

A: Division: ACADEMIC

 DATE: September 5, 1990

 B: Department: English & Communications

New Course: _____

 Revision of Course
 Information Form: X

 DATED: September 15, 1989

 C: COM 115 D: Practical Writing E: 3
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:
 This course helps to prepare students for the complex writing tasks required 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.

Summary of Revision:
 (Enter date & section)
 Ex: Section C, E, F, & R
 1990 - Sections P, Q

G: Type of Instruction: Hours Per Week/ Per Semester

Lecture	<u>1 X 2</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	<u>1 X 2</u>	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.
TOTAL	<u>4</u>	HOURS

H: Course Prerequisites: COM 105 or satisfactory performance on assessment tests

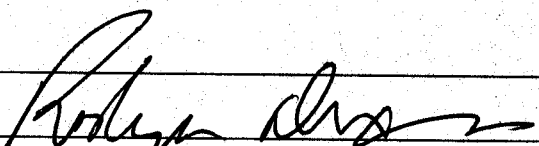
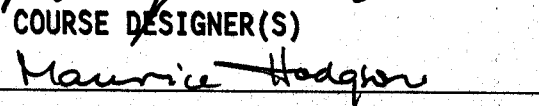
I: Course Corequisites: _____

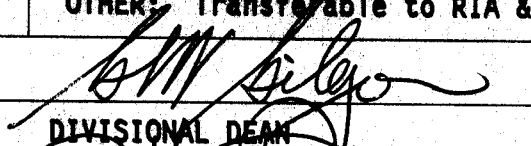

J: Course for which this course is a pre-requisite
 None

K: Maximum Class Size:
 25

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

M: Transfer Credit:
 Requested _____
 Granted _____
 Specify Course Equivalents or Unassigned Credit as Appropriate
 U.B.C. Eng 301 - 1 1/2
 S.F.U.
 U. Vic. Eng 225 - 1 1/2
 OTHER: Transferable to RIA & CGA


 COURSE DESIGNER(S)

 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN

 REGISTRAR

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

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)

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

O. GENERAL COURSE OBJECTIVES

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.

P. COURSE CONTENT

1. Communication Skills

- a) tone and diction appropriate to specific writing situation;
- b) connectedness and coherence at paragraph- and text-level;
- c) organizational strategies;
- d) clarity and conciseness;
- e) headings and layout;
- f) format;
- g) procedures for conducting primary and secondary research, and communicating the results of such research.

2. Writing Tasks

- a) business letters
- b) memoranda e.g. proposal, progress
- c) summary
- d) major report (1500 - 2000 words requiring research and analysis)
- e) job package

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 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.

R. COURSE EVALUATION

Evaluation will be based on this general outline:

1. Correspondence	10%
2. Proposal Memo	10%
3. Progress Report	5%
4. Graphics	5%
5. Summary	10%
6. Research Report	25%
7. Job Package	10%
8. Other (writing exercises, quizzes, peer editing, participation)	25%
	<u>100%</u>