

I. COURSE DESCRIPTION:

Effective use of language is a necessity for the office administration professional. Students will build their language skills by exploring reference options and learning the basic components of the complete sentence. The role of the individual parts of speech and the standard rules of punctuation, capitalization, and number usage will be studied. Students will learn to write concise, meaningful sentences and paragraphs using an appropriate business vocabulary. Proofreading/editing skills will be emphasized throughout the course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Identify and use correctly the dictionary and other reference materials (both paper-based and electronic).

Potential Elements of the Performance:

- Identify three types of dictionaries and their contents
- Use a dictionary confidently to determine spelling, meaning, pronunciation, syllabication, accent, work usage, and word history
- Access electronic dictionaries and reference materials
- Utilize The Gregg Reference Manual

This module will constitute approximately 5 percent of the course grade.

2. Identify and use correctly, with minimal supervision, the eight parts of speech

Potential Elements of the Performance:

- Recognize nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections
- Recognize the function of each part in sentences
- Compose simple and complex sentences accurately in memos, e-mail messages, informational business letters, and short reports

This module will constitute approximately 65 percent of the course grade.

3. Utilize punctuation marks, numbers, and capitalization appropriately.

Potential Elements of the Performance:

- Identify, with minimal assistance, the function of commas, semi-colons, colons, and other commonly used punctuation
- Apply the rules of number usage and capitalization correctly

This module will constitute approximately 25 percent of the course grade.

4. Apply proofreading and editing techniques to common business correspondence.

Potential Elements of the Performance:

- Identify, with the use of reference resources, the common proofreader marks used in editing
- Find errors of grammar, punctuation, number usage, capitalization, and vocabulary in typical business documents

This module will constitute approximately 5 percent of the course grade.

III. TOPICS:

1. Reference Skills
2. Nouns
3. Verbs
4. Adjectives and Adverbs
5. Prepositions
6. Conjunctions
7. Commas
8. Semicolons and Colons
9. Capitalization
10. Numbers
11. Spelling and Vocabulary Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Business English Third Edition by Mary Ellen Guffey and Patricia Burke. ISBN 0-17-616944-X

The Gregg Reference Manual Sixth Canadian Edition by Sabin, Millar, Sine & Strashok. ISBN0-07-089166-4

Two (2) file folders labeled with student name and course code.

Three (3) pre-formatted 3 ½" disks.

Mouse pad (optional but extremely desirable)

V. EVALUATION PROCESS/GRADING SYSTEM:

Final Grade:

Regular quizzes will be held throughout the course to test student progress.

Test #1	15%
Test #2	15%
Test #3	15%
Test #4	15%
Test #5	15%
Test #6	15%
Assignments	10%
TOTAL	100%

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: 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: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 703 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

Students are expected to be present to write all tests during regularly scheduled classes.

In the event of a failed course grade, a supplementary test will be administered at the end of the semester to replace EITHER the lowest failed OR one missed test.

Tests will not be “open book”. Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.). A disk labeled with the student’s, professor’s, and the course name MUST be available with the test if requested by the professor.

It is expected that 100 percent of classroom work be completed as preparation for the tests.

All work must be labeled with the student’s name and the project information on each page.

Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the professor who will keep them on file until the end of the next module. Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

Regular attendance is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. 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.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. 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.
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.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.