



A: Division: INSTRUCTIONAL

Date: NOVEMBER, 1997

B: Faculty: LANGUAGE, LITERATURE & PERFORMING ARTS

New Course:

Revision of Course NOVEMBER 1994

Information Form: X

C: CMNS 118

D: WORKPLACE WRITING

E: 3

Subject and Course Number	Descriptive Title	Semester Credit					
<p>F: Calendar Description: This course is designed for Print Futures Program students as an introduction to workplace writing; that is, writing governed by the constraints of audience, purpose and context. Students will learn to differentiate between informational, persuasive and researched writing tasks, and will consider various organizational strategies for fulfilling specific purposes for specific audiences.</p>							
<p>Summary of Revisions: (date & section) 94.11 - C,H,J,M 97.11 - A,B,D,H,J,M,N,O,P,R</p>							
<p>G: Type of instruction: Hrs per week</p> <p>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</p>	<p>H: Course Prerequisites ACCEPTANCE INTO PROGRAM OR PERMISSION OF COORDINATOR</p>						
	<p>I: Course Corequisites NONE</p>						
	<p>J: Course for which this Course is a Prerequisite CMNS 218</p>						
	<p>K: Maximum Class Size: 30</p>						
	<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					
<p>L: College Credit Transfer x College Credit Non-Transfer Non-Credit</p>	<p>Specify Course Equivalents or Unassigned Credit as appropriate: UBC: ENG 2nd(3) WITH CMNS 216 & CMNS 218 SFU: U Vic: Other: SEE BC TRANSFER GUIDE</p>						

Hal Gray
Course Designer(s)

[Signature]
Vice-President

[Signature]
Faculty Dean

[Signature]
Registrar

N. Textbooks and Materials to be Purchased by Students:

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

O. COURSE OBJECTIVES

Students will be introduced to composing and rhetorical theory and will apply relevant theoretical concepts to the production of typical workplace writing tasks: developing material in relation to context, purpose, and audience; and utilizing organizational and coherence strategies to ensure readability.

P. COURSE CONTENT

1. Discourse Theory

The student will:

- a) examine and summarize applicable theories, including, among others, those provided by Kinneavy, Flower and Hayes, Bitzer, Odell and Goswami
- b) analyze the distinctions between various genres and modes of discourse: persuasive, informational, expressive, instructional
- c) analyze the specific characteristics of genres and rhetorical situations
- d) produce written samples of specific genres

2. Context, Audience and Purpose

The student will study the rhetorical situations of non-academic texts, and:

- a) establish the characteristic identity of potential readers for particular purposes and exigencies; establish the social/cultural context of the reader; clarify the expectations to the reader
- b) clarify the textual and subtextual requirements of particular genres and rhetorical situations; identify the focus of the text: writer-based versus reader-based; direct versus indirect; purposeful versus reflective

P. Course Content (cont'd)

- c) analyze the typical reader's response
 - acquisition and retention of information
 - need for visual aids
 - relationship of style and organization to reader efficiency
 - importance of diction
- d) produce written examples

3. Workplace Writing Conventions

The student will:

- a) examine genre and social context
- b) examine specific writing situations

4. Developmental & Coherence Strategies

The student will:

- a) use standard developmental strategies, including definition, sequence, description, comparison, contrast, analysis, and example
- b) analyze effectiveness of text in relation to sentence and discourse level coherence (readability): a series of exercises to be completed from Vande Kopple's Clear and Coherent Prose
- c) study and practice summary strategies

Q. **METHOD OF INSTRUCTION**

This course will utilize a combination of lecture, group discussion, and workshops. Under the instructor's guidance, students will learn to integrate discourse theory into actual writing practice and will produce typical workplace writing tasks for particular purposes and audiences.

R. **COURSE EVALUATION**

Evaluation will be based on this general outline:

Summary	15%
Rhetorical Analysis	15%
Definition by Comparison-Contrast	20%
Text Analysis	15%
Instructions (Genre) Analysis	20%
Instructions Sample and Analysis	<u>15%</u>
	100%