



PHILOSOPHY/GOALS (COURSE DESCRIPTION)

This course is designed to help students develop college level reading and writing skills. Therefore, the teaching strategies, exercises, and assignments are structured to meet the needs of students who require intensive basic skill development in order to achieve the course goals.

Credit in Communication Skills (5) is recognized as equivalent to Communication Skills (3) credit.

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 Communication Department Guidelines.

The following letter grades will be assigned as final grades in courses in the Language and Communication Department:

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 60% of the grade. A final exam will constitute 30%, and 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. GAGE Canadian Dictionary, GAGE Educational Publishing Company.
3. Roget's Thesaurus.
4. College Writing Skills by John Langan, McGraw-Hill Book Company (optional).

5. Students may be required to purchase two overhead transparencies and a black or blue non-permanent, water soluble transparency pen (available in the Campus Shop).

### 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 style.
2. write unified, well-organized paragraphs and essays.
3. use a number of expository techniques to serve a specific audience.
4. read and summarize post-secondary level material.
5. understand and employ a variety of editing techniques using the computer.

### INSTRUCTIONAL METHODS

Classroom presentations, small group writing activities, directed readings and Learning Assistance Centre enhancement programs may be used by the instructor to respond to student needs.

The Learning Assistance Centre is designed to help students of every program reach their academic goals while they are at Sault College.

At the Centre, students are encouraged to make use of the wide variety of communication enhancement materials. For example, peer tutoring is available to students who require help. Additionally, there are many computer and reading programs which specifically address particular student learning needs.

Instructors will require that writing assignments be completed in class on a computer. Students who miss initial instruction in using the computer for writing may be required to find suitable alternate instruction.

### 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. Introductory Testing
2. Review of Library Skills

**3. Grammar and Spelling Fundamentals**

Students will be responsible for the ongoing practice of grammar fundamentals. Students' specific needs will be identified from their writing.

**4. Sentence Patterns****5. Introduction to Using the Computer, Dictionary and Thesaurus****6. Reading and Writing Expository Material using some of the following:**

- |                            |                            |
|----------------------------|----------------------------|
| a) Example                 | e) Division/Classification |
| b) Process Analysis        | f) Description             |
| c) Comparison and Contrast | g) Definition              |
| d) Cause and Effect        |                            |

**7. Writing One-hundred Word Summaries****MAJOR ASSIGNMENTS AND TESTING**

(Refer also to the Language and Communication Guidelines.)

**1. Writing**

Students will be evaluated on a minimum of four written assignments (at least two expository assignments and two 100 word summaries) which will be completed in class. Since these assignments are written under test conditions, the final product is not subject to revision and resubmission policy. (40%)

**2. Fundamentals**

Students will be evaluated on grammar fundamentals, editing skills, and reading comprehension primarily through in-class assignments and quizzes. (20%)

Since this course places particular emphasis on building skills through revision, editing and revising will be stressed.

**3. Final Testing**

Course objectives will be tested at the end of term. Final testing is mandatory. The final tests will include expository writing and summary writing. (30%)

**4. Participation**

Students are expected to attend classes and to participate in class activities. (10%)

**TIME FRAME**

Communication Skills (5) ENG 120-3 involves six periods per week for the entire semester. Periods one to five are indicated by the student's timetable. The sixth period each week is an unsupervised hour in the Learning Assistance Centre.