



## **I. COURSE DESCRIPTION:**

The focus of this course is paragraph writing. Students will produce effective, college-level expository/response paragraphs 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 are included.

## **II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the following:

### **1. Plan, develop, and produce clear, concise, and accurate post-secondary expository/response paragraphs; critique and edit written work.**

#### Potential Elements of Performance:

- Practice 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 introductory statements
- Support introductory statement with a plan of development
- Write unified, coherent, organized responses in paragraph or multi-paragraph formats
- Write clear, concise, grammatically-correct sentences that show some variety in style
- Provide adequate and specific support
- 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 paragraphs
- Format documents according to program-preferred style guides, e.g., APA or the Language and Communication Guidelines

### **2. 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
- 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

### 3. 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 documentation skills
2. Integration and documentation of source material
3. Sentence and paragraph development
4. Expository writing using some of the following: example, process analysis, comparison/contrast, cause/effect, division/classification, description, definition
5. Responsive writing (single and/or multi-paragraph formats)
6. Editing skills: Students may be required to work independently on grammar (e.g., CD topics/exercises)

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required: (bundled together)

1. Haig, J., MacMillan, V., & Raikes, G. (2010). *Cites & sources: An APA documentation guide* (Revised 3rd ed.). Toronto: Nelson.
2. Robitaille, J., & Connelly, R. (2003). *Writer's resources* (Version 2.0) [CD-ROM]. Toronto: Thomson Heinle.

Additional:

3. Language and Communication Guidelines provided by professor.
4. LMS resources provided by professor.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

(Refer also to the Language and Communication Guidelines.)

All expository writing assignments and can include research and documentation, 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 final exam).

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

**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. Though written assignments and marking schemes will vary from professor to professor, the marking scheme for the final exam will be standard throughout the department.
4. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
5. 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.
6. 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.	

Note: 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.

## 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.

### Plagiarism:

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 located on the portal form part of this course outline.

**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. 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 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.

**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 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

**D. Evaluation:**

Is reflective of modified learning outcomes.