

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, summary writing, editing strategies, and research/documentation skills. Students will be able to read 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 the thesis (main idea) 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 in paragraph, summary or multi-paragraph format
 - 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:
 - Identify nature of information required (primary and secondary research)
 - Research and use a variety of sources of information (including print, database, Internet, etc.)
 - Differentiate between common knowledge and original thinking
 - Evaluate information for credibility, currency, and relevance
 - Incorporate in-text citations accurately
 - Produce a reference page to document sources using an accepted format (APA, MLA)

4. Produce, evaluate, and edit all responses.
Potential Elements of the Performance:
 - 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 all available sources as required
 - Respond appropriately to oral and written feedback

III. TOPICS:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. *Cites and Sources* (2nd Cdn ed.) J. Haig, G. Raikes, V. Sutherland, Thomson- Nelson (2006)
2. *Writer's Resources CD-ROM 2.0 iLrn Version* (2nd ed.) J. Robitaille, B. Connelly, Thomson Heinle & Heinle. (2003)
3. Language and Communication Guidelines
4. Computer disk (1) dedicated to Communications course

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Responsive Writing Assignments
(30% will be written as in-class tests) | 60% |
| 2. Editing Activities | 20% |
| 3. Research/Documentation
(multi-paragraph document) | 20% |

The following semester grades will be assigned to students in post-secondary courses:

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

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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE B:

Students may be assigned a mid-term grade of “F” for unsatisfactory performance.

NOTE C:

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.

VI. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the Dean's office. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.