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

COURSE OUTLINE

Course Title: Communications 1

Code No.: PFP 104-3   **Semesten Fail**

Program: Police Foundations
           Law and Security Administration

Author Language and Communication Department

Date: August 1999   **Previous Outline Dated**: August 1998

Approved?

                    Dean   Date

Total Credits: 3   **Prerequisite(s): Successful Pre-test**

Length of Course: 3 hrsJweek   Total Credit Hours: 48

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.   Leaming Outcomes:
(Generic Skills Leaming Outcomes placemen! on the course outline will be determined and communicated at a later date.)

1. Plan, develop, write, and edit exposftory material
2. Recognize and apply grammar and spelling fundamentals
3. Research information and document sources
4. Give a well-organized, coherent, and effective presentatkxi
5. Respond effectively, efficiently, and appropriately to spoken messages In ways that demonstrate comprehension and evaluation of the messages

B.   Learning Oulcoimes ^r^ Elements of the Performance:

Upon successful completion of this course, students will demonstrate tf>e ability to:

1. Plan, develop, write, and *edit* expository *m&ts^w^.*

P<yiefitM e^ksmmiH diWm performance:
« *idsarsM^* audience and purpose
- Fonm^ate thesis statements
- Support thesis statement with adequate and specific information
- ProvMie unity, *coh&mKe,* and organizationaJ siructure
- Use ^Bm^^ig, *tsdmc^es* to develop and organize ideas
- Use draftitig 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
- I d e n ^ and emptoy expository pattems (example, process analysis, comparison and contrast, cause and effect, division and classification, description, definition)

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

2. 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, thesaunjs)
*   Employ self, peers or professors as editors
*   Recognize and cooect English usage errors
*   Respond appropriately to oral and written feedback

3. Research information and document sources.

Potential *elements of i^pe^mmmtce:*
*   Use the library effec^^f^
*   Investigate various soaroes <^information (i.e. people, print, databases. CD-ROMs, or the Intemet)
*   Locate and gather information from tiie most appropriate sources using various data coieclion techniques
*   Examine the information and select what is relevant, *mp^xtani* and useful
*   Drav^ conclusions about how the information can be used
*   C^<^ lor accuracy and credibility of claims
*   Employ a variety of technk^s 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

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

FofBHtlal eleft^f^ of the peffonnance:
*   Locale and organize material
*   Fomiulate a thesis statement
*   Support the tiiesis with adequate information
*   Provide an appropriate conclusion
*   Outiine and prepare the presentation to ʏe spoken
*   Use appropriate vocabulary and style for this fomiat
*   Use visuals to enhance the presentation
*   Deliver an effective oral presentation

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

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

Potential elements of the perfonmance:
•   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 bamers to listening
^^   Record information effectively In notes, messages, or other appropriate formats
•   Provide feedback, both verbal and nonvert>al, to the speaker
•   Make appropriate decisions about how to act upon messages received and follow through

III.   TOPICS:

Note: These topics sometimes overiap several areas of skill development and are not necessarily Intended to be explored in isolated learning units or In the order t>elow.

1. Research, documentation, and library skills
2. Eciting skills
    * students \¥M be responsible for the ongoing practice of grammar fundamentals
    * students' specific learning needs will *be* identified from their writing
3. Sentence and paragraph development
A. E)^>osttory writing using some of the following:
    a. example
    b. process analysis
    c. comparison and confeast
    d. cause ar^d effect
    e. divisimt and classification
    f. description
    g. definition
5. Oral presentation skills
6. Production skills
    Refer to Language and Communication Guidelines

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. <u>College Writing Skills with Readings</u> (1st Canadian Edition) 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 (excluding the final exam) will be
completed in class under test conditions (minimum of 20%):

1. Writing Fundamentals

    Students wit t>e evaluated on a minimum of one oral presentation (10%), program-
    related expository vmting assignments (20%), and one research essay test written
    in class (15%). (Total = 45%)

    Students wwll also be evaluated in process on grammar fundamentals and editing
    skills. (15%)

    NOTE: Professors will deduct marks for any grammar and fundamental errors in
    final submis^ns.

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 en research, such as books, personal
    interviews, periodicals, databases, ^te^rtel, etc., must be cited using a standard
    method of docufi>enlato^. (10%)

3. Final Examination

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

V.   EVALUATION PROCESS / GRADING SYSTEM (Conftinued):

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 leaming 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 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 Langy^e and Communication Department Guidelines:

A+	Consistenliy outstanding	(90% -100%)
A	Outstanding achievement	(80% - 89%)
8	Consistently above average achievement	(70% - 79%)
C	Satisfadory or acceptab(e 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%)
CR	Credit exempfton	
X	A temporary grade, Hmited 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:

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

<u>Complementary Activities</u>
To meet course objectives, students should expect to match each scheduled class hour with Independent study.

<u>Plagiarism</u>
To plagiarise is to "take and use as one's own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the woric of another writer." (<u>Gage Canadian Dictionary</u>. 861)

Students should refer to *the* definition of "academic dishonesty" in the "Statement of Students' Rights and Responsibilities" (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

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

ir\ order to protect students from inadvertent plagiarism, to protect tiie material referenced, ami to credit the author of the material, it is the policy of tfie department to employ a documentation format for referencing source material.

<u>Advanced Standing</u>
Students who have completed an equivalent post-secondary course must bring relevant documents to tiie Caofd^^tor, Language and Communication Department:
- A copy of course oyfeline
- A co^y of t% tran^script verifying successful completion of *the* equivalent course

<u>Retention of Course Outiines</u>
Students are responsible for retaining all course outiines for possible future use in gaining advanced standing at other post-secondary Institutions.

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

VII.   PRIOR LEARNING ASSESSMENT

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