



COURSE OUTLINE: OAD0125 - ADV DOCUMENT PRODUC

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	OAD0125: ADVANCED DOCUMENT PRODUCTION
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	22W
Course Description:	This course is designed to provide the student in the CICE Program, with the assistance of a Learning Specialist, with advanced-level skills in word processing and document formatting with an emphasis on developing editing and proofreading techniques through the integrated use of a leading reference manual. The course offers a generic simulation which has been designed for students who have had extensive training in the use of a word processing program. In this simulation, the students will have an opportunity to apply their word processing, and editing/proofreading skills.
Total Credits:	5
Hours/Week:	9
Total Hours:	63
Prerequisites:	OAD0115
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 3 Execute mathematical operations accurately. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Subscription to Typist (3 year) available for purchase online at: TypistApp.ca. The Gregg Reference Manual by Sabin, Millar, Strashok, and Gardner

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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Publisher: McGraw-Ryerson Edition: 9
 ISBN: 9780071051156
 Canadian Edition

Student's Oxford Canadian Dictionary
 Publisher: Oxford Press Edition: 2
 ISBN: 9780195427158

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Identify and use reference sources, such as the Gregg Reference Manual, to research and apply rules of punctuation, capitalization, number usage, abbreviations, plurals and possessives, word usage, sentence structure, grammar, formatting, etc., to prepare accurate business documents.	1.1 Locate information quickly in the Gregg Reference Manual. 1.2 Apply correct usage of punctuation and grammar in business documents by referencing rules in the Gregg Reference Manual affecting: - Punctuation marks (period, question mark, exclamation point, comma, semicolon, colon, dash, parentheses, quotation mark, and apostrophe) - Marks for emphasis (italics, underlining, all capitals, ellipsis marks, asterisk, diagonal, brackets, etc.) - Capitalization - Numbers - Abbreviations - Plurals and possessives - Compound words - Subjects, verbs, pronouns, adjectives, adverbs, negatives, prepositions - Sentence construction/writing mechanics - Word division - Word usage 1.3 Identify and correct errors in business formats (letters, memos, emails, reports, etc.). 1.4 Proofread using a variety of techniques and use standard proofreaders' marks to note corrections. 1.5 Identify and correct spelling and typographical errors with the assistance of an up-to-date Canadian dictionary and software spelling checker. 1.6 Detect and correct inconsistencies to use correct grammar, syntax, spelling, and punctuation.
Course Outcome 2	Learning Objectives for Course Outcome 2
Apply problem-solving and multi-tasking skills to reinforce the technical skills required for a fast-paced office environment.	2.1 Prepare, review, and edit written communication. 2.2 Prepare internal and external communications for distribution using appropriate formatting and proofreading techniques to meet quality standards. 2.3 Create and complete a variety of forms, to record communications and support the flow of information. 2.4 Produce documents that comply with industry formatting standards and the organization's branding guidelines.

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	<p>2.5 Prepare business documents according to current style manuals and using a variety of software and equipment.</p> <p>2.6 Convert draft information from electronic and paper sources into final-form business documents.</p> <p>2.7 Meet deadlines for the production of documents.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
Utilize information processing software to produce accurate, computer-generated business documents.	<p>3.1 Create and edit text-simple edits, as well as move, cut, copy, and paste.</p> <p>3.2 Create, design, and edit tables.</p> <p>3.3 Use graphic images in documents.</p> <p>3.4 Adjust font type and font size.</p> <p>3.5 Work with automatic bullets and outlining.</p> <p>3.6 Use merge features to generate letters and directories.</p> <p>3.7 Format long documents-end-of-page control, page numbering, headers and footers, footnotes, etc.</p> <p>3.8 Use the software's database feature to prepare and rearrange lists automatically.</p> <p>3.9 Use the spell check feature.</p> <p>3.10 Manage files and utilize folders.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Gregg Referenc Homework Exercises	10%
Simulation Tasks	60%
Test 1	15%
Test 2	15%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

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4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: December 14, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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