



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **January 2002**
 B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS** New Course Revision
Dean Lorna McCallum
COMMUNICATIONS
 If Revision, Section(s) Revised: **F, G, O, P, R**
 Date Last Revised: **November 1997**

C: **CMNS. 118** D: **WORKPLACE WRITING** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description:
 This course is designed for students in the Print Futures Professional Writing Program as an introduction to workplace writing: that is, writing governed by the constraints of audience, purpose and context. Students will learn to differentiate between informational, persuasive and researched writing tasks, and will consider various organizational strategies for fulfilling specific purposes for specific audiences.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar Classroom Activities</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture/Seminar: 2 hrs/wk Classroom Activities: 2 hrs/wk</p> <p>Number of Weeks per Semester 14</p>	<p>H: Course Prerequisites: Acceptance into program or permission of coordinator</p>
	<p>I: Course Corequisites: NONE</p>
	<p>J: Course for which this Course is a Prerequisite: CMNS. 218</p>
	<p>K: Maximum Class Size: 30</p>

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit			
<input type="checkbox"/>	College Credit Non-Transfer			
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>	

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

Students will be introduced to composing and rhetorical theory and will apply relevant theoretical concepts to the production of typical workplace writing tasks: developing material in relation to context, purpose, and audience; and utilizing organizational and coherence strategies to ensure readability.

N: Course ContentDiscourse Theory

The student will:

1. examine and summarize applicable theories, including, among others, those provided by Kinneavy, Flower and Hayes, Bitzer, MacKinnon, and Selzer
2. analyze the distinctions between various genres and modes of discourse: persuasive, informational, expressive, instructional
3. analyze the specific characteristics of genres and rhetorical situations
4. produce written samples of specific genres

Context, Audience and Purpose

The student will study the rhetorical situations of non-academic texts, and:

1. establish the characteristic identity of potential readers for particular purposes and exigencies; establish the social/cultural context of the reader; clarify the expectations to the reader
2. clarify the textual and subtextual requirements of particular genres and rhetorical situations; identify the focus of the text: writer-based versus reader-based; direct versus indirect; purposeful versus reflective
3. analyze the typical reader's response
 - acquisition and retention of information
 - need for visual aids
 - relationship of style and organization to reader efficiency
 - importance of diction
4. produce written examples

Workplace Writing Conventions

The student will:

1. examine genre and social context
2. examine specific writing situations

Developmental & Coherence Strategies

The student will:

1. use standard developmental strategies, including definition, sequence, description, comparison, contrast, analysis, and example
2. analyze effectiveness of text in relation to sentence and discourse level coherence (readability): a series of exercises to be completed from Vande Kopple's Clear and Coherent Prose
3. study and practice summary strategies

O: Methods of Instruction

This course will utilize a combination of classroom activities (collaborative work on exercises and assignments, revising and editing workshops) and lecture/seminar. Under the instructor's guidance, students will learn to integrate discourse theory into actual writing practice and will produce typical workplace writing tasks for particular purposes and audiences.

P: Textbooks and Materials to be Purchased by Students

Vande Kopple, William. *Clear and Coherent Prose*. Scott, Foresman and Company, 1989.
Readings in the Rhetoric of Professional Writing (Course Ware Reading Package)

Q: Means of Assessment

Evaluation will be as follows:

Summary	15%
Rhetorical Analysis	15%
Definition by Comparison/Contrast	20%
Text Analysis	15%
Instructions (Genre Analysis)	20%
Instructions Sample and Analysis	<u>15%</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