

**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: August 1999 Previous Outline Dated: January 1999**

**Approved: \_\_\_\_\_**

**Dean**

**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 research and writing involving critical thinking abilities. Students also will employ 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 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. Plan, develop, and write five-paragraph, post-secondary-level essays.
2. Produce an effective resume and cover letter.
3. Critique and edit written work (including their own) to produce college-level documents.
4. Research information and document sources.

**B. Learning Outcomes and Elements of the Performance:**

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

1. Plan, develop, and write five-paragraph, post-secondary-level expository essays.

**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

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

2. Produce an effective resume and cover letter.

**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

3. Critique and edit written work (including their own) to produce college-level documents.

**Potential elements of the performance:**

- Generate, aided by technology, quality communication documents
- Plan and organize communication using language and style suitable to the purpose and audience
- Incorporate meaningful and necessary content that demonstrates critical thought
- Produce materials through technological means that conform to the expository writing patterns
- 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
- Produce documents according to Language and Communication Guidelines

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

**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 Development
5. 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
6. Production Skills  
Refer to the Language and Communication Guidelines

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. College Writing Skills with Readings, (2<sup>nd</sup> Canadian Edition) 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 (excluding the final exam) will be completed in class under test conditions (minimum of 20%):

**1. Writing and Fundamentals**

Students will be evaluated on a minimum of one cover letter and resume (10%), program-related expository writing assignments (20%), and one research essay test written in class (15%). (Total = 45%)

Students will also be evaluated in process on grammar fundamentals and editing skills. (15%)

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%)

**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. Professors reserve the right to adjust the course as they deem necessary to meet the needs of students.

## V. EVALUATION PROCESS/ GRADING SYSTEM (continued):

### METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their resume and cover letter, 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, five, or six periods per week for the semester depending on the program. Students are expected to attend class 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.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer.” (Gage Canadian Dictionary, 861)

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

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 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.

**VII. PRIOR LEARNING ASSESSMENT**

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