



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **October 1, 2001**
B: Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** New Course Revision
 If Revision, Section(s) Revised: **H, N, Q, R**
 Date Last Revised: **March, 2001**

C: **CMNS 110** **D:** **WORKPLACE WRITING FOR CHILD, FAMILY AND COMMUNITY STUDIES** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>Communications 110 is designed for students intending to enroll in the Classroom and 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.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: center;">Lecture/Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="text-align: center;">2 / 2</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>Satisfactory result on College Writing Assessment or substitution/equivalent as stated in College Calendar.</p>	
	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>	
	<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">None</p>	
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">25</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

Communications 110 has been developed to meet the communications requirements of specific programs within the Faculty 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.

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 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.

N: Course Content

Course content will be drawn from the following areas:

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.

O: Methods 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 Faculty 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.

P: Textbooks and Materials to be Purchased by Students

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 Brief English Handbook. Dornan & Dawe (2001)
When Writers Write. Kathleen MacDonald

Q: Means of Assessment

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.

Evaluation will be based on this general breakdown:

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