

I. COURSE DESCRIPTION

This course will help students to develop the fundamental communication skills required to write effectively at college and in the workplace. Emphasis is placed on reading and responsive writing, editing strategies, and research/documentation skills. Students will be able to read program-related articles and respond with research and proper documentation techniques to produce college-level writing.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

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

1. Read various sources critically.
Potential Elements of the Performance:
 - Identify and look up new vocabulary
 - Recognize main ideas and supporting ideas
 - Know author's intent, emphasis, and ideas
2. Respond in writing.
Potential Elements of the Performance:
 - Identify clearly the audience and purpose of the message
 - Write unified, coherent responses in paragraph or multi-paragraph formats
 - Follow the required format for idea development
 - Use computer to generate individual responses
3. Locate and cite the resources used in responses.
Potential Elements of the Performance:
 - Define plagiarism and utilize the following elements to ensure academic honesty:
 - Identify nature of information required (primary and secondary research)
 - Research and use a variety of sources of information (including print, Library databases, Internet, publisher's online library, etc.)
 - Differentiate between common knowledge and original thinking
 - Evaluate information for credibility, currency, and relevance
 - Distinguish between direct quotations and paraphrases
 - Integrate quotations and paraphrases effectively into own writing
 - Construct correct paraphrases
 - Incorporate in-text citations accurately
 - Produce a reference page to document sources using APA
4. Produce, evaluate, and edit all responses.
Potential Elements of the Performance:
 - Use language and style suitable to the purpose and audience
 - Computer generate, evaluate, edit, and revise responses
 - Recognize and correct English usage errors, applying spell check, grammar check, thesaurus, etc.
 - Practise grammar fundamentals using available resources as required
 - Respond appropriately to oral and written feedback

III. TOPICS

1. Reading Skills
2. Responsive Writing (single and/or multi-paragraph formats)
3. Research and Documentation Skills
4. Editing Techniques

IV REQUIRED RESOURCES/TEXTS/MATERIALS

Haig, J., MacMillan, V., & Raikes, G. (2010). *Cites & sources; An APA documentation guide* (3rd ed.). Toronto: Thomson- Nelson.

Robitaille, J., & Connelly, R. (2003). *Writer's resources CD-ROM (Version 2.0)* 2nd ed. Thomson Heinle.

Readings assigned and directed by the professor

Language and Communication Guidelines (provided)

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Responsive Writing Assignments/
Research/Documentation | 80% (a minimum of 30% will
written as in-class tests) |
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Note: Assignments are assessed on the basis of language proficiency, research and documentation, unity, coherence, and editing.

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| 2. Editing Activities | 20% |
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NOTES

1. The professor reserves the right to adjust the course delivery, as he/she deems necessary to meet the needs of the students.
2. Marking schemes for written assignments may vary from professor to professor. 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.
3. Deductions are made for errors.
4. All submissions must be the student's individual work.
5. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes plagiarism and will be treated as such. As a means of ensuring academic integrity and guarding against plagiarism, the College subscribes to SafeAssign and supports the professors' use of it for student assignments.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S	Satisfactory achievement
U	Unsatisfactory achievement
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.

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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

The minimum overall GPA required to graduate from a Sault College program is 2.0.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline. Students are responsible for becoming familiar with this information. Go to <https://my.saultcollege.ca>