

I. COURSE DESCRIPTION:

This course helps students develop clarity, accuracy and conciseness in both written and oral communications. Special emphasis is placed upon adapting tone and level of language to the Intended audience. Projects help students improve their skills in locating, gathering and organizing information from professional journals and community services. The theory of writing is taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Critique and edit written work recognizing quality of communication
2. Employ the six C's (clarity, conciseness, cohesiveness, correctness, completeness, courtesy) in all written products
3. Plan, develop and write documents (memos, letters, reports)
4. Adapt the format, tone and diction of a communication to the needs of a specific audience in a given situation
5. Prepare an effective job application package including the cover letter and resume
6. Research and prepare a workshop based on a specific topic
7. Give well-organized, coherent and effective oral presentations
8. Produce accurate college-level documents

B. Learning Outcomes and Elements of the Performance:

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

1. Critique and edit work recognizing quality of communication

Potential elements of the performance:

- evaluate the effectiveness of the communication produced
- edit and revise the content
- recognize and connect English usage
- respond to oral or written feedback

2. Employ the six C's (conciseness, clarity, cohesiveness, correctness, completeness, courtesy) in all written submissions

Potential elements of the performance:

- describe the relevance of the six C's
- employ the six C's in all written submissions

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

3. Plan, develop and write documents (memos, letters, reports)

Potential elements of the performance:

- employ the writing process to produce written documents
- plan and organize communications according to the purpose and audience
- choose and produce the format (memo, letter, report) that is appropriate to the purpose
- incorporate content that is meaningful and necessary

4. Adapt the format, tone and diction of a communication to the needs of a specific audience

Potential elements of the performance:

- identify the communication process
- recognize and apply appropriate tone in written and oral communication based on the audience
- use the various formats of communication based on the need and purpose
- use appropriate language in written and oral communication based on the audience

5. Prepare a job application package including the cover letter and resume

Potential elements of the performance:

- describe the purpose of a cover letter and resume
- recognize various styles of resumes
- complete a self-assessment to prepare a resume
- employ the guidelines of cover-letter writing
- prepare and write a cover letter and resume

6. Research and prepare a workshop on a specific topic

Potential elements of the performance:

locate and collect information from a variety of sources
evaluate material for inclusion in written and oral reports
summarize and paraphrase information
document all sources using an accepted format (APA; MLA)
present information according to style and conventions required
prepare a project plan for the research project
write a public announcement introducing the workshop
conduct an interview in the profession to obtain research

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

7. Give well-organized, coherent and effective oral presentations

Potential elements of the performance:

- describe how speaking and writing differ
- describe the purposes of oral communication (entertain, persuade, inform)
- locate and gather material to be used
- organize material to be used
- formulate a thesis statement
- support the thesis statement with adequate and specific support
- outline and write the speech
- use appropriate vocabulary and style for the intended audience
- use visuals to enhance the presentation
- deliver the oral presentation
- review oral presentation techniques

8. Produce accurate, professional documents

Potential elements of the performance:

- produce material, through technological means, that conforms to the conventions of the chosen format
- ensure that the material is free of mechanical errors, using appropriate software tools
- enhance the production of materials through computer applications
- evaluate communications and adjust for any errors in content, structure, style and mechanics

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. Mechanics - grammar
2. Memo Writing
3. Letter Writing
4. Communication to Get a Job
5. Report Writing
6. Research Project
7. Oral Presentation

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Communications in Law Enforcement Prentice Hall Publishing Company
2. College-level dictionary
3. One 3.5" disk
4. The Language and Communication Guidelines

V. EVALUATION PROCESS / GRADING SYSTEM

MAJOR ASSIGNMENTS AND TESTING:

(Refer also to the Language and Communication Guidelines)

1. Mechanics

Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission. **(5%)**

2. Memo and Letter Writing

Students will be evaluated on a minimum of one written memo and one written letter. It will be at the professor's discretion whether this will be done under test conditions or as written submissions. **(15%)**

3. Reports

Students will be evaluated on a minimum of four written reports. It will be at the professor's discretion whether this will be done under test conditions or as written submissions. **(40%)**

4. Cover Letter and Resume

Students will be evaluated on a written submission of a cover letter and resume. **(10%)**

5. Research Project

Students will be evaluated on the written submission of a research topic related to their area of study. The project will be completed as a group and will involve the completion of a project plan, a public announcement, an interview and the final written submission. **(20%)**

6. Oral Communication

Students will be evaluated on the oral presentation of the research project. The research project is completed in groups and is orally presented as a group; however, each person within the group must have a speaking role. **(10%)**

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

N,B. Due to the nature of the testing, students are required to contact the professor **before** the test if they are to be absent. Students who do not contact the professor in advance, **will not** be given the opportunity to write.

In all cases, the professor will determine the order in which assignments are to be covered. Students will be notified of changes in the assignment loading and marking schemes as required.

TIME FRAME

Reporting in Criminal Justice Professions (Eng 207-3) involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD)

The following letter grades will be assigned In accordance with 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%)
CR	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 an "R" grade early in the course for unsatisfactory performance.

GRADING

Written work assigned and graded will constitute 70% of the grade. A final research project/presentation will constitute 30%. After students have had an opportunity to revise their writing, professors will deduct marks for any remaining grammar and fundamental errors.

Marking schemes for assignments will differ 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 objectives of the course.

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 such other 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

Note: A copy of the transcript must be on file in the Registrar's office.

VI. SPECIAL NOTES (continued):

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.

