

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



COURSE OUTLINE

Course Title: Language and Communication

Code No.: Eng 149-3

Semester: Fall

Program: Various

Author: Language and Communication Department

Date: August 1998

Previous Outline Dated: June 1997

Approved:

Judith Morris

Dean

June 1998

Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hrs./week

Total Credit Hours: 48

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I. COURSE DESCRIPTION:

This course helps students develop reading, writing, listening, and speaking skills required for various apprenticeship and certificate programs. Periodicals and other sources are used to develop practical assignments while helping the students explore their future role within that field. 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. Write a resume and covering letter
2. Plan, develop, and write clear, concise, and accurate documents (memos, letters, and technical instructions)
3. Demonstrate listening skills needed in a work environment
4. Read at a post-secondary level
5. Produce accurate, college-level documents
6. Critique and edit documents recognizing quality of communication

B. Learning Outcomes and Elements of the Performance:

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

1. Write a resume and cover letter.

Potential elements of the performance:

- Describe the purpose of a cover letter and resume
- Recognize various styles of resumes
- Complete a self-assessment to prepare a resume
- Employ the guidelines of cover-letter writing
- Prepare and write a cover letter and resume

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

2. Plan, develop, and write clear, concise, and accurate documents (memos, letters, technical instructions).

Potential elements of the performance:

- Employ the writing process to produce written products
- Plan and organize communications according to the purpose and audience
- Choose and produce the format (memos, letters, technical instructions) that is appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Employ the six C's (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Ensure that the documents are free from mechanical errors, using appropriate software tools
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

3. Demonstrate listening skills needed in a work environment.

Potential elements of the performance:

- Define listening
- Identify and explain obstacles to effective listening
- Define and explain the principles of effective listening
- Define active listening, its functions and its techniques
- Define feedback and explain the principles for giving and receiving feedback
- Listen actively and communicate this active response to the speaker

4. Read post-secondary material for various purposes.

Potential elements of the performance:

- Identify stated or implied main ideas
- Distinguish support details
- Research program-related material
- Determine reliability of reading material (distinguish fact and opinion)
- Make logical inferences and draw conclusions

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

4. Read post-secondary material for various purposes.

Potential elements of the performance (cont'd):

- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use college-level dictionary and thesaurus

5. Produce accurate, college-level documents.

Potential elements of the performance:

- Produce material, through technological means, that conforms to the conventions of the chosen format
- Ensure that the material is free of mechanical errors, using appropriate software
- Enhance the production of materials through computer applications
- Evaluate communications and adjust for any errors in content, structure, style and mechanics

6. Critique and edit work recognizing quality of communication.

Potential elements of the performance:

- Evaluate the effectiveness of the communication produced
- Edit and revise the content
- Recognize and correct English usage
- Respond to oral or written feedback
- Employ software tools to enhance editing

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. Mechanics - grammar
2. Memo writing
3. Letter writing
4. Resume and cover letter writing
5. Technical instructions
6. Listening
7. Researching and reading program-related material
8. Document production

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Technical Communication: A Practical Craft, Roze. Third Edition. Prentice-Hall
2. A dictionary and a 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. Mechanics

Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission. (20%)

2. Memo and Letter Writing

Students will be evaluated on a minimum of two written memos and two written letters. (30%)

3. Cover Letter and Resume

Students will be evaluated on a written submission of a cover letter and resume. (15%)

4. Technical Instructions

Students will be evaluated on a written submission of technical instructions. (15%)

5. Reading Skills

Students will be evaluated on a minimum of two reading comprehension assignments. (10%)

6. Listening Skills

Students will be evaluated on a minimum of one written submission. (10%)

Notes:

1. The professor reserves the right to adjust the course as he/she deems necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for 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 areas.

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

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their reading comprehension, listening skills, written assignments, editing, and grammar fundamentals.

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 mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Language and Communication Eng 149 - 3 involves three periods per week for the semester. Students are expected to attend and to participate in class activities.

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.