

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COMMUNICATION SKILLS (3)

CODE NO.: ENG 120-3 SEMESTER: FALL

PROGRAM: ALL POST-SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED: JANUARY 1994

APPROVED: N. Koch
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ARTS AND GENERAL EDUCATION1994 06 02
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 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 70% of the grade. A final exam 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 essays and other assignments will differ from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approach as they assist students with varying levels of competence to meet the objectives of the course. However, the marking scheme for the final examination will be standard throughout the department for English 120.

TEXTBOOKS

1. College Writing Skills With Readings by John Langan, McGraw-Hill Book Company. *omit* *40.70 ADD 10%*
2. GAGE Canadian Dictionary, GAGE Educational Publishing Company. *9.95*
3. Roget's Thesaurus. *5.99*

ADDITIONAL RESOURCES

The Least You Should Know About English - Writing Skills by Teresa Ferster Glazier, Harcourt Brace Jovanovich (as required by the professor). *Add 10%*

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.
6. acquire library and documentation skills.

INSTRUCTIONAL METHODS

Process Communication is the most efficient method for learning the skills of effective reading and writing. Process communication, at the college level, includes the acquisition and integration of several skills: grammar, spelling, vocabulary, logical sequencing, coherence, unity, clarity, style, comprehension, and summarization skills and several stages: prewriting, drafting and revising.

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

While students are at Sault College, they can use the Learning Assistance Centre which is designed to help students of every program reach their academic goals. 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, many computer and reading programs specifically address particular student learning needs.

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. Documentation and Library Skills
3. Editing Skills

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

4. Sentence and Paragraph Patterns
5. Reading Skills (including dictionary and thesaurus)
6. Expository Writing 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 | |

MAJOR ASSIGNMENTS AND TESTING

(Refer also to the Language and Communication Guidelines.)

1. Reading, Writing and Fundamentals

Students will be evaluated on a minimum of four written assignments that will be completed in class. Since these assignments are written in process, in-class, the final product is not subject to the revision and resubmission policy. (40%)

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

2. Documentation and Library Skills

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

3. Final Testing

Achievement of course objectives will be tested at the end of term. Final testing is mandatory. (30%)

TIME FRAME

Communication Skills (3) ENG 120-3 involves three periods per week for the entire semester. Students are expected to attend class and to participate in class activities.

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, as may be decided by the professor.

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.

SPECIAL NOTES

All students should be aware of the Special Needs Office in the college. Students with identified special needs are encouraged to discuss required accommodations confidentially with the professor. It is the responsibility of students who require accommodations to contact the Special Needs Office. All students and their tutors are required to meet with the professor before tutoring begins and as needed throughout the semester to enhance the learning process and student success.

ADVANCED CREDIT

Students who have completed an equivalent post-secondary course should bring relevant documents to the Coordinator, Language and Communication Department. Those who have related employment-centred experience should see the Prior Learning Assessment (PLA) Coordinator.

