

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO
COURSE OUTLINE

COURSE TITLE: _____ COMMUNICATIONS _____
COURSE CODE: _____ ENG 92 _____
PROGRAM: _____ ACCESS _____
SEMESTER: _____ ALL _____
DATE: _____ SEPTEMBER 1996 _____
AUTHOR: _____ THE ACCESS TEAM _____

REVISED: _____

APPROVED: *James W. [Signature]*
Dean, School of General Education

DATE: *Aug 1996*

I. COURSE DESCRIPTION:

This course develops communication skills in reading, writing, listening and speaking. It introduces skills in paragraph writing, summary writing and transitions. It reinforces and further develops communication skills in reading comprehension, interpretive reading, oral presentations, spelling and grammatical principles.

II. LEARNING OUTCOMES:

Read for various purposes

Potential elements of the performance:

- . identify stated and implied main ideas
- . identify supporting details
- . develop vocabulary strategies
- . use context clues to understand word meanings
- . distinguish fact and fiction
- . recognize bias
- . make logical inferences
- . draw conclusions
- . preview reading material
- . determine writer's purpose
- . determine writer's audience

Write for various purposes

Potential elements of the performance:

- . identify and use all steps in writing process, prewriting, revising, editing and proofreading
- . outline development of paragraph
- . write unified and coherent paragraphs
- . write topic sentences supported by relevant, specific details and appropriate concluding sentences
- . employ summarizing skills
- . summarize articles in paragraph form
- . use transitional words
- . review and enhance skills developed in Communications 3

Process oral, visual and written communications

Potential elements of the performance:

- . identify speaker's main idea and supporting details
- . recall what is heard long enough to record it
- . analyze and combine non-verbal and contextual clues
- . infer from verbal or non-verbal communication (emotional response)
- . respond to messages, instructions and directions
- . ask and answer questions coherently and concisely
- . analyze impact of message on intended audience

Develop dictionary skills

Potential elements of the performance:

- . buy a dictionary
- . use guide words for locating
- . locate words using guide words
- . use alphabetical order
- . recognize phonetic spelling
- . identify sounds using pronunciation key
- . identify parts of speech
- . identify abbreviations
- . identify plural forms and word endings
- . identify English language usage from slang to formal
- . understand that a word has more than one meaning
- . distinguish and use appropriate meaning or word

Solve communication challenges independently and collaboratively

Potential elements of the performance:

- . identify group roles (recorder, presenter, timekeeper and facilitator)
- . participate effectively in each of the group roles
- . complete your responsibility to your group activity
- . evaluate own and other's participation in group activity

III. TOPICS TO BE COVERED:

1. Grammar, punctuation, spelling and dictionary skills
2. Paragraph writing
3. Reading comprehension and interpretive reading skills
4. Summary writing
5. Oral communication

Evergreen with Readings: A Guide to Writing
Improving Vocabulary Skills
Six-Way Paragraphs -- Walter Pauk
SRA Reading Lab
Gage Dictionary*

*All students must purchase the Gage Canadian Dictionary and bring it to class. It is available in the College book store. This dictionary is required for all post-secondary communication courses, so it is a good investment.

V. METHOD OF EVALUATION:

Reading & Vocabulary Development	40%
Writing	40%
Listening & Speaking	10%
Other Communication Skills	10%
TOTAL	100%

Students will be evaluated on an ongoing basis in this course. Students will also have opportunities to establish their proficiency in accumulated skills in regular assessment processes.

VI. SPECIAL NOTES:

If you are a student with special needs, e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities, you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

The professor reserves the right to alter the course to meet the needs of the learners.

Substitute course information is available in the Registrar's Office.

VII PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- . challenge exam in reading, writing, listening and speaking reflecting all the learning outcomes of this course.

VIII COLLEGE EVALUATION SYSTEM:

Final Grades:

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.

To receive an X grade, a student must have attended 80% of all classes and submitted 80% of all required course work.