SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE:	College Communication Skills
CODE NO. :	CMM110-3 **SEMESTER:** 13F/14W
PROGRAM:	Various Post-Secondary
AUTHOR:	Language and Communication Department
DATE:	May 2013 **PREVIOUS OUTLINE DATED:** June 2012
APPROVED:	

"Angelique Lemay"   June/13

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DEAN   DATE

TOTAL CREDITS:	3
PREREQUISITE(S):	none
HOURS/WEEK:	3

I. COURSE DESCRIPTION:

The focus of this course is essay writing. Students will produce effective, college-level expository essays by developing analytical skills to select and properly integrate electronic and other research materials. Writing components such as rhetorical modes, grammar, sentence structure, paragraph development, editing, and referencing sources are included.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

1. Plan, develop, and produce clear, concise, and accurate post-secondary expository essays (minimum 5 paragraphs); critique and edit written work.

    Potential Elements of Performance:
    - Practise grammar fundamentals using available resources as required
    - Identify audience and purpose
    - Use electronic and other prewriting techniques to develop and organize ideas
    - Identify and employ some rhetorical modes: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
    - Use drafting techniques to compose and revise
    - Formulate thesis statements
    - Support thesis statement with a plan of development
    - Write unified, well-organized paragraphs
    - Provide adequate and specific support
    - Provide unity, coherence, and organizational structure
    - Link ideas using transitional techniques
    - Employ post-secondary language suitable to the purpose and audience
    - Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective expository documents
    - Format documents according to program-preferred style guides, e.g., APA or the Language and Communication Guidelines

2. Develop grammar fundamentals to ensure appropriate usage.

    - Write clear, concise, grammatically-correct sentences that show variety in style
    - Use available resources as required

3. Research and read various sources critically.

    Potential Elements of Performance:
    - Identify and look up new vocabulary
    - 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: print, databases, program-related journals and general interest articles, and the Internet
    - Employ electronic tools, including files/folders, references and review tabs, and database functions, to acquire, process, and organize information
    - Check for accuracy, currency and credibility of sources
    - Determine author's intent, emphasis, and ideas

- Determine main points and supporting points
- Examine and evaluate the information, and draw conclusions about how it can be used

4. Integrate research effectively and responsibly.

Potential Elements of Performance:
- Base ideas on, and support ideas with, source material
- Select source material that is relevant, important, and useful for inclusion
- Integrate research using quotation, paraphrase, and summarization
- Employ a variety of transitional and analytical language to introduce and elaborate on source material
- Document sources using in-text citations and reference lists

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. Library, research, and reading skills
2. Integration and documentation of source material
3. Sentence, paragraph, and essay development
4. Expository writing using some of the following: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
5. Grammar and editing skills: Students may be required to work independently on grammar (e.g., online resources topics/exercises)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required:

1. Haig, J., MacMillan, V., & Raikes, G. (2014). *Cites & sources: An APA documentation guide* (4th ed.).Toronto: Nelson.
2. Robitaille, J., Connelly, R. & Bunyan, S. (2012). *Canadian writer's resourcesNOW* (2nd ed.) [eResource]. Toronto.

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

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

Additional:

4. Language and Communication Guidelines provided by professor.
5. LMS resources provided by professor.
6. A credible dictionary or electronic dictionary such as Oxford, Gage, or Merriam-Webster. Sault College employs Canadian English.

V. EVALUATION PROCESS/GRADING SYSTEM:
(Refer also to the Language and Communication Guidelines.)

All expository writing can include research, as determined by the professor.

The professor will announce which of the following will be completed in class under test conditions (minimum of 20% in addition to the final exam):

• Expository paragraph and essay writing, with or without research; academic honesty as 1 topic	25%
• Research essay	25%
• Documentation	10%
• Grammar and editing	10%
• Final exam (in-class research essay)	30%
Total	100%

Notes
1. Ten percent of the course work (e.g., consisting of some grammar, editing, and documentation exercises) may be comprised of a writing activities folder.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. The evaluation process/grading system and marking schemes for assignments may vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches in order to assist students of differing skill levels meet the learning outcomes of the course, and in response to program areas.
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5. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
6. 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.

The following semester grades will be assigned to students:

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 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.

Notes: Grades of S or U indicate a student's performance in a course to the time of mid-term, and not successful or unsuccessful completion of the course. A mid-term grade of F indicates that the course cannot be successfully completed by the student, and must be repeated.

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.

Academic Dishonesty:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. The professor/instructor may impose one or more of the following College sanctions: letter of warning, temporary dismissal, letter of probation/sanction, restitution, and/or 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.

Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Coordinator, Language & Communication, in E2207, or the Academic Assistant, Community Services Programs, in E2201. Students will be required to provide an unofficial transcript and course outline related to the course. Please refer to the Student Academic Calendar of Events for the deadline. Credit for prior learning may also be given upon successful completion of a challenge exam or portfolio. Substitute course information is available in the Registrar's office.

VII. COURSE OUTLINE ADDENDUM:

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