



Douglas College

COURSE INFORMATION

A: Division: INSTRUCTIONAL

Date: November 20, 1997

B: Faculty: LANGUAGE, LITERATURE & PERFORMING
ARTS

New Course:

Revision of Course NOVEMBER 1994

Information Form: X

C: CMNS 218

D: Researched Reporting

E: 3

Subject and Course Number	Descriptive Title	Semester Credit					
F: Calendar Description: This course is designed to provide Print Futures Program students with experience in producing client-based analytical research reports. Students will work through the typical production process: developing proposals, completing field-based and theoretical research tasks, collating data, organizing material, and ultimately producing a reader-based and purposeful document.							
Summary of Revisions: (date & section) 11.97: A,B,H,J,M,N,O,P,Q,R.							
G: Type of instruction: Hrs per week Lecture: 2 hrs Laboratory: hrs Seminar: 2 hrs Clinical Experience: hrs Field Experience: hrs Practicum: hrs Shop: hrs Studio: hrs Student Directed Learning: hrs Other (specify) hrs Total: 4 hrs	H: Course Prerequisites: PRFU 102, CMNS 118						
	I: Course Corequisites: NONE						
	J: Course for which this Course is a Prerequisite: PRFU 201						
	K: Maximum Class Size: 30						
	<table border="1"> <tr> <td>M: Transfer Credit</td> <td>Requested</td> <td></td> </tr> <tr> <td></td> <td>Granted:</td> <td>X</td> </tr> </table>		M: Transfer Credit	Requested			Granted:
M: Transfer Credit	Requested						
	Granted:	X					
L: College Credit Transfer X College Credit Non-Transfer Non-Credit	Specify Course Equivalents or Unassigned Credit as appropriate: UBC: ENGL 2nd (3) with CMNS 118 & CMNS 216 SFU: U Vic: ENGL 200 lev (1.5) Other: SEE B.C. TRANSFER GUIDE						

Hal Dray
Course Designer(s)

[Signature]
Vice-President

[Signature]
Faculty Dean

[Signature]
Registrar

N. Textbooks and Materials to be Purchased by Students:

Anderson, Paul. Technical Writing: A Reader-Centred Approach.
Toronto, 1995.

Vande Kopple, William. Clear and Coherent Prose. Scott, Foresman and Company, 1989.

O. Course Objectives

Students will practise the researched report-writing task, and will apply the skills they were introduced to in the 100-level prerequisite courses: research skills and workplace writing strategies. Students also will take responsibility for working independently through a complex, multi-faceted field-based research project requiring focus, organization and self-motivation.

P. Course Content**1. Reports: Theory and Practice**

The student will

- a) examine the genre of reports
- b) examine the rhetorical situation in this specialized writing task
- c) develop awareness of the stages of client-centred report production:
 - initial contact
 - proposals
 - progress reports
 - client-centred outlines
 - reader-based reports
- d) develop awareness of the sub-textual level of report production:
 - social and cultural context (organizational culture)
 - inter-personal protocols
 - rhetorical strategies

2. Time Management

The student will

- a) develop an action plan
- b) structure activities to satisfy short and long term priorities
- c) establish a system for organizing workload
- d) meet production deadlines

3. Research Process

The student will

- a) clearly establish audience, purpose, context
- b) identify major, minor, and irrelevant issues (scope)
- c) determine appropriate data base
- d) analyze appropriateness of data sources
- e) develop surveys, questionnaires, interview questions
- f) practise interviewing skills
- g) utilize appropriate secondary data sources
 - reference texts, libraries, grey literature, market research
- h) manage information in an ethical manner
- i) produce applicable related documents as necessary: letters, memos, short reports
- j) produce an organizational culture analysis (essay)

4. Document Production

The student will

- a) collect and organize source material in terms of issues
- b) prepare a client-centred report outline
- c) produce a proposal
- d) produce a progress report
- e) produce a coherent, reader-based report which fulfills its purpose
- f) produce an accompanying abstract (executive summary)
- g) make use of coherence and persuasive strategies as required
- h) revise the report for appropriateness of tone, structure, and content in relation to audience and purpose.

5. Discourse Theory and Grammar: exercises from Vande Kopple

Q. Method of Instruction

This course will emphasize learning through doing. Working individually, in pairs and in groups, students will involve themselves in discussion, analysis, and application in order to develop familiarity with and proficiency in client-centred report production. Classes will include lecture, discussion, and workshop.

R. COURSE EVALUATION

Evaluation will be based on this general outline:

Proposal	15%
Report Genre Analysis	10%
Empirical Research Progress Report	15%
Theoretical Research Progress Report	10%
Organizational Culture Analysis	10%
Research Report	30%
Peer Review of Formal Report	<u>10%</u>
	100%