

I. COURSE DESCRIPTION:

This course helps students develop reading, writing, speaking, and listening skills required for the workplace. Written and verbal assignments utilize program-related materials and focus on program expectations. As well, students develop effective job search documents. Listening skills are developed throughout the course through the sharing and clarification of information.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Reading Skills:** Demonstrate reading comprehension and interpretive use of research articles and various career-related materials.

Potential Elements of the Performance:

- Research program-related material
- Comprehend post-secondary vocabulary
- Determine writer's purpose and audience
- Identify stated or implied main ideas
- Distinguish supporting details
- Make logical inferences and draw conclusions
- Determine reliability and usefulness of reading material (distinguish fact from opinion)
- Reflect upon and assess strengths and needs of personal reading skills

2. **Writing Skills:** Plan, develop, and produce clear, concise, and accurate expository paragraphs and work-related documents.

Potential elements of the performance:

- Plan and organize communications according to the purpose and audience
- Employ the writing process to produce written products
- Recognize and use elements and techniques for expository writing (defining, classifying, describing, summarizing, instructing, explaining cause and effect, etc.)
- Incorporate content that is meaningful, relevant, and complete
- Write a well-organized expository paragraph
- Credit the sources of quoted and paraphrased material using a standard referencing style
- Employ the six Cs (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Evaluate, proofread, and edit documents using appropriate tools
- Identify and use appropriately different types of writing formats (email, memos, letters, summaries, short reports, etc.)
- Enhance document design by using software features
- Recognize various techniques for effective resumes
- Prepare and write an effective cover letter and resume
- Reflect upon and assess strengths and needs of personal writing skills

- 3. Listening and Speaking Skills:** Demonstrate interpersonal communication skills needed in a work environment and/or present ideas individually or collaboratively.

Potential elements of the performance:

- Define and explain the communication process
- Identify and explain barriers to effective communication
- Practice the behaviours of active listeners by selecting and using appropriate strategies and language cues to construct meaning before, during, and after listening
- Organize ideas coherently
- Role-play effective interpersonal skills in workplace scenarios
- Present ideas orally, individually and/or collaboratively
- Use clear speech, concise language, correct grammar and sentence structure
- Present materials effectively for audience and purpose
- Produce and use visual aids effectively and appropriately
- Reflect upon and assess strengths and needs of personal interpersonal communication and presentation skills

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. Language, mechanics and editing – grammar
2. Paragraph organization-topic sentences and support using research sources
3. Researching and reading program-related material
4. Workplace writing – email, memo, letter, summary, short reports, etc.
5. Document design and production
6. Resume and cover letter writing
7. Interpersonal communication skills- Listening & speaking skills
8. Presentation skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required: (do not purchase until advised to do so)

Holt, M. E. (2003). *Workplace writing*. Toronto: Nelson.

Additional:

Language and Communication Guidelines provided by professor.

LMS resources provided by professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Reading and Writing: Work-related Documents (minimum of 5)

- Students will be evaluated on a minimum of two reading comprehension assignments (incorporated into work-related documents).
- Students may be required to hand-write one or more assignments. Legibility is a requirement.
- A minimum of 20% of work-related documents will be completed in class under test conditions.

• Email	}	65%
• Memo		
• Letter		
• Paragraph/Summary		
• Informal Report(s)		
• Instructions or Description		
• Cover letter and resume		15%

Listening and Speaking: Interpersonal Communication/Presentation Skills (1-3)

• Telephone techniques	}	20%
• Workplace role play		
• Seminar discussion		
• Individual or collaborative presentation		

NOTES

1. Professors will deduct marks for any grammar and fundamental errors in final submissions.
2. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students and to respond to program area needs.
3. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
4. All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.
5. The College subscribes to SafeAssign and supports its use as a means of ensuring academic integrity.

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%	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.	

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.