



**I. COURSE DESCRIPTION:**

This course prepares students for the extensive communication requirements of employment in the human service professions. Emphasis is placed on producing objective, accurate documents such as memos, letters, résumés, and reports, and on developing oral presentation skills, suited to the purposes and audiences of the human services. Key components of this course include document design and internet/database research.

**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. Demonstrate, in written assignments, the ability to produce clear, accurate, well-organized text in a variety of formats.
3. Locate, gather, and apply information during the preparation of written and oral documents using appropriate tools to facilitate the information-gathering process.
4. Collaborate in the production of documents and/or presentations.
5. Give a well-organized, coherent, effective, oral presentation, using visual aids where appropriate.
6. Prepare an effective employment package.
7. Demonstrate, in writing, comprehension of program-related material from professional journals.
8. 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.)
2. 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
3. Locate, gather, and apply information during the preparation of documents.

**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 client-based, factual, objective and ethical language
  - Use comparative information-checking and other validation techniques to evaluate all sources for reliability
  - Research and prepare for and participate in information interviews
  - Produce a report with in-depth, professional database research.
4. Collaborate in the production of documents and/or presentations.

**Potential elements of performance:**

- Develop effective teamwork, communication and group problem-solving skills
  - Delegate, assume, and follow roles and responsibilities
  - Schedule meetings and manage allocated time
  - Document and evaluate group progress; adapt to needs accordingly
  - Produce unified, coherent, professional documents and/or presentations
5. 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
6. Submit an effective employment package.

**Potential elements of the performance:**

- Submit an effective letter of application responding to an advertised position
  - Submit a résumé for the prepared letter of application
  - Demonstrate how to research an employment opportunity
7. 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)
8. 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.

The professor is to collaborate with the students' program Coordinator, choosing assignments specific to the needs of the program. Depending on the needs of individual programs, some of the topics may not be covered.

A topic from each number (1-8) must be included. All topics include professional language & editing.	CYW	ECE	Pre-Health	PN	SSW
1. Research and documentation skills (all of the below): - APA guidelines - Reading, writing, & responding - Career/program-related article review	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
2. Daily professional communiqués (specify at least two): - Emails - Memos - Letters	— — —	— — —	— — —	— — —	— — —
3. Short reports (specify at least two): - Progress - Incident - Evaluation - Inspection - Investigation - _____	— — — — — —	— — — — — —	— — — — — —	— — — — — —	— — — — — —
4. Daily observations (optional): - Daily log - Observation report - Meeting minutes - _____	— — — —	— — — —	— — — —	— — — —	— — — —
5. Long report – must include research (specify one): - Proposal - Grant application - Research paper	— — —	— — —	— — —	— — —	— — —
6. Employment package (résumé & cover letter)	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
7. Document design (specify two): - Flyer/poster - Brochure - Newsletter	— — —	— — —	— — —	— — —	— — —
8. Oral communication: - Interview summary - Presentation	— <u>✓</u>	— <u>✓</u>	— <u>✓</u>	— <u>✓</u>	— <u>✓</u>

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

1. To be determined by professor:

Valentino, L. (2009). *Handle with care* (4th ed.). Toronto: Nelson.

or

McAleer, D. (2010). *Report writing for the community services*. Toronto: Pearson Canada.

2. Haig, J., Macmillan, G., & Raikes, G. (2010). *Cites & sources: An APA documentation guide* (3rd ed.). Toronto: Nelson.
3. Language and Communication Guidelines (provided)

**V. EVALUATION PROCESS****Major Assignments and Testing:**

The professor will announce which of the following will be completed in class under test conditions.

Editing skills will be assessed in assignments.

Employment package – Career-related cover letter and résumé	10%
Program-related documents/reports – May include additional research	40%
Proposal/grant application/research paper – Includes research	25%
Research & documentation – Database/book research, article review/summary, APA	15%
Interviews/oral communication	10%
<b>TOTAL:</b>	<b>100%</b>

**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.
5. The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

**Method of assessment (grading method):**

Students will be assessed on the basis of their document production, research assignments, APA formatting and documentation, employment package, oral presentation, and editing skills.

**VI. GRADING SYSTEM:**

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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 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.	

**VII. 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>.

**VIII. THE ADDENDUM**

The provisions contained in the Addendum are located on the Student Portal. Students are responsible for becoming familiar with this information.