

I. COURSE DESCRIPTION:

The focus of this course is essay writing. Students will produce effective, college-level expository essays by developing basic 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, with the assistance of a Learning Specialist, 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.
4. 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.
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:

<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.

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*. 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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Program Support Officer, Community Services Programs, in E2217, or the Coordinator, Language & Communication, in E2207. 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.

Addendum:

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the Addendum are located under "Registrar's Office" in "College Services" on the Student Portal. Students are responsible for becoming familiar with this information.

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.