Douglas College

CURRICULUM GUIDELINES

A:	Division:	**INSTRUCTIONAL**		Date:		**January 2002**
B:	Department/ Program Area:	**LANGUAGE, LITERATURE AND PERFORMING ARTS** **Dean Lorna McCallum** **COMMUNICATIONS**		New Course		Revision **X**

If Revision, Section(s) Revised: **F, G, O, P, R**

Date Last Revised: **November 1997**

C:	**CMNS. 218**	**D:**		**RESEARCHED REPORTING**		**E:**	**3**
	Subject & Course No.			Descriptive Title			Semester Credits

F: Calendar Description:

This course is designed to provide students in the Print Futures Professional Writing Program 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.

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

Primary Methods of Instructional Delivery and/or Learning Settings:

    Lecture/Seminar
    Classroom Activitites

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

    Lecture/Seminar: 2 hrs/week
    Classroom Activities: 2 hrs/week

Number of Weeks per Semester:

    14

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

L: PLEASE INDICATE:

     Non-Credit

     College Credit Non-Transfer

  X College Credit Transfer: Requested   Granted **X**

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

M: Course Objectives/Learning Outcomes

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

N: 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.

O: Methods of Instruction

This course will emphasize learning through doing. Working individually, in pairs and in groups, students involve themselves in a variety of classroom activities (collaborating on assignments and exercises, revising and editing) and discussion during lectures. These activities will enable them to develop familiarity with and proficiency in client-centred report production.

P: Textbooks and Materials to be Purchased by Students

Anderson, Paul. *Technical Writing: A Reader-Centred Approach*. 2nd ed. Harcourt, Brace, Jovanovich College Publishers, 1998.

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

Research Reporting Readings (Course Ware Package).

Q: Means of Assessment

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	10%
TOTAL	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