

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Communication Skills for Office Administration

Code No.: CMM130-3

Semester: Winter

Program: Office Administration

Author: Language and Communication Department

Date: August 2000

Previous Outline Dated: August 1999

Approved: _____
Dean Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 or 4 hours/week Total Credit Hours: 48

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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 principles of writing are taught through the writing process.

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

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 employing techniques aided by technology
- 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 on-line sources to practise skills
- Use word processing tools effectively

**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 ideas
- Maintain focus on cohesive writing

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

Potential elements of the performance:

- Determine writer's purpose and audience
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized business documents
- Provide adequate and specific support
- Provide unity, coherence, and organizational structure
- Use transitional techniques
- Use clear, concise, grammatically correct sentences that show variety in style
- Comprehend and employ post-secondary vocabulary
- Use college-level dictionary and thesaurus
- Apply business standards
- Create and use templates effectively

4. Demonstrate research and documentation skills.

Potential elements of the performance:

- Locate and collect information from a variety of sources: library, databases, and Internet
- Determine reliability of reading material
- Recognize bias
- 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. Editing Skills
3. Paragraphs and Program-related Writing – incorporating proper sentence structure and organization
4. Documentation and Research Skills
5. Resumes and Cover Letters

Periodic tests will be used to measure skill mastery.

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

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

Additional Resources/Texts/Materials:

1. The Gregg Reference Manual (5th Canadian ed.) Sabin, Millar, Sine, 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 and Editing Skills	(40%)
Students will be evaluated on a minimum of two (2) tests.	
2. Writing	(30%)
Students will be evaluated on a minimum of two writing Assignments under test conditions.	
3. Applied Documentation and Research Skills	(20%)
Material from secondary sources will be applied in program-Related writing assignments. The sources of information Used in research must be cited using a standard method of documentation.	
3. Resumes and Cover Letter	(10%)
Students will be evaluated on a minimum of one cover letter and two resumes.	
TOTAL	100%

Notes:

1. Professors reserve the right to adjust the course delivery 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.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their grammar and editing skills, writing assignments, applied research skills, and resumes and cover letter.

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

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	Consistently outstanding	(90% - 100%) 4.00
A	Outstanding achievement	(80% - 89%) 3.75
B	Consistently above average achievement	(70% - 79%) 3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%) 2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%) 0.00
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 three or four hours per week to fulfill the requirements of a full 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, 1983, p. 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.

Pretesting

All first-year students must complete the mandatory English Placement Test prior to attending CMM130.

The Learning Centre

Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and other services.

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.

Students who have mastered these outcomes should see the Prior Learning Assessment Coordinator to discuss the availability of a Challenge Test for this course.

