UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE:	Fall 1993
COURSE REVISED IMPLEMENTATION DATE:	May 2008
COURSE TO BE REVIEWED:	May 2009
(Four years after implementation date)	(month/year)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **Communications**

CMNS 115	**CMNS 371**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Technical Communications for Trades
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Communications 115 is an introduction to the general principles and techniques of effective communications in the work place. The course examines the barriers to effective communications and how these barriers can be reduced. Common written and oral communications on the job (including customer and co-worker relations) are the focus of course assignments. Employment applications (forms, letters of applications, and resumes) and interview preparation and skills are a major practical area of the course.

PREREQUISITES: One of the following:
CPT score of 48 or better; CMNS 099 or ENGL 099 with a grade of C or better; ENGL 081 or 091 with a grade of C+ or better; ESL WG84 with a grade of C+ or better; Completion of Level II of UCFV's University Foundation Certificate Program; English 12 with a final grade of B; English Literature 12 with a final grade of B; Technical and Professional Communication 12 with a final grade of B; Any first year university-credit Communications or English course with a grade of C- or better; LPI score of 30/40 or level 5 or better in the essay section; TOEFL (Test of English as a Foreign Language) score of 570 or better (or 230 if computer-based score), plus a minimum TWE (Essay) score of 4.0; MELAB (Michigan English Language Assessment Battery) score of at least 85; CAEL (Canadian Academic English Language) score of at least 70; CanTEST score of at least 4.5 in Listening and Reading; a score of 4.0 in Writing; Cambridge Proficiency Examination – competence level of C; IELTS (International English Language Testing System) score of at least 6.5 with no band less than 6.0; UCFV English Language Assessment – results equivalent to completion of UCFV's University Foundation Certificate Program Level 2 compulsory ESL core courses; or articulated equivalent

COREQUISITES: **None**

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: **CMNS 125 or CMNS 145** *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:		Hrs
Laboratory:	**15**	Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **25**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Multiple sections every year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Ken Fernstrom / Raymond Welch	Chairperson: Moria Gutteridge-Kloster *(Curriculum Committee)*
Department Head: Raymond Welch	Dean: Dr. Eric Davis
PAC Approval in Principle Date:	PAC Final Approval Date: Nov. 23, 2007

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students will learn the following:

- Review the importance of communication skills on the job.
- Elements of the communicaons process.
- Be able to describe and analyze factors influencing the sending and receiving of messages.
- Be able to identlfy barriers to effective communications.
- Demonstrate techniquies to reduce these barriers.
- Understand the importance of audience analysis.
- Understand the importance of credibility in the communications process and the elements of credibility.
- Learn the requirements of organization and patterns for messages with different purposes.
- Principles of effective organization of messages.
- Understand the different requirements of written and oral communications.
- Develop an effective approach to the writing process including planning and revising.
- Form and purposes of commonly used trades oriented technical correspondence.
- Form and purposes of business letters.
- Understanding the importance of legibility and readability in written documents.
- Techniques of document design and format such as spacing, use of heading, listing, fonts, and placement of illustrations.
- Review and practice principles of summarizing and paraphrasing.
- Basic techniques of organization and presentation of material in speaking face to face, during job interviews, and when giving oral reports.
- Review and practice listening skills for information.
- Principles of effective co-worker and colleague relations.
- Principles of effective customer relations.
- Pratice interviewing skills.
- Practice email methods and netiquette as well as how to search for informaion using Internet browsers and CD roms.
- Understand and employ a variety of proofreading, editing, revising, and document design techniques using a word processing program.

METHODS:

Lecture / discussion supplemented by lab/practical and workshop each week.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Course may be challenged. Portfolio required.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Preiffer, W. Boogerd, S. (2204) Pocket Guide to Technical Writing, Pearson, Toronto.
Brusau, Alred, Oliu, Handbook of Technical writing. Current edition; St. Martins Press, NewYork

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignments		Week	Value	Grade
1	Analysis of Miscommunications Situation	01	00	
2	Revision of Weak Document	03	25	
3	Inquiry / Request Letter	04	25	
4	Directive Memo	05	25	
5	Summary Report / e-mail	06	25	
6	Direct and Indirect Negative News	07	50	
7	Adjustment Letter to Client	08	50	
8	Incident / Accident Report	09	50	
9	Progress Report	10	50	
10	Oral Progress Report	10	50	
11	Job Application Letter	13	50	
12	Resume Portfolio	13	50	
13	Simulated Job Interview	13	25	
14	Professionalism	1-13	50	
15	Weekly quizzes	2-11	100	
			Total	**600**

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week One	Intro. to course, objectives, methods, policies, et cetera / visits to Writing Ctr., Library, IMS, and PC Lab / CMNS at work / miscommunications and barriers.
Week Two	CMNS at work cont'd / CMNS process / expectations of professional technical audiences / reading process / writing process / revising and testing documents
Week Three	Communicating with professionalism and directness in technical correspondence / reader oriented style presentation / letter formats / style and completeness in routine messages / notations
Week Four	Internal technical correspondence / memo format and design / routine internal messages / common sentence and clarity errors / issuing policy instruction
Week Five	Internet and e-mail lab
Week Six	Communicating negative news effectively / direct and indirect approaches / tone and diction
Week Seven	Communicating with external audiences / client relations / adjustment letters / more on style, tone, and diction.
Week Eight	Overview of report writing – typical brief to medium length reports in technical environments / accident and incident reports / organization and structure of information / bias and point of view / writing collaboratively.
Week Nine	Progress reporting / Oral reporting techniques / organization of material – differences between oral and written reports / audience expectations / body language, use of voice, and preparation techniques
Week Ten	Delivery of oral progress reports / the job search process / job posting information and how it can help you search for a position and develop a customized application portfolio.
Week Eleven	Resumes and letters of application – methods, styles, content, organization, assumptions, transmission and follow-up
Week Twelve	In-class editing session on job application portfolio / effective interviewing strategies / panel discussion of employer expectations
Week Thirteen	Simulated job interviews