

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: COMMUNICATION SKILLS (3)

Code No.: ENG 120-3

Program: ALL POST SECONDARY PROGRAMS

Semester: FIRST AND SECOND

Date: FALL 1990-91

Author: LANGUAGE AND COMMUNICATION DEPARTMENT

New: _____ Revision: _____ X

APPROVED: N. Koch
Dean

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Date

PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course helps students develop reading and writing skills necessary to function at the college level. Students begin at a level determined by a pre-test of reading comprehension, vocabulary development and writing skills.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their essay assignments, summaries, comprehension and vocabulary tests, grammar and spelling, reading lab work and final tests.

Letter grades will be assigned in accordance with the Language and Communications Department guidelines.

The following grade symbols will be used in recording final grades:

- "A+" - consistently outstanding
- "A" - outstanding
- "B" - above average
- "C" - satisfactory
- "R" - repeat (The student has not achieved the required objectives and must repeat the course.)

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

GRADING

Written work assigned and graded will constitute **60%** of your grade. A final exam will constitute **30%** and such factors as improvement, classroom activities and participation will account for the remaining **10%**.

TEXTBOOKS AND SUPPLIES

1. The Least You Should Know About English by Teresa Ferster Glazier, Holt, Rinehart, Winston.
2. College Writing Skills by John Langan, McGraw-Hill Book Company.
3. Connections, Effective Reading & Writing by William Van Nest, Prentice Hall (optional).
4. Webster's New World Dictionary, college edition, General Publishing Company.
5. Roget's Thesaurus.
6. Students will be required to purchase two overhead transparencies and a black or blue non-permanent, water soluble transparency pen (available in the Campus Shop).

.../con'd.

COURSE OBJECTIVES

Upon completion of the course, students will be able to do the following:

1. write clear, concise, grammatically-correct sentences which show variety in length and style.
2. write unified, well-organized paragraphs.
3. write brief, coherent essays using a number of expository techniques to serve a specific audience.
4. summarize a variety of materials.
5. read and show vocabulary development at a level consistent with post-secondary work.

INSTRUCTIONAL METHODS

Classroom presentations, small group discussions, directed readings and the Learning Assistance Centre are used to respond to student needs.

TOPICS

***Note:** These topics sometimes overlap several areas of skill development, and are not intended to be dealt with always in isolated learning units, or necessarily in this order.

1. Introductory Testing and Review of Library Skills
2. Grammar and Spelling Fundamentals

With assistance from the instructor, students will be responsible for the ongoing practice of grammar fundamentals according to their individual needs. These needs will be identified from students' writing.

3. Sentence Patterns
4. Vocabulary Skills
 - a) Using the dictionary and thesaurus
 - b) Understanding words in context
 - c) Developing a personal glossary
5. Reading and Writing Expository Material using some of the following:
 - a) Process Analysis
 - b) Comparison and Contrast
 - c) Cause and Effect
 - d) Classification
 - e) Description
 - f) Narration
 - g) Definition
6. Summary Writing

.../con'd.

7. Learning Assistance Centre (L.A.C.)

Where pretest results indicate a need for reading and writing development, students will be required to use the Learning Assistance Centre outside of scheduled English class hours. These students will review their progress with their instructors on a regular basis.

8. Final Testing

MAJOR ASSIGNMENTS AND TESTING (see Language and Communication Guidelines)

Students will be evaluated on a minimum of four written assignments (at least two expository assignments and two summaries) which will be completed in class. **40%**

Students will also be evaluated on grammar fundamentals, editing skills, reading comprehension, vocabulary and dictionary skills. **20%**

Since this course places particular emphasis on building skills through revision, editing and revising will be stressed in class prior to submission of all major assignments.

Students who require work in the Learning Assistance Centre will be expected to meet one of the following criteria:

- a) achievement of a 12.0 comprehension score on the Nelson-Denny Reading Test.
- b) completion of three successive reading levels in the guided reading program with an average comprehension score of 80% (Level "J" minimum).

Final Testing

Course objectives will be tested at the end of term. The final tests will include expository writing and summary writing. **30%**.

TIME FRAME

Communication Skills (3) Eng 120-3 involves three periods per week for sixteen weeks.

ADVANCED CREDIT

Students whose preliminary reading test results and first writing assignments warrant it may be recommended as a candidate for the Challenge Test. Based on the results, these students may be granted advanced credit for the course provided their programme requires a further advanced level of English instruction.

