

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



COURSE OUTLINE

Course Title: College Communication Skills

Code No.: CMM 1100

Semester: All

Program: Various Post-Secondary Programs

Author: Language and Communication Department

Date: August 2002 Previous Outline Dated: August 2001

Approved: _____
Dean Date

Total Credits: 3 Prerequisite(s): None

Length of Course: 3 hours/week Total Credit Hours: 48

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I. COURSE DESCRIPTION:

This course helps students develop the communication skills necessary to function at the college level and to be successful in future employment. It promotes the development of college-level research and writing involving critical thinking abilities. Students also will employ effective documentation techniques. Editing abilities and document production will be enhanced through the use of all available tools, including technology. Students begin at a level determined by an English Skills Assessment of reading comprehension and writing skills. 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. Plan, develop, and write post-secondary-level expository essays (minimum of five paragraphs).
2. Critique and edit written work to produce college-level documents.
3. Research information and document sources.

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 post-secondary-level expository essays (minimum of five paragraphs).

Potential elements of the performance:

- Formulate thesis statements
- Support thesis statement with a plan of development
- Provide adequate and specific support
- Identify and employ expository patterns (example, process analysis, comparison or contrast, cause or effect, division or classification, description, definition)
- Provide unity, coherence, and organizational structure
- Identify audience and purpose
- Use prewriting techniques to develop and organize ideas
- Use drafting techniques to write and revise copy
- Write unified, well-organized paragraphs
- Employ post-secondary vocabulary
- Link ideas using transitional techniques
- Write clear, concise, grammatically-correct sentences that show variety in style

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

2. Critique and edit written work to produce college-level documents.

Potential elements of the performance:

- Computer generate, evaluate, edit, and revise to create effective expository documents
- Use language and style suitable to the purpose and audience
- Incorporate content that demonstrates critical thought
- Employ others as editors either in person or online
- Recognize and correct English usage errors, applying software tools such as spell check, grammar check, thesaurus, etc.
- Respond appropriately to oral and written feedback
- Practise grammar fundamentals, using available software
- Produce documents according to Language and Communication Guidelines

3. Research information and document sources.

Potential elements of the performance:

- Identify the nature of the information required (distinguish primary and secondary research)
- Use the library effectively
- Locate and gather information from the most appropriate sources, including personal communication, print, databases, and the Internet
- Examine, evaluate, select, and summarize information that is relevant, important, and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of sources
- Employ a variety of techniques to organize the information
- Incorporate research effectively, using direct quotations and paraphrases
- Present information according to style and conventions of an expository research essay
- Cite and document all sources using an accepted format (APA; MLA) to avoid plagiarism

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. Research, Documentation, and Library Skills
2. Editing Skills :
 - Students will be responsible for the ongoing practice of grammar fundamentals.
 - Students' specific learning needs will be identified from their writing
3. Sentence and Paragraph Development
4. Expository Writing using some of the following:
 - a) Example
 - b) Process Analysis
 - c) Comparison or Contrast
 - d) Cause or Effect
 - e) Division or Classification
 - f) Description or Observation
 - g) Definition
5. Production Skills:
 - Refer to the Language and Communication Guidelines

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. College Writing Skills with Readings, (3rd Canadian Edition) John Langan and Sharon Winstanley, McGraw-Hill Ryerson
2. Language and Communication Guidelines (provided)
3. Language and Communication Documentation Booklet (provided)
4. Two 3.5 computer disks (dedicated to English)

V. EVALUATION PROCESS/ GRADING SYSTEM

(Refer also to the Language and Communication Guidelines.)

1. Writing Fundamentals

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%). This 20% must include one in-class essay test or equivalent.

- One research essay (15%)
 - Related research skills (10%)
- Program-related writing (20%)
- Grammar and editing skills (15%)

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

V. EVALUATION PROCESS/ GRADING SYSTEM (continued):

2. Documentation and Research Skills

The sources of information used in research must be cited using a standard method of documentation (10%).

3. Final Examination

Achievement of course learning outcomes will be measured by a final in-class examination (30%).

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. However, the marking scheme for the CMM110 final examination will be standard throughout the department.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their research and documentation skills, written assignments, tests, editing, and a final examination.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

<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

V. EVALUATION PROCESS/ GRADING SYSTEM (continued):

- 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

Communication Skills CMM 1100 involves three or five periods per week for the semester. At least one hour per week will be in a computer lab. Students are expected to attend class 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 CMM1100.

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.

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.

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.

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.

