencing sources, and using the rhetorical modes, is the focus of this course. Students will develop analytical skills to select electronic and other research materials to produce effective essays. Writing components such as correct grammar, sentence structure and APA guidelines are included in order for students to function at a college level.

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 using APA format.

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 rhetorical modes: Example, process, comparison or contrast, cause and 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

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

Potential elements of the performance:
- Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective expository documents
- Use language and style suitable to the purpose and audience
- Demonstrate critical thought
- Respond appropriately to oral and written feedback
- Produce documents according to the *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 resources effectively
- Locate and gather information from the most appropriate sources, including personal communication, print, databases, 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, currency and credibility of sources
- 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 APA. format 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 may be required to work independently on grammar (e.g. CD topics/exercises)

3.   Sentence and paragraph development

4.   Expository writing using some of the following: Example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition

IV. REQUIRED RESOURCES / TEXTS / MATERIALS

1.   Haig, J., MacMillan, V., & Raikes, G. (2010). *Cites & sources: An APA documentation guide (*3rd ed.).Toronto: Nelson.

2.   Robitaille, J., & Connelly, R. (2003). *Writer's resources CD-ROM, Version 2.0*, Toronto: Thomson Heinle.

3.   *Language and Communication Guidelines* (provided).

4.   Required resources are available on LMS.

5.   Text to be determined by professor. The recommended text is:

Henderson, E., & Moran, K. M. (2010).*The empowered writer: An essential guide to writing, reading, & research.* Toronto: Oxford University Press.

V. EVALUATION PROCESS/GRADING SYSTEM
(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%).

- Research essay(s)   (25%)
- Research/documentation   (10%)
- Paragraph and essay writing   (25%)
- Grammar and editing skills   (10%)
- Final examination – essay with documentation   (30%)

 Professors will deduct marks for editing errors in final submissions.

NOTES

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Though marking schemes for essays and other assignments will vary from professor to professor, the marking scheme for the CMM110 final examination will be standard throughout the department.
4. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
5. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.
6. The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

The following letter grades will be assigned in accordance with college policy:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	4.00
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 a non-graded subject area.
U	Unsatisfactory achievement in a 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: 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.

VI. SPECIAL NOTES

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.

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. 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.

The Addendum:
The provisions contained in the Addendum are located on the student portal. Students are responsible for becoming familiar with this information.