

I. COURSE DESCRIPTION:

This course develops communication skills in reading, vocabulary development, and writing. It introduces skills in paragraph writing. It also reinforces and further develops communication skills in reading comprehension, spelling, and grammatical principles. In this course, the principles of writing are taught through the writing process.

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

1. Read for various purposes and develop vocabulary skills.
2. Plan, develop, and write paragraphs.
3. Critique and edit written work, employing grammar fundamentals.

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 and develop vocabulary skills.

Potential elements of the performance:

- Identify stated and implied main ideas
- Identify supporting details
- 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 dictionary as a resource

2. Plan, develop, and write paragraphs.

Potential elements of the performance:

- Identify and use all steps in writing process: prewriting, outlining, drafting, revising, editing, and proofreading
- Write unified and coherent paragraphs
- Write topic sentences supported by relevant, specific details and appropriate concluding sentences
- Use transitional words
- Write clear, grammatically correct sentences
- Use a dictionary as a resource

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

3. Critique and edit written work, employing grammar fundamentals.

Potential elements of the performance:

- Edit and revise content and sentence structure
- Employ self, peers, and teacher as editors
- Recognize and correct grammar, punctuation, and spelling errors
- Practise grammar fundamentals

III. TOPICS:

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

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. The Bare Essentials, (5th Edition) S. Norton and B. Green, Harcourt Brace and Company

Available in The Learning Centre:

2. Six-Way Paragraphs, Walter Pauk, Jamestown Publishers
3. Gage Canadian Dictionary

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

Reading and Vocabulary Development	40%
Writing - Sentences and Paragraphs	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):

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

TIME FRAME

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

VI. SPECIAL NOTES:Mid-Term Grades

At **mid-term** one of the following grades will be assigned:

- S Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
- U Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
- R The course must be repeated; minimal performance has resulted in the course outcomes not being met

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.

The Learning Centre

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

VI. SPECIAL NOTES (continued):**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). This includes using materials downloaded directly from the Internet without proper citation.

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.

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.

