

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

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| Course Code and Number: CMNS 390 | | Number of Credits: 3 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: Designing User-friendly Guides, Manuals, and Instructions | | | | | | | | | | | | | | | |
| Course Short Title: Designing User-friendly Guides | | | | | | | | | | | | | | | |
| Faculty: Faculty of Humanities | | Department (or program if no department): Communications | | | | | | | | | | | | | |
| Calendar Description: Students will learn to create effective end-user documentation in print and online formats using digital tools and communication strategies. Students will gather information following ethical sourcing principles, structure manuals and instructions for a variety of purposes, and design documentation for the needs of the end-users. The course will also teach strategies for working in teams, especially through digital collaboration on writing projects. | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | 45 university-level credits including CMNS 251. | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | |
| Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | | Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25 | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> | | Lecture/seminar | 25 | Tutorials/workshops | 20 | | | | | | | Total hours | 45 | Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. | |
| Lecture/seminar | 25 | | | | | | | | | | | | | | |
| Tutorials/workshops | 20 | | | | | | | | | | | | | | |
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| Total hours | 45 | | | | | | | | | | | | | | |
| Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | | Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i> | | | | | | | | | | | | | |
| Department approval | | Date of meeting: April 9, 2021 | | | | | | | | | | | | | |
| Faculty Council approval | | Date of meeting: October 2022 | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: January 27, 2023 | | | | | | | | | | | | | |

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze the needs of a specific audience of end-users.
2. Reflect on the impact of principles of equity, diversity, and inclusion on creating documentation, with a particular focus on relating to Indigenous audiences.
3. Select features and organization strategies of end-user documentation based on the audience analysis and standard expectations.
4. Use digital technologies to access and manage resources ethically.
5. Incorporate references using summary and paraphrase methods and demonstrate effective citation procedures.
6. Apply design principles for online and print documents.
7. Conduct an end-user evaluation.
8. Produce professional-quality print or online documentation.
9. Function effectively as a member of a collaborative project team.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

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|--------------|-----|----------|-----|--|---|
| Assignments: | 70% | Project: | 30% | | % |
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Details:

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| Term project proposal and research plan | 20% |
| Design considerations and digital technology plan | 10% |
| Analysis of print or web production considerations | 10% |
| Self and peer evaluation of term project | 5% |
| Term project (online or print) | 30% |
| Presentation of summary report and term project | 10% |
| In-class activities | 15% |

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

| Type | Author or description | Title and publication/access details | Year |
|-------------|----------------------------------|--------------------------------------|------|
| 1. Textbook | Alred, G., Brusaw, C. & Oliu, W. | Handbook of Technical Writing | 2019 |
| 2. | | | |

Course Content and Topics

- Introduction to course.
- Term project guidelines.
- Review of effective communications: the process, barriers, purpose, and audience.
- Credibility.
- Equity, diversity, and inclusion principles as related to audience analysis.
- Working with and for Indigenous audiences.
- Function and purpose of technical/end-user documentation.
- Use digital technologies to access and manage ethical research.
- Project planning.
- Term project selection.
- Standards of professionalism and working with/reporting to clients.
- Team theory, selection, and problem-solving tips.
- Document systems and the design process; defining end user needs; audience analysis; determining knowledge base.
- Gathering information; documenting procedures.
- Structured documentation; selection and construction of content.
- Giving directions; writing instructions.
- Format and design principles and considerations.
- The use of graphics and text.
- Designing dynamic online documentation.
- Form design.
- Usability testing.
- Documentation production considerations.
- Working on large documents and document sets.
- Documentation management (revision control and determining when revisions need to be done; maintaining documentation; the organizational environment).
- Establishing online/context sensitive help.
- The emerging context: writing for mobile devices and other interfaces.
- Presentation of projects and summary reports.