

**SAULT STE. MARIE, ONTARIO**SAULT  
COLLEGE

<b>COURSE TITLE:</b>	Human Services Communication		
<b>CODE NO. :</b>	CMM225-3	<b>SEMESTER:</b>	15F/16W
<b>PROGRAM:</b>	Various Post-Secondary		
<b>AUTHOR:</b>	Language and Communication Department		
<b>DATE:</b>	June 2015	<b>PREVIOUS OUTLINE DATED:</b>	May 2014
<b>APPROVED:</b>	'Angelique Lemay'		June/15
	<hr/>		<hr/>
	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	CMM110, CMM115, or CMM120		
<b>HOURS/WEEK:</b>	3		

**Copyright © 2011 Sault College of Applied Arts and Technology**

*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College is prohibited.*

*For additional information, please contact Angelique Lemay, Dean  
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment (705)  
759-2554, Ext. 2737*

## **I. COURSE DESCRIPTION:**

This course prepares students for the extensive communication requirements of employment in the human service professions. Emphasis is placed on producing objective, accurate documents such as memos, letters, résumés, and reports, and on developing oral presentation skills, suited to the purposes and audiences of the human services. Key components of this course include document design and various forms of research.

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

Upon successful completion of this course, students will demonstrate the ability to:

1. Adapt the format, tone, and diction of a communication to the needs of a specific audience in a given situation.

### Potential Elements of Performance:

- Utilize the most effective format, taking into consideration the writer's goals and the expected audiences' reactions, including agencies and other stakeholders
- Choose a tone in the communication that will best serve to achieve the desired purpose and to affect the desired reaction on the reader's part
- Select the most appropriate communication style (sentence type and length, word choice, paragraph structure, etc.)

2. Demonstrate, in written assignments, the ability to produce clear, accurate text in a variety of formats.

### Potential Elements of Performance:

- Produce well-organized, logical, error-free documents
- Write all submissions so the purpose of the written communication is clear and any required action on the part of the recipient is easily seen
- Produce effective short reports in a limited time frame
- Compose daily communiqués such as emails that include appropriate subject lines, tone, formatting, recipients, and signatures
- Utilize electronic techniques such as keyboard shortcuts, and review and reference tools, to facilitate document design, writing, and editing

3. Locate, gather, and apply information during the preparation of documents.

### Potential Elements of Performance:

- Gather appropriate, accurate, and useful information for preparation of a report, through a variety of methods including interviews, surveys, and library/database research
- Utilize electronic tools, e.g., files/folders, references and review tabs, and database functions, to obtain, analyze, and manage information
- Employ observation techniques and demonstrate the difference between objective and subjective writing
- Select the proper format for the report type needed, and apply the information in the most effective way
- Locate, gather, and apply information using client-based, factual, objective and ethical language
- Use comparative information-checking and other validation techniques to evaluate all sources for reliability

- Research and prepare for and participate in information interviews
  - Produce a report with in-depth, professional database research
4. Collaborate in the production of documents and/or presentations.

Potential Elements of Performance:

- Develop effective teamwork, communication and group problem-solving skills
  - Delegate, assume, and follow roles and responsibilities
  - Schedule meetings and manage allocated time
  - Document and evaluate group progress; adapt to needs accordingly
  - Produce unified, coherent, professional documents and/or presentations
5. Give a well-organized, coherent, effective, informal oral presentation, using visual aids where appropriate.

Potential Elements of Performance:

- Organize a presentation to meet the needs of an audience: logical development, proper sequencing, prior knowledge of the audience concerning the topic, etc.
  - Present effectively in a dynamic manner that achieves the speaker's purpose
  - Use visual aids effectively, including electronic tools such as PowerPoint, in an engaging, professional manner
6. Submit an effective employment package.

Potential Elements of Performance:

- Submit an effective letter of application responding to an advertised position
  - Submit a résumé for the prepared letter of application
  - Demonstrate how to research an employment opportunity
7. Demonstrate in writing, comprehension of program-related material from professional journals/articles.

Potential Elements of Performance:

- Summarize and evaluate articles from journals related to the program
  - Use information from program-related journals in reports written for class
  - Document sources of information in a suitable format (APA)
8. Employ a variety of editing techniques.

Potential Elements of Performance:

- Use the technological tools available to assist in editing written material
- Use peer-editing effectively
- Self-edit written work

### 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.

The professor is to collaborate with the students' program Coordinator, using the "CMM225 Professor-Program Topic Selection Checklist" available through the Language & Communication Department, to choose topics specific to the needs of the program. A topic

from each numbered item below will be included; asterisked (\*) items will be included for all programs. All topics include professional language and editing.

1. Daily professional communiqués: emails, memos, letters
2. Short reports: progress, incident, evaluation, inspection, investigation, etc.
3. Daily observations: daily log, observation report, meeting minutes
4. Long report—must include research: proposal, grant application, research paper
5. Employment package: résumé\*, cover letter\*
6. Document design: flyer/poster, brochure, newsletter
7. Oral communication: interview summary, presentation\*
8. Research and documentation: APA guidelines; career/program-related article review/summary

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

1. To be determined by professor: (do not purchase until advised to do so)

Valentino, L. (2013). *Handle with care* (5th ed.). Toronto: Nelson.

**or**

McAleer, D. (2010). *Report writing for the community services*. Toronto: Pearson Canada.

2. Haig, J., Macmillan, G., & Raikes, G. (2014). *Cites & sources: An APA documentation guide* (4th ed.). Toronto: Nelson.
3. Language and Communication Guidelines (on D2L)

#### V. EVALUATION PROCESS /GRADING SYSTEM

##### Major Assignments and Testing:

The professor will announce which of the following will be completed in class under test conditions.

Editing skills will be assessed in assignments.

• Employment package – Career-related cover letter and resume	15%
• Program-related documents/reports – May include additional research	35%
• Proposal/grant application/research paper – Includes research	25%
• Research & documentation – Database/book research, article review/summary, APA	15%
• Interviews/oral communication	10%
<b>Total</b>	<b>100%</b>

Students will be assessed on the basis of their document production, research assignments, APA formatting and documentation, employment package, oral presentation, and editing skills.

##### Notes:

1. Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Some of the assignments may be in collaboration with program-related assignments.

4. 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.

**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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 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 to apply. 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 in D2L and on the portal form part of this course outline.