

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title; Communications 1

Code No.: PFP 104-3

Semester: One/Two

**Program: Police Foundations, Law and Security
Administration, Correctional Worker**

Author: Language and Communication Department

Date: August 1998

Previous Outline Dated: New

Approved!

Judith Morris
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Date

Total Credits: 3

**Prerequisite(s): CMM 100 or
Successful Pre-test**

Length of Course: 3 hrsⁱ^week Total Credit Hours: 48

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Access, (705) 759-2554, Ext.516*

I. COURSE DESCRIPTION:

This course provides an introduction to applied communication with particular emphasis on the development of speaking, listening, reading, writing, researching, and thinking skills. The language skills developed in the course are useful to students in college courses as well as the workplace.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Read post-secondary material to collect, organize, and analyze information
2. Plan, develop, write, and edit expository material
3. Recognize and apply grammar and spelling fundamentals
4. Research information and document sources
5. Give a well-organized, coherent, and effective presentation
6. Respond effectively, efficiently, and appropriately to spoken messages in ways that demonstrate comprehension and evaluation of the messages

B. Learning Outcomes and Elements of the Performance:

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

1. Read post-secondary material to collect, organize, and analyze information.

Potential elements of the performance:

- Summarize information
- Identify stated or implied main ideas
- Distinguish support: details
- Determine reliability of reading material (distinguish fact and opinion)
- Recognize bias
- Make logical inferences and draw conclusions
- Determine cause and effect
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Review/analyze program-related articles
- Use a college-level dictionary and thesaurus

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

2. Plan, develop, write, and edit expository material.

Potential elements of the performance:

Identify audience and purpose
Formulate thesis statements
Support thesis statement with adequate and specific information
Provide unity, coherence, and organizational structure
Use prewriting techniques to develop and organize ideas
Use drafting techniques to write and revise copy
Write unified, well-organized paragraphs
Link ideas using transitional techniques
Write clear, concise, grammatically correct sentences that show a variety of style
Identify and employ expository patterns (example, process analysis, comparison and contrast, cause and effect, division and classification, description, definition)

3. Recognize and apply grammar and spelling fundamentals.

Potential elements of the performance:

- Evaluate the effectiveness of communication produced
- Edit and revise content using available resources (e.g. using spell checker, dictionary, thesaurus)
- Employ self, peers or professors as editors
- Recognize and correct English usage errors
- Respond appropriately to oral and written feedback

4. Research information and document sources.

Potential elements of the performance:

- Use the library effectively
- Investigate various sources of information (i.e. people, print, databases, CD-ROMs, or the Internet)
- Locate and gather information from the most appropriate sources using various data collection techniques
- Examine the information and select what is relevant, important and useful
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of claims
- Employ a variety of techniques to organize the information
- Summarize and paraphrase the information
- Present information according to style and conventions required
- Cite and document all sources using an accepted format

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

5. Give a well-organized, coherent, and effective presentation.

Potential elements of the performance:

- Locate and organize material
- Formulate a thesis statement
- Support the thesis with adequate information
- Provide an appropriate conclusion
- Outline and prepare the presentation to be spoken
- Use appropriate vocabulary and style for this format
- Use visuals to enhance the presentation
- Deliver an effective oral presentation

6. Respond effectively, efficiently, and appropriately to spoken messages in ways that demonstrate comprehension and evaluation of the messages.

Potential elements of the performance:

- Attend to both the verbal and non-verbal elements of the message
- Accurately summarize or restate key points
- Adjust listening strategies to the situation
- Seek clarification as necessary
- Block barriers to listening
- Record information effectively in notes, messages, or other appropriate formats
- Provide feedback, both verbal and nonverbal, to the speaker
- Make appropriate decisions about how to act upon messages received and follow through

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. Research, documentation, and library skills
2. Editing skills
 - * students will be responsible for the ongoing practice of grammar fundamentals
 - * students' specific learning needs will be identified from their writing
3. Sentence and paragraph patterns
4. Reading skills

III. TOPICS (cont'd):

5. Expository writing using some of the following;
 - a. example
 - b. process analysis
 - c. comparison and contrast
 - d. cause and effect
 - e. division and classification
 - f. description
 - g. definition
 6. Oral presentation skills
 7. Production skills
- Refer to Language and Communication Guidelines

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. College Writing Skills with Readings. First Canadian Edition by John Langan and Sharon Winstanley, McGraw-Hill Ryerson Limited
2. A dictionary and thesaurus
3. Language and Communication Guidelines (provided)
4. Two 3.5 computer disks (dedicated to English)

V. EVALUATION PROCESS / GRADING SYSTEM MAJOR ASSIGNMENTS AND TESTING

(Refer also to the Language and Communication Guidelines)

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

1. Reading, Writing, and Fundamentals

Students will be evaluated on a minimum of one oral presentation (10%), program-related expository writing assignments (15%), and one research essay test written in class (15%). (Total = 40%)

Students will also be evaluated in process on grammar fundamentals, editing skills, and reading comprehension. (20%)

NOTE: Professors will deduct *marks* for any grammar and fundamental errors in final submissions.

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

2. Documentation and Research Skills

Many subjects studied in college require support of the writer's main ideas through research. The sources of information used in research, such as books, personal interviews, periodicals, databases, Internet, etc., must be cited using a standard method of documentation. (10%)

3. Final Examination

Achievement of course learning outcomes will be measured by a mandatory final examination at the end of the term. (30%)

NOTES:

1. Marking schemes for essays and other assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program area needs. However, the marking scheme for the PFP 104 final examination will be standard throughout the department.
2. The professor reserves the right to adjust the course as he/she deems necessary to meet the needs of students.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their reading comprehension, research and documentation skills, written assignments, editing, and a final examination.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

- OR Credit exemption
X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements

NOTE: Students may be assigned a mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Communications 1 PFP 104 involves three periods per week for the semester. Students are expected to attend and to participate in class activities.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

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.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department;

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Communications 1
COURSE NAME

PPF 104-3
CODE NO.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.