

COURSE NAME**CODE #****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
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

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

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*, (2nd edition) Andrea J. Rutherford, Prentice Hall (if required by the professor)
2. Language and Communication Guidelines (provided)
3. Two 3.5" computer disks (dedicated to English)

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	10%
Short reports	20%
Employment interviews	15%
Proposal	20%
Summarizing	20%
Oral presentations	15%
TOTAL	100%

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

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.

COURSE NAME**CODE #****V. EVALUATION PROCESS / GRADING SYSTEM (continued):****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%	
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.	

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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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

TIME FRAME

Practical Communication II CMM151-2 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.

COURSE NAME**CODE #****V. EVALUATION PROCESS / GRADING SYSTEM (continued):****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. Visit E1101 or call extension 703 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.

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.