



**I. COURSE DESCRIPTION:**

Designed especially for Office Administration, this course helps students develop the writing skills required to function at the college level and to be successful in future employment. Grammar theory and editing skills are significant elements of this first-year offering. Effective documentation techniques will also be practised. As well, this course assists students in the production of a cover letter and resume necessary for obtaining placement or employment opportunities. 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. Write clear, concise, and grammatically correct sentences employing a variety of editing techniques.
2. Analyze sentences and paragraphs to identify problems and correct them.
3. Write unified, well-organized paragraphs and program-related documents.
4. Demonstrate library and documentation skills.
5. Produce an effective resume and cover letter.

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

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

1. Write clear, concise, grammatically correct sentences employing a variety of editing techniques.

**Potential elements of the performance:**

- Evaluate the effectiveness of communication produced
- Edit and revise content
- Recognize and correct English usage errors
- Respond to oral feedback
- Recognize and employ standard English sentence structure
- Employ punctuation and sentence skills
- Locate and use credible sources

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

2. Analyze sentences and paragraphs to identify problems and correct them.

**Potential elements of the performance:**

- Recognize and use sentences and paragraphs to enhance unity
- Employ techniques aided by technology that enhance clarity
- Support and develop ideas
- Maintain focus on cohesive writing

3. Write unified, well-organized paragraphs and program-related documents.

**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
- Provide unity, coherence, and organizational structure
- Identify and address audience
- 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
- Identify stated or implied main ideas
- Distinguish supporting details
- Determine reliability of reading material
- Recognize bias
- Make logical inferences and draw conclusions
- Determine writer's purpose and audience
- Comprehend post-secondary vocabulary
- Use college-level dictionary and thesaurus

4. Demonstrate research and documentation skills.

**Potential elements of the performance:**

- Locate and collect information from a variety of sources
- Evaluate material for inclusion
- Correctly paraphrase and quote
- Document all sources using an accepted format (APA; MLA)

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

5. 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

## **III. TOPICS:**

**Note:** These topics sometimes overlap several areas of skills development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Basic Grammar Theory
2. Paragraphs and Program-related Writing – incorporating proper sentence structure, organization, and methods of development
3. Documentation Skills
4. Editing Skills
5. Resume and Cover Letter

Periodic tests will be used to measure skill mastery.

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

1. A dictionary and thesaurus
2. Language and Communication Guidelines (provided)
3. Two 3.5" computer disks (dedicated to English)

### **Additional Resources/Texts/Materials:**

1. The Gregg Reference Manual (4<sup>th</sup> Canadian ed.) Sabin, Millar, Shine, and Strashok. McGraw-Hill Ryerson
2. Worksheets to Accompany The Gregg Reference Manual (4<sup>th</sup> Canadian ed.) Sabin, Millar, Shine, and Strashok. McGraw-Hill Ryerson

**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. Basic Grammar Theory   | 40%         |
| Students will be evaluated on a minimum of two (2) tests.   |             |
| 2. Writing  | 30%         |
| Students will be evaluated on a minimum of one cover letter and resume (10%), basic writing skills (10%), and program-related expository writing assignments (10%).                               |             |
| 3. Documentation and Research Skills  | 10%         |
| Many subjects studied in college require support of the writer's main ideas through research. The sources of information used in research must be cited using a standard method of documentation. |             |
| 4. Final Exam   | 20%         |
| Achievement of course-learning outcomes will be measured by mandatory final testing.  |             |
| <b>TOTAL</b>  | <b>100%</b> |

**Notes:**

1. Professors reserve the right to adjust the course as they deem 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.

**VI. EVALUATION PROCESS / GRADING SYSTEM (cont'd):  
METHOD OF ASSESSMENT (GRADING METHOD)**

Students will be assessed on the basis of their basic and program-related writing assignments, editing, resume and cover letter, and final exam.

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 an "R" grade early in the course for unsatisfactory performance.

**TIME FRAME**

Communication Skills for Office Administration CMM130-3 involves four hours per week for the semester. Two of these hours will be scheduled in a computer lab.

**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.

## **VI. SPECIAL NOTES (cont'd):**

### 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

### 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.