

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



COURSE OUTLINE

Course Title: Communications

Code No.: Eng 92

Semester: All

Program: Access

Author: The Access Department

Date: August 1998 Previous Outline Dated: Jan. 1998

Approved:

Judith Morris
Dean

Sept 98
Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 5 hrs./week

Total Credit Hours: 80

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Access, (705) 759-2554, Ext. 516

I. COURSE DESCRIPTION:

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Read for various purposes
2. Write for various purposes
3. Process oral, visual and written communications
4. Develop dictionary skills
5. Solve communication challenges independently and collaboratively

B. Learning Outcomes and Elements of the Performance:

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

1. 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
- Use a dictionary as a resource

2. 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 English 91
- Use a dictionary as a resource

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

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

4. 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:

1. Grammar, punctuation, and spelling
2. Paragraph writing
3. Reading comprehension and interpretive reading skills
4. Vocabulary development

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Fawcett, S. & Sandberg, A. (1992) Evergreen: A Guide to Writing (4th ed.). Boston: Houghton Mifflin
2. Nist, S.L., and Mohr, C. (1995). Improving Vocabulary Skills. Marlton: Townsend Press
3. Pauk, W. (1983). Six-Way Paragraphs. Providence: Jameston Publishers
4. Gage Dictionary

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

VI. SPECIAL NOTES (cont'd):

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 other such 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.

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.

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.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.

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

Reading and Vocabulary Development	40%
Writing	40%
Language Skills	20%
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.

METHOD OF ASSESSMENT (GRADING METHOD):

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	

TIME FRAME

Communications Eng 92 involves five hours per week for the semester.

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.