



**Douglas
College**

CURRICULUM GUIDELINES

A: Division: INSTRUCTIONAL

Date:

February, 2000

B: Department/ PROGRAM AREA: LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS

New Course

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Revision

X

If Revision, Section(s) Revised: F, M, N, O, P

Date Last Revised:

May 1990

C: CMNS 105

D: INTRODUCTION TO WORKPLACE WRITING

E: 3

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description:

This preparatory course is designed for students requiring a review of the principles and practices of Standard English. This course is not a pre-requisite for other CMNS & ENGL courses, but a refresher to help students to develop the writing skills necessary for the more complex writing tasks required in subsequent courses. The fundamentals of Standard English are emphasized, including spelling, diction, grammar, logical sentence connections, and paragraph coherence. Course content is geared to students' educational and professional goals and focuses on straightforward workplace writing tasks: summaries, descriptions, memos, letters, short reports.

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

Primary Methods of Instructional Delivery and/or Learning Settings:

Workshop/Lecture

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

3 / 1

Number of Weeks per Semester: **14**

H: Course Prerequisites:

NONE

I: Course Corequisites:

NONE

J: Course for which this Course is a Prerequisite:

K: Maximum Class Size:

20

L: PLEASE INDICATE:

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Non-Credit

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College Credit Non-Transfer

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College Credit Transfer:

Requested

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Granted

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

M: Course Objectives/Learning Outcomes

Successful students should be able to undertake the more complex writing tasks required in CMNS 110, 111, and 115 or English 130.

Special Course Objectives

By the end of the course, successful students will have developed proficiency in writing skills allowing them to

1. write coherent paragraphs
2. organize data in accurate and coherent form
3. show logical connections between assertions
4. write grammatically correct sentences
5. choose words appropriate to the writing task
6. spell correctly
7. summarize field-related readings
8. write business correspondence and memoranda in appropriate format
9. use library resources effectively and efficiently
10. gather data from firsthand observation
11. distinguish between fact and opinion
12. submit assignments in a neat and legible form that considers readers' needs

N: Course Content

Students will acquire these skills by performing a variety of writing tasks to prepare them for future workplace related writing activities. Students will:

1. write routine letters such as
 - a. requests for information
 - b. responses to request for information
2. write memoranda which:
 - a. instruct
 - b. report
3. write summaries of field-related readings
4. write descriptions of phenomena or mechanisms
5. explain data or processes
6. complete preparatory writing exercises.

O: Methods of Instruction

Classroom activities will encourage students to develop a critical awareness of the principles of clear and correct prose. Although brief lectures will focus the aims of each unit, most sessions will be workshop-oriented and will emphasize:

1. writing activities
2. discussion and assessment of student writing
3. discussion of ways to revise and improve written products
4. rewriting activities.

Students will work in small study groups, learning to assess the effectiveness of one another's writing and to recommend strategies for organization and for revision.

P: Textbooks and Materials to be Purchased by Students

The instructor will choose a suitable textbook. Possible choices are as follows:

The Brief English Handbook. Dornan & Dawe

Writing Fundamentals. J. T. Lyons

Canadian Business English. Mary E. Guffey & P. Burke

The Bare Essentials. S. Norton & B. Green

The Least You Should Know About English. T. F. Glazier

The Reluctant Writer. Mann & Roberts

Impact. Mary Northey

Q: Means of Assessment

Evaluation will be based on this general breakdown:

1. Letters (3)	15%
2. Memoranda (2)	20%
3. Summaries (2)	20%
4. Description	10%
5. Explanations	10%
6. Tests/Quizzes/Exercises	15%
7. Preparedness and participation	<u>10%</u>
	100%

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

Not Applicable

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar