

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: DISABILITY RESOURCE CENTRE **IMPLEMENTATION DATE:** SEPT. 1994

Revised: _____

<u>Career Education Certificate CED 054</u>	<u>Reading and Writing for Employment</u>	none	_____
SUBJECT/NUMBER OF COURSE	DESCRIPTIVE TITLE		UCFV CREDITS

CALENDAR DESCRIPTION:

In this information age, employees need to grasp main ideas from materials quickly, summarize and pass on important information correctly and concisely. This course focuses on reading and understanding material found on the job from technical manuals to memos, full reports to graphs as well as summarizing the material into well presented written forms, including letters, reports and memos.

RATIONALE:

While reading comprehension and writing skills are available in several forms at UCFV, they are not taught in direct applicability to the workplace at a pace required by those with learning difficulties. In a program such as this, workplace applicability is the focus for learning the skills involved in becoming competent readers and writers.

COURSE PREREQUISITES: none

COURSE COREQUISITES: none

HOURS PER TERM FOR EACH STUDENT	Lecture	39	hrs	Student Directed	
	Laboratory		hrs	Learning	hrs
	Seminar		hrs	Other - specify:	
	Field Experience		hrs		hrs
				TOTAL	39

MAXIMUM ENROLMENT: 20

Is transfer credit requested? Yes No

AUTHORIZATION SIGNATURES:

Course Designer(s):	Chairperson:
	Curriculum Committee
Department Head:	Dean:
PAC: Approval in Principle	PAC: Final Approval:
(Date)	March 22, 1995 (Date)

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SYNONYMOUS COURSES:

(a) replaces n/a
 (course #)

(b) cannot take n/a for further credit
 (course #)

SUPPLIES/MATERIALS:

Flipchart, overhead projector, classroom

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

Student Text:

Smith, Diane R. Better Writing for Better Jobs. J. Weston Walch. Portland, Maine, 1994.

Instructor References:

Finlay, Mary. Communicating at Work. Holt, Rinehart and Winston of Canada, Limited. Toronto, Ontario, 1990.

Glazier, Teresa Ferster. The Least You Should Know About English. Holt, Rinehart and Winston, Inc. New York, NY, 1988.

OBJECTIVES:

Cite the steps to active reading

Demonstrate ability to read and carry out directions from a variety of technical/instructional manuals.

Summarize concisely reports of varying lengths and subjects.

Demonstrate ability to read graphs and charts through oral and written presentations.

Write memos and letters which request and present information.

Develop and use editing strategies to ensure all written communications are correct in terms of grammar, style, and spelling.

METHODS:

Lecture on basic grammar, reading and comprehension skills and writing styles for the varied means of communication used in business.

Small group work- scenarios requiring written responses

- deciphering technical and work-related manuals

Student presentations in class

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STUDENT EVALUATION PROCEDURE:

- 20% Tests: 4 tests covering basic English and grammar concepts, such as active reading strategies, grasping main ideas, grammar and punctuation, organizing ideas, letter and memo-writing styles.
- 70% Assignments: 10 home assignments following up on in-class instruction (choose top 7 marks).
- 10% Participation: based on peer assessment of contribution to small group work.

COURSE CONTENT:

- | | |
|-------------|--|
| Session #1- | Introduction to course, overview
Active Reading Strategies
Skimming and Scanning |
| Session #2 | Identifying Main Ideas
Relevant and irrelevant facts
Summarizing |
| Session #3 | Summarizing
Reading technical manuals |
| Session #4 | Report Writing
Following written instructions |
| Session #5 | Writing Memos
Writing clear instructions |
| Session #6 | Reading graphs and charts
Writing responses to material
Opinions versus facts |
| Session #7 | Documenting information
Reading technical manuals |
| Session #8 | Revising written materials
Grammar basics |
| Session #9 | Grammar basics and punctuation
Writing letters |
| Session #10 | Writing letters:
persuasive letters
informational letters
business letters |
| Session #11 | Outlining/taking notes
Summarizing |
| Session #12 | Review |
| Session #13 | Review-student's choice |