

A: Division: ACADEMIC **DATE:** October, 1994
B: Department: English and Communications **New Course:** _____

Revision of Course
information form: X
DATED: Feb. 1991

C: <u>Communications 110</u>	D: <u>Workplace Writing for Child, Family and Community Studies</u>	E: <u>3</u>
Subject & Course No.	Descriptive Title	Semester Credit

F: Calendar Description:
 Communications 110 is designed for students intending to enroll in the Community Support Worker, Child and Youth Care Counsellor, Community Social Service Worker, or Early Childhood Education programs. Instruction is adapted for workplace settings in the social services fields. Assignments focus on specific workplace writing tasks, with emphasis given to particular writing strategies tailored to particular purposes and readers: summary, correspondence, memoranda, and Project Brief.

Summary of Revision:
 (Enter date & section)
 94.10 D, M
 91.02 D, F
 89.05 D, F, N, O, P, Q, R

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)

TOTAL 4 **HOURS**
L: College Credit Transfer _____
College Credit Non-Transfer X

A. Hardman
 COURSE DESIGNERS

L. McCallum
 DIRECTOR/CHAIRPERSON

[Signature]
 DIVISIONAL DEAN

P. H. [Signature]
 REGISTRAR

**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:

- The Writer's Rhetoric and Handbook. McMahon & Day
The Brief English Handbook. Dornan & Dawe (1984)
When Writers Write. Kathleen MacDonald. (1983)
-

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 110 has been developed to meet the communications requirements of specific programs within the Department of Child, Family and Community Studies.

I. General Skills:

The student will be able to:

1. write in standard English;
2. demonstrate communicative competence through successful completion of writing tasks.

II. Specific Skills:

The student will be able to:

Writing Skills

1. use correct language fundamentals in all written assignments: punctuation, spelling, grammar;
2. write effective sentences (clear and concise);
3. write well-developed paragraphs;
4. demonstrate skill at developing unity, coherence, and emphasis in professional prose;
5. quote, paraphrase, and note sources accurately;
6. present a conventional bibliography.

Rhetorical Skills

1. write appropriately for single and multiple readers (laypersons, supervisors, court personnel);
2. prepare written documents using language conventions consistent with appropriate field-related standards and practices (tone, diction, voice);
3. use field-appropriate style of documentation.

O. COURSE OBJECTIVES: (cont'd.)

Analytical Skills

1. seek out and select appropriate sources for assignments;
2. use college library sources effectively;
3. analyze research for relevant data;
4. recognize and avoid plagiarism.

Collaborative Skills

1. collaborate effectively with other students;
2. interact appropriately with peer editors or readers, and participants at meetings.

III. Specific Writing Tasks

The students will be required to successfully complete writing tasks selected from the following list:

1. extract and summarize the main points from field-related articles;
2. develop an effective application letter and resume;
3. develop both a chronological and a functional resume;
4. compose an informative report on a workplace/practicum site;
5. write effective correspondence in a variety of relevant situations consistent with field-related standards and practices;
6. demonstrate the ability to develop and compose an agenda;
7. demonstrate the ability to record and compose accurate minutes of a meeting;
8. compose a brief on a contemporary issue for an identified and real audience;
9. compose an informative brochure for a field-related organization; and
10. demonstrate the ability to develop and produce academic research papers.

IV. Specific Oral Tasks

1. apply basic rules of order in formal meetings;
2. present motions in meetings;

P. COURSE CONTENT

I. Tasks (Written and Oral)

- Reports: field-research, progress reports on client contact, informational, problem/solution, minutes, agenda
- Brief
- Letters and Memos: application, transmittal, to the editor
- Resume
- Summary/Comparative Summary
- Bibliography
- Employment Interview Skills
- Meeting Skills
- Oral Presentations

II. Compositional Strategies

- topic development
- brainstorming
- free and pre-writing
- revising
- editing - self or peer
- research
- comparison, cause/effect, analogy, definition
- argument and analysis
- summary

Q. METHOD OF INSTRUCTION:

This course will emphasize learning through interactive instruction. Students will involve themselves in the discussion, analysis, and production of various writing activities. Under the instructor's direction, students will integrate the results of primary and/or secondary research activities with appropriate language and structural principles in a number of writing situations. Additionally, instructors will respect the principle and values advocated by instructors within the Department of Child, Family and Community Studies. Students may be requested to write in response to textbook and program material, film or video scenarios, field trips and other experiential situations in the workplace. Other methods include lectures, group discussions, and presentations by resource people with field-related expertise.

R. COURSE EVALUATION:

To pass CMNS 110, students must demonstrate the ability to write in standard English and demonstrate communicative competence in relation to the designed writing purposes, audiences and tasks in the social services field.

Assignments are as follows:

Comparative Summary	20%
Letters	20%
Job Package	10%
Brief	30%
(Covering Letter)	5%
(Progress Report)	5%
Preparation and Participation	10%
	100%