

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



COURSE OUTLINE

Course Title: Practical Communication II

Code No.: CMM1510-2

Semester: Winter

Program: Various

Author: Language and Communication Department

Date: August 2002 Previous Outline Dated: August 2001

Approved: \_\_\_\_\_  
Dean Date

Total Credits: 2

Prerequisite(s): CMM149

Length of Course: 2 hours/week Total Credit Hours: 32

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**I. COURSE DESCRIPTION:**

This course helps to further develop students' reading, writing, listening, and speaking skills required for various apprenticeship and certificate programs. It includes more advanced skills in reading, summarizing, and writing technical documents as well as preparation for employment interviews. The principles of writing are taught through the writing process.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**A. Learning Outcomes:**

1. Plan, develop, and write clear, concise, and accurate technical documents (memo reports, proposals, and summaries).
2. Prepare for employment interviews.
3. Give a well-organized, coherent, and effective oral presentation.
4. Produce accurate, college-level documents.
5. Critique and edit work recognizing quality of communication.

**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 clear, concise, and accurate technical documents (memo reports, proposals, and summaries).

**Potential elements of the performance:**

- Employ the writing process to produce written documents
- Plan and organize communications according to the purpose and audience
- Choose and produce the format (memo, short report, proposal, summary etc.) appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Use language and style suitable to the audience and purpose
- Employ the six C's (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Ensure that the documents are free from mechanical errors, using appropriate software tools
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

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

2. Prepare for employment interviews.

**Potential elements of the performance:**

- Define basic types of job-hunting strategies
- Define the hidden job market
- Demonstrate the knowledge of preparing for an interview
- Demonstrate the knowledge of performing in an interview
- Demonstrate the knowledge of answering commonly asked job-interview questions

3. Give a well-organized, coherent, and effective oral presentation.

**Potential elements of the performance:**

- Understand how speaking and writing differ
- Understand the purposes of oral communication (entertain, persuade, inform)
- Identify the nature of the information required
- Investigate sources and gather information
- Employ a variety of techniques to organize the presentation information
- Cite and document all sources using an acceptable format (APA; MLA)
- Use visuals to enhance the presentation
- Employ effective delivery techniques
- Evaluate the processes used and the effectiveness of the communication

4. Produce accurate, college-level documents.

**Potential elements of the performance:**

- Produce material through technological means, that conforms to the conventions of the chosen format
- Ensure that the material is free from mechanical errors, using appropriate software tools
- Enhance the production of materials through computer applications
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

5. Critique and edit work recognizing quality of communication.

**Potential elements of the performance:**

- Evaluate the effectiveness of the communication produced
- Edit and revise the content
- Recognize and correct English usage
- Respond to oral or written feedback
- Employ software to enhance writing

### 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. Mechanics – grammar
2. Short reports
3. Employment interviews
4. Summarizing
5. Proposals
6. Oral presentation

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

1. Basic Communication Skills for Technology (2<sup>nd</sup> Edition) Andrea J. Rutherford, Prentice Hall (*if required by the professor*)
2. Language and Communication Guidelines
  1. Two 3.5" computer disks (dedicated to English)
  2. Language and Communication Documentation Booklet (provided)

### 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%):

|                       |             |
|-----------------------|-------------|
| Mechanics             | <b>10%</b>  |
| Short reports         | <b>20%</b>  |
| Employment interviews | <b>15%</b>  |
| Proposal              | <b>20%</b>  |
| Summarizing           | <b>20%</b>  |
| Oral presentations    | <b>15%</b>  |
| <b>TOTAL</b>          | <b>100%</b> |

Note: Professors will deduct marks for editing errors in final submissions.

**V. EVALUATION PROCESS / GRADING SYSTEM (continued):****Notes:**

1. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students.
2. 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.

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

**TIME FRAME**

Practical Communication II CMM1510-2 involves two periods per week for the semester, including one hour in a computer lab. Students are expected to attend and to participate in class activities.

## **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.

### Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

### English Skills Assessment

All first-year students must complete the mandatory English Skills Assessment prior to attending CMM1510-2.

### The Learning Centre/The “Write” Place

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

### 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.

## **VI. SPECIAL NOTES (continued):**

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.

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

