



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **October 01, 2001**
B: Department/ **LANGUAGE, LITERATURE AND** New Course Revision
 Program Area: **PERFORMING ARTS**
COMMUNICATIONS
 If Revision, Section(s) Revised: **H, R**
 Date Last Revised: **September 5, 1990**

C: CMNS 115 D: Practical Writing E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
 This course helps to prepare students for the complex writing tasks crequired in the workplace. Students learn to differentiate between informational, persuasive, and researched workplace writing, and will consider various developmental and organizational strategies. Students learn to express themselves clearly and concisely, focusing on audience and purpose, and on various communicative tasks: summary, correspondence, memoranda, research reports.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

 Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar

 Number of Contact Hours: (per week / semester for each descriptor)

4

 Number of Weeks per Semester: **14**

H: Course Prerequisites:

 Satisfactory result on College Writing Assessment or substitution /equivalent as stated in College Calendar.

I: Course Corequisites:

NONE

J: Course for which this Course is a Prerequisite:

NONE

K: Maximum Class Size:

25

L: PLEASE INDICATE:
 Non-Credit
 College Credit Non-Transfer
 College Credit Transfer: Requested Granted
 SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

The students will become aware of the need for, and learn to appreciate the value of clear, concise, courteous prose as an indispensable communications tool in business.

Special Course Objectives

By the end of the course, the students will be able to:

1. Use the correct language fundamentals in all written assignments
2. Use precise word choice in all written assignments
3. Interpret and summarize relevant business readings
4. Prepare memoranda consistent with professional standards and practice
5. Write effective business correspondence in a variety of relevant situations consistent with professional writing standards and practice
6. Prepare written reports using language conventions consistent with professional writing standards
7. Demonstrate report-writing style and format consistent with professional writing standards and practice
8. Perform primary or secondary research and analyze it for relevant data
9. Prepare a correctly written report using primary and secondary source materials relevant to the student's major program
10. Demonstrate an understanding of correct format and bibliographical methods in appropriate written assignments
11. Work effectively with other students in group projects
12. Accept, provide and learn from courteous and objective criticism.

N: Course Content

Communication Skills

tone and diction appropriate to specific writing situation
connectedness and coherence at paragraph- and text-level
organizational strategies
clarity and conciseness
headings and layout
format
procedures for conducting primary and secondary research, and communicating the results of such research.

Writing Tasks

Business Letters
Memoranda e.g. proposal, progress
Summary
Major Report (1500 - 2000 words requiring research and analysis)
Job Package.

O: Methods of Instruction

This course will emphasize learning through doing. Working individually and in groups, students will be involved in the discussion, analysis and interpretation of various workplace-writing activities and case studies. Under the instructor's guidance, students will integrate the results of primary or secondary research with correct language principles in a wide variety of workplace writing -- summaries, memoranda, letters and reports. Other methods include lectures, group discussions and possibly field trips.

P: Textbooks and Materials to be Purchased by Students

Texts such as the following:

Successful Writing at Work, (Kolin)

Business Communications: Strategies and Skills, (Huseman, et al)

Technical Writing: A Reader-Centered Approach, (Anderson)

Q: Means of Assessment

Evaluation will be based on this general outline:

Correspondence	10%
Proposal Memo	10%
Progress Report	5%
Graphics	5%
Summary	10%
Research Report	25%
Job Package	10%
Other (writing exercises, quizzes, peer editing, participation)	<u>25%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar