

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Workplace Communication  
**CODE NO. :** CMM126-3                      **SEMESTER:** Fall/Winter  
**PROGRAM:** Various Certificate/Apprenticeship  
**AUTHOR:** Language and Communication Department  
**DATE:** Aug. 2003      **PREVIOUS OUTLINE DATED:** Aug. 2002  
**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*For additional information, please contact the Dean,*  
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**I. COURSE DESCRIPTION:**

This course develops skills in reading, writing, listening, and speaking that are typically required in the modern workplace. Work-related journals and periodicals will be used to develop communication skills pertinent to the students' programs of study. The principles of writing will be taught through the writing process, and students will practise writing paragraphs, letters, memos, and reports. To improve their work, students will be encouraged to use all forms of technology. Listening and oral presentation skills will be enhanced by classroom activities/experiences. Also, students will prepare a resume and cover letter to assist them in their job search.

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

1. Read work-related journals and periodicals for research purposes.
2. Write clear, grammatically correct sentences.
3. Plan, develop, and write unified, coherent paragraphs.
4. Produce work-related documents (forms, memos, letter, reports).
5. Write technical descriptions, instructions, and/or specifications.
6. Create an effective resume and cover letter.
7. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.
8. Document information from various sources.

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

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

1. Read work-related journals and periodicals for research purposes.

**Potential elements of the performance:**

- Assess the original article for its content and intent
- Incorporate research into own assignments

2. Write clear, grammatically correct sentences.

**Potential elements of the performance:**

- Write and incorporate sentences of various types and patterns in documents
- Edit all documents for correct sentence structure, using all available tools, including technology

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

3. Plan, develop, and write unified, coherent paragraphs.

**Potential elements of the performance:**

- Identify and use all steps in the writing process – prewriting, drafting, proofreading, revising and editing final draft, and final proofreading
- Identify audience and purpose
- Write topic sentences that present a clearly stated point
- Support topic sentence with relevant, specific, adequate details
- Organize details logically
- Link ideas using transitional techniques
- Write effective concluding sentences and/or recommendations
- Edit for unity, coherence, support, and sentence skills
- Word process documents

4. Produce work-related documents (forms, memos, letters, reports).

**Potential elements of the performance:**

- Understand and complete forms appropriately
- Understand and employ a recognized format (full block, modified block, or simplified) and organization for letters
- Understand and use the proper format and organization for memos
- Create accurate, concise, organized memos, letters, and reports for various audiences and purposes
- Word process documents

5. Write technical descriptions, instructions, and/or specifications.

**Potential elements of the performance:**

- Identify task for which description, instruction, or specification is to be written
- Identify steps in instructions or specifications
- Choose format of report depending on needs of audience
- Write required description, instructions, and/or specifications
- Word process documents

6. Create an effective resume and cover letter.

**Potential elements of the performance:**

- Research, identify, and select relevant information
- Summarize skills, knowledge, and experience
- Select suitable format and complete a current resume
- Write an appropriate cover letter to accompany resume
- Word process documents

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

7. Present ideas orally (individually and/or collaboratively) in seminars, meetings, and/or formal situations.

**Potential elements of the performance:**

- Gather and organize relevant materials
- Determine how to present the materials in an effective manner
- Analyze the audience and purpose of the presentation
- Demonstrate confidence in ideas and present comfortably to informal or formal groups
- Produce and use visual aids effectively and appropriately
- If required, deliver a well-organized presentation and field related questions effectively

8. Document information from various sources.

**Potential elements of the performance:**

- Cite correctly within written documents
- 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. Audience and Purpose
2. Language of Reports
3. Forms, Memos, Letters, and Reports
4. Sentence and Paragraph Writing
5. Library, Research, and Documentation Skills
6. Resume and Cover Letter
7. Technical Descriptions, Instructions, and Specifications
8. Oral Presentations
9. Reading Skills
10. Document Production Skills

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

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

**COURSE NAME****CODE #****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 20%).

1. Assignments related to a review of grammar, sentence skills, and paragraph writing	20%
2. Work-related documents: (minimum of five; one to include research/documentation, using a minimum of three sources)	60%
* Forms	
* Memos	
* Letters	
* Instructions	
* Reports	
3. Oral communication	10%
4. Employment package	10%
5. Total	100%

**Notes:**

- Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.
- Professors will deduct marks for any grammar and fundamental errors in final submissions.**
- 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)**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

**V. EVALUATION PROCESS / GRADING SYSTEM:**

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**NOTE:** Students may be assigned an "F" grade early in the course for unsatisfactory performance.

**TIME FRAME**

Workplace Communication CMM126-3 involves three hours per week for the semester. A minimum of one hour will be scheduled in the computer labs. Students are expected to attend class and participate in class activities.

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)
F	The course must be repeated; minimal performance has resulted in the course outcomes not being met

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office so that support services can be arranged for you.

Complementary Activities

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

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

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

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of 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.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.