

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: COMMUNICATION SKILLS (3)

CODE NO.: ENG 120-3

SEMESTER: ALL

PROGRAM: VARIOUS POST-SECONDARY PROGRAMS

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: SEPTEMBER 1997 PREVIOUS OUTLINE DATED: SEPTEMBER 1996

APPROVED:

Janet Morris
DEAN

June 1997
DATE

TOTAL CREDITS: 3

PREREQUISITES:

LENGTH OF COURSE: 3 HOURS/WEEK TOTAL CREDIT HOURS: 48

Note: Implementation of the technological aspects of this course will occur in the winter semester, 1998.



I. COURSE DESCRIPTION:

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date)

A. Learning Outcomes:

1. Read post-secondary material for various purposes
2. Plan, develop and write a five-paragraph, post-secondary-level expository essay
3. Critique and edit written work (including their own) recognizing quality of communication
4. Research information and document sources
5. Produce accurate, college-level expository writing

B. Learning Outcomes and Elements of the Performance:

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

1. Read post-secondary material for various purposes.

Potential elements of the performance:

- Identify stated or implied main ideas
- Distinguish support details
- Determine reliability of reading material (distinguish fact and opinion)
- Recognize bias
- Make logical inferences and draw conclusions
- Determine cause and effect
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use a college-level dictionary and thesaurus

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

2. Plan, develop and write a five-paragraph, post-secondary-level expository essay.

Potential elements of the performance:

- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns - (example, process analysis, comparison and contrast, cause and effect, division and classification, description, definition)
- Provide unity, coherence and organizational structure
- Identify audience and purpose
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized paragraphs
- Employ post-secondary vocabulary
- Link ideas using transitional techniques
- Write clear, concise, grammatically correct sentences that show variety in style

3. Critique and edit written work (including their own) recognizing quality of communication.

Potential elements of the performance:

- Generate, aided by technology, quality communication documents
- Evaluate the effectiveness of communication produced
- Edit and revise content, using technology as a revision tool
- Employ self, peers, and professors as editors either personally or on-line
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using available software packages when required

4. Research information and document sources.

Potential elements of the performance:

- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library effectively
- Investigate sources of information (including people, print, databases and the Internet)
- Locate and gather information from the most appropriate sources using various data collection techniques
- Examine the information and select what is relevant, important and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of claims
- Employ a variety of techniques to organize the information
- Summarize and paraphrase information (use technology where appropriate)
- Present information according to style and conventions required
- Cite and document all sources using an accepted format (APA; MLA)

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

5. Produce accurate, college-level expository writing

Potential elements of the performance:

- Plan and organize communications according to the purpose and audience
- Incorporate meaningful and necessary content that demonstrates critical thought
- Use language and style suitable to the audience and purpose
- Ensure that the material is free from 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
- Produce materials through technological means that conform to the expository writing patterns

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. Research, Documentation and Library Skills

2. Editing Skills

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

3. Sentence and Paragraph Patterns

4. Reading Skills (including dictionary and thesaurus)

5. 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 | |

6. Production Skills

Refer to the Language and Communication Guidelines.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. College Writing Skills with Readings, First Canadian Edition by John Langan and Sharon Winstanley, McGraw-Hill Ryerson Limited
2. Gage Canadian Dictionary, Gage Education Publishing Company
3. Roget's Thesaurus
4. Language and Communication Guidelines
5. Two 3.5 computer disks

V. EVALUATION PROCESS/GRADING SYSTEM 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 two written assignments and two essay tests. The tests are not subject to revision and resubmission. **(40%)**

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

2. Documentation and Library Skills

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

3. Final Testing

Achievement of course learning outcomes will be measured by mandatory final testing at the end of the term. **(30%)**

TIME FRAME

Communication Skills ENG120-3 involves three or five periods per week for the semester. Students are expected to attend class and to participate in class activities.

V. EVALUATION PROCESS/GRADING SYSTEM (Continued):

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their written assignments, editing, comprehension and final tests.

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

Term 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 grammatical 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 approaches as they assist students with differing levels of competence to meet the objectives of the course. However, the marking scheme for the ENG120 final examination will be standard throughout the department.

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

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.

LANGUAGE AND COMMUNICATION TUTORING SESSIONS

General Arts and Science students who qualify for the Language and Communication tutoring sessions will have 20 percent of the term marks determined during the sessions held two hours per week.

VII. PRIOR LEARNING ASSESSMENT

An English 120 Challenge exam is in place. Information concerning this exam is available from your professor or the Prior Learning Assessment Office.

