

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: College Communication Skills

Code No.: CMM 110

Semester: All

Program: Various Post-Secondary Programs

Author: Language and Communication Department

Date: June 1998

Previous Outline Dated: September 1997

Approved:

Judith Morris
Dean

June 98
Date

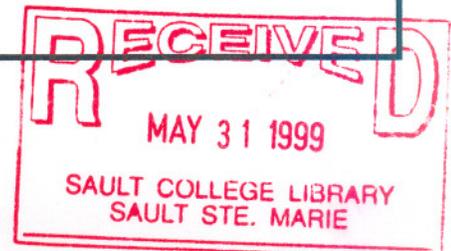
Total Credits: 3

Prerequisite(s): CMM 100 or

Successful Pretest

Length of Course: 3 hours/week Total Credit Hours: 48

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I. COURSE DESCRIPTION: This course helps students develop the communication skills necessary to function at the college level and to be successful in future employment. It promotes the development of college-level reading and writing involving critical thinking abilities. Students also will respond to research opportunities by employing effective documentation techniques. Editing abilities and document production will be enhanced through the use of all available tools, including technology. As well, the course assists students in the production of a job application package necessary for obtaining placement or employment opportunities. Students may begin at a level determined by a pre-test of reading comprehension, vocabulary development, and writing skills. In this course, the theory of writing is taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

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

1. Read post-secondary material for various purposes
2. Plan, develop, and write a five-paragraph, post-secondary-level essay
3. Produce an effective resume and cover letter by gathering specific employment-related data from a variety of sources.
4. Critique and edit written work (including their own) recognizing quality of communication
5. Research information and document sources
6. 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 supporting 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
- Review/ analyze program-related articles

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

2. Plan, develop, and write a five-paragraph, post-secondary-level expository research 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. Produce an effective resume and cover letter by gathering specific employment-related data from a variety of sources.

Potential elements of the performance:

- Identify and select potential sources of required data
- Evaluate data for reliability, currency, relevance, and accuracy
- Summarize one's own skills, knowledge, and experience realistically
- Anticipate audience reaction and make adjustments
- Choose a format that displays and markets one's skills, knowledge and experience
- Use appropriate letter format
- Recognize various styles of resumes
- Use software for attractive document design of the resume and cover letter
- Organize information in response to potential employers
- Use informative, specific language to present skills and experience, i.e. active verbs, quantitative wording

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

4. 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 the 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
- Practice grammar fundamentals, using available software packages when required

5. Research information and document sources in expository research essays.

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 of an expository research essay
- Cite and document all sources using an accepted format (APA; MLA)

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

6. 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. Resume and Cover Letter
4. Sentence and Paragraph Patterns
5. Reading Skills (including dictionary and thesaurus)
6. Expository Writing using some of the following:
 - A) example
 - B) process analysis
 - C) comparison and contrast
 - D) cause and effect
 - E) division/classification
 - F) description/observation
 - G) definition
7. 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. A dictionary and thesaurus
3. Language and Communication Guidelines (provided)
4. Two 3.5 computer disks (dedicated to English)

V. EVALUATION PROCESS/ GRADING SYSTEM**MAJOR ASSIGNMENTS AND TESTING:**

(Refer also to the Language and Communication Guidelines)

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

1. Reading, Writing, and Fundamentals

Students will be evaluated on a minimum of one cover letter and resume (10%), program-related expository writing assignments (15%), and one research essay test written in class (15%). (Total = 40%)

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

NOTE: Professors will deduct marks for any grammar and fundamental errors in final submissions.

2. Documentation and Research Skills

Many subjects studied in college require support of the writer's main ideas through 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 Examination

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

V. EVALUATION PROCESS/ GRADING SYSTEM (cont'd):**NOTES:**

1. Marking schemes for essays and other assignments will vary 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 learning outcomes of the course and to respond to program area needs. However, the marking scheme for the CMM 110 final examination will be standard throughout the department.
2. The professor reserves the right to adjust the course as he/she deems necessary to meet the needs of students.

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their reading comprehension, research and documentation skills, written assignments, editing, and a final examination.

The following letter grades will be assigned in accordance with college policy and 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 a mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Communication Skills CMM 110 involves three or five periods per week for the semester. Students are expected to attend and to participate in class activities.