

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Communication I		
<b>CODE NO. :</b>	CMM115	<b>SEMESTER:</b>	14F/15W/15S
<b>PROGRAM:</b>	Various Post-Secondary		
<b>AUTHOR:</b>	Language and Communication Department		
<b>DATE:</b>	June 2015	<b>PREVIOUS OUTLINE DATED:</b>	June 2014
<b>APPROVED:</b>	'Angelique Lemay'		June/15
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	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	2 +1 independent study		

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**I. COURSE DESCRIPTION:**

The focus of this course is paragraph writing. Students will produce effective, college-level expository/response paragraphs by developing analytical skills to select and properly integrate electronic and other research materials. Writing components such as grammar, sentence structure, paragraph development, editing, and referencing are included.

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

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

1. Plan, develop, and produce clear, concise, and accurate post-secondary expository/response paragraphs; critique and edit written work.

Potential Elements of Performance:

- Identify audience and purpose
- Write unified, coherent, organized responses in paragraph or multi-paragraph formats  
Formulate introductory statements
- Support introductory statement with a plan of development
- Provide adequate and specific support
- Link ideas using transitional techniques
- Employ post-secondary language suitable to the purpose and audience
- Generate, evaluate, edit, and revise, using computer applications and other resources, to create effective paragraphs
- Format documents according to program-preferred style guides, e.g., APA or the Language and Communication Guidelines

2. Develop grammar fundamentals to ensure appropriate usage.

Potential Elements of Performance:

- Write clear, concise, grammatically-correct sentences that show variety in style
- Use available resources as required

3. Research and read various sources critically.

Potential Elements of Performance:

- Identify and look up new vocabulary
- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library resources effectively
- Locate and gather information from the most appropriate sources: print, databases, program-related journals and general interest articles, and the Internet
- Check for accuracy, currency and credibility of sources
- Determine author's intent, emphasis, and ideas
- Determine main points and supporting points
- Examine and evaluate the information, and draw conclusions about how it can be used

#### 4. Integrate research effectively and responsibly.

##### Potential Elements of Performance:

- Base ideas on, and support ideas with, source material
- Select source material that is relevant, important, and useful for inclusion
- Integrate research using quotation, paraphrase, and summarization
- Document sources using in-text citations and reference lists

### 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. Expository/Responsive writing (single and/or multi-paragraph formats)
2. Grammar and Editing skills: Students may be required to work independently on grammar (e.g., online resources topics/exercises)
3. Sentence and paragraph development
4. Library, research, and documentation skills
5. Integration and documentation of source material

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

##### Required:

1. Haig, J., MacMillan, V., & Raikes, G. (2010). *Cites & sources: An APA documentation guide* (4th ed.). Toronto: Nelson.
2. Lipschutz, G., Scarry, J., & Scarry, S. (2012). *APLIA for English* (1st ed.). [eResource]. Toronto: Nelson.
3. *Language and Communication Guidelines* provided by professor.
4. LMS resources provided by professor.
5. Some professors may require the purchase of an additional resource.

### V. EVALUATION PROCESS/GRADING SYSTEM:

(Refer also to the Language and Communication Guidelines.)

Some expository writing assignments can include research and documentation, as determined by the professor.

The professor will announce which of the following will be completed in class under test conditions (minimum of 20% in addition to final exam).

• Expository/Response paragraph writing, without research	10%
• Grammar and editing skills	10%
• Grammar/Writing Activities Folder	10%
• Research paragraph(s) (academic honesty as 1 topic)	30%
• Research	5%
• Documentation	10%
• Final exam	25%
Total	100%

### Notes

1. This course requires the student to complete two hours of classroom instruction and one hour of independent work weekly.
2. Professors will deduct marks for grammar and fundamental errors in final submissions.
3. The professor reserves the right to adjust the course delivery as he/she deems necessary to meet the needs of students and to respond to program area needs.
4. Though written assignments and marking schemes will vary from professor to professor, the marking scheme for the final exam will be standard throughout the department. This flexibility recognizes that professors need to vary their approaches in order to assist students of differing skill levels meet the learning outcomes of the course and in response to program areas.
5. Some of the assignments may be in conjunction with program-related assignments, as specified by the professor.
6. All submissions must be the student's individual work. Collaboration is not allowed unless pre-approved or requested by the professor. Unauthorized collaboration constitutes academic dishonesty and will be treated as such.

The following semester grades will be assigned to students:

<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 in field/clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 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.

### Academic Dishonesty:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. The professor/instructor may impose one or more of the following College sanctions: letter of warning, temporary dismissal, letter of probation/sanction, restitution, and/or failing grade. 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.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Program Support Officer, Community Services Programs, in E2217, or the Coordinator, Language & Communication, in E2207. Students will be required to provide an unofficial transcript and course outline related to the course.

Please refer to the Student Academic Calendar of Events for the deadline to apply. Credit for prior learning may also be given upon successful completion of a challenge exam or portfolio. Substitute course information is available in the Registrar's office.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.