



Course Information

A: Division: ACADEMIC DATE: June, 1995

B: Department: English and Communications New Course: _____

Revision of Course information form: X

DATED: 91.02.05

Workplace Communications for

C: Communications 111 D: Selected Programs E: 3
Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:
Communications 111 is designed for students enrolled in Business, Administrative Management, Criminal Justice, and Health Information Systems programs. Instruction is adapted for workplace settings appropriate to each program area. Assignments are drawn from a number of possible components: correspondence, memoranda, reports, and other program related documents. Course work also includes instruction in writing strategies for effective on-the-job communication, and may include instruction in oral communications situations as oral presentations, employment interviews, and meetings.

Summary of Revision:
(Enter date & section)

95.06 D, F, M

G: Type of Instruction: Hours Per Week/

Lecture	<u>2</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	<u>2</u>	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

H: Course Prerequisites:
None

I: Course Corequisites:
None

J: Course for which this course is a pre-requisite:
None

K: Maximum Class Size:
25

M: Transfer Credit:
Requested _____
Granted X
Specify Course Equivalents or Unassigned Credit as Appropriate
U.B.C.
S.F.U.
U. Vic. - ENGL 100 level (1.5)
OTHER: OPEN UNIV - ENGL (3)
Transferable to CGA and CMA

TOTAL 4 HOURS

L: College Credit Transfer _____
College Credit Non-Transfer X

A. H. Dwan

COURSE DESIGNERS

L. McCallum

DIVISIONAL DEAN

P. H. Dwyer

**N: Textbooks and materials to be Purchased by Students
(Use Bibliographic Form):**

No single text is applicable for all career programs or for all course objectives. However, a handbook and/or exercise book is required. The following are examples of possibilities:

Business Communication: Strategies and Skills by R. Huseman et al.
(Toronto: Holt, Rinehart & Winston, 1988)

Successful Writing at Work by Philip C. Kolin (Toronto: D.C. Heath & Co., 1986)

Administratively Write! by Ron Blicq (Scarborough, Ont.: Prentice-Hall, 1985)

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES:

Communications 111 has been developed to meet the communications requirements of a number of business and technology programs.

General:

The student will be able to

1. write in standard English
2. demonstrate communicative competence, i.e. appropriate communication behaviour in specific communication contexts.

Specific:

The Communications instructor will choose from the following list those skills and tasks appropriate to the business and technologies fields.

Written Skills

The student will be able to

1. write appropriately for single and multiple readers
2. distinguish objective from subjective statements
3. distinguish internal from external written communication situations
4. use correct language fundamentals in all written assignments;
5. write effective sentences
6. write well-developed paragraphs
7. demonstrate unity, coherence, and emphasis
8. prepare written reports using language conventions consistent with appropriate field-related standards and practices
9. compose a set of procedures related to a business or technology subject.

O. COURSE OBJECTIVES - cont'd

Written Tasks

Students will be able to successfully complete a variety of tasks which the Communications instructor selects from the following:

1. extract and summarize the main points from field-related articles;
2. develop an effective application letter and resume;
3. compose an informative report on a workplace related topic;
4. write effective correspondence in a variety of relevant situations consistent with field-related standards and practices;
5. demonstrate the ability to develop and compose an agenda;
6. demonstrate the ability to record and compose accurate minutes of a meeting;
7. compose an informative brochure;
8. compose a newsletter for a field-related organization;
9. compose a press release on a field-related event or issue;
10. compose a set of procedures related to a business or technology subject;
11. demonstrate the ability to research using primary and secondary sources;
12. demonstrate the ability to select and analyze researched information and then to present it following the documentation conventions appropriate to the field, avoiding plagiarism.

The student should also be able to

Oral

1. prepare for an employment interview
2. plan, prepare and deliver oral presentations
3. apply basic rules of order in formal meetings
4. present motions in meetings.

Other

1. collaborate effectively with other students
2. interact appropriately with the readers of their written work, job interviewers, and participants at meetings
3. understand basic communication theory as it relates to the student's chosen field.

P. COURSE CONTENT

Writing Skills

coherence and cohesion
clarity and conciseness
tone, diction, voice

mechanics: grammar, sentence structure, spelling, punctuation, etc.

P. COURSE CONTENT - cont'd

Writing Tasks

Reports: progress, informational, problem/solution
Letters and Memos: application, sales, persuasive, bad news, transmittal, to
the editor, inquiry, information
Agenda and Minutes
Resume
Process description
Manual Writing
Summary
Brochure
Newsletter
Expanded definition
Press release
Exercises

Readings

1. field-related material as content and context for assignments, e.g. summary
2. course handbook

Oral Skills

Listening and responding
Preparing: research, organization, prompts
Delivery
Physical behaviour
Use of visuals

Oral Tasks

Employment interview
Meetings
Oral presentations

Other

Collaboration or team-work
Interpersonal communication with readers of writing assignments, with interviewers,
and with participants of meetings.

Q. METHOD 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 writing activities. Under the instructor's guidance, students will integrate the results of primary or secondary research with correct language principles in a number of writing situations. Students may be required to write in response to textbook cases, film or video scenarios, field trip experiences, and other workplace situations encountered in the community. Other methods include lectures, group discussions, and presentations by resource people with field-related expertise.

R. COURSE EVALUATION

To pass CMNS 111, students must demonstrate the ability to write in standard English.

Given the variety of programs for which CMNS 111 may be adapted, evaluation components may vary significantly. The following are two current examples of how components and marks have been set up for the course:

CMNS 111 for Administrative Management

Expanded Definition	5%
Summary	10%
Letters and Memos	30%
Information Report	15%
Meeting Skills Quiz	10%
Minutes/Agenda	10%
Application Package (Letter/Resume)	10%
Writing Exercises/ participation	<u>10%</u>
	100%

CMNS 111 for Health Information Services

Summary	10%
Letters	20%
Memoranda	20%
Oral Presentation	10%
Meeting Skills	15%
Application Package (letter and resume)	10%
Miscellaneous	<u>15%</u>
	100%