OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 120	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Communicating in University

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

In this writing course, students focus on research, writing, and speaking skills within their particular disciplines. Students will learn how to identify a research problem, design a related project, and produce an academic essay or report. They will also use the research to construct a new message for a popular or workplace audience. Students will gain skills to communicate effectively with professors and professionals.

Prerequisites (or NONE):	One of the following: (C or better in one of English Studies 12, English First Peoples 12, or English 12) or (CPT score of 4) or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm. (*Prerequisites updated in 2019.*)
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.	☒ Yes ☐ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60

Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

Expected frequency of course offerings (every semester, annually, every other year, etc.): Every semester

Department / Program Head or Director: Lynn Kirkland Harvey	**Date approved:**	April 26, 2017
Faculty Council approval	**Date approved:**	November 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	September 15, 2017
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	September 29, 2017

Learning Outcomes

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

1. Read critically to identify features of research articles and situate them in a larger research conversation.
2. Articulate how audiences, purposes, and contexts shape disciplinary conventions.
3. Summarize and paraphrase arguments from more than one discipline.
4. Use rhetorical techniques and conventions that meet the expectations of different audiences.
5. Write for different purposes using an appropriate citation style.
6. Demonstrate competence in writing processes, including generating ideas, drafting, exchanging and incorporating feedback, revising, and editing.
7. Demonstrate academic integrity and ethical communication in incorporating secondary research from academic databases.
8. Produce an individualized research project that includes a report or essay and a presentation.
9. Adapt the research from the project for a different audience in another medium.
10. Communicate with professors and professionals about their research and writing.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, workshops, presentations, peer review.

Grading system: Letter Grades: ☒   Credit/No Credit: ☐   Labs to be scheduled independent of lecture hours: Yes ☐   No ☒

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

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

An electronic course pack of readings will be determined by the interests of the students in the course. An example might be:

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Penrose, A.M. & Katz, S.B.	"Science as a social enterprise," in *Writing in the sciences: Exploring conventions of scientific discourse* (3rd ed.)(pp. 3-24).	☐		2010
2.	Norton, S. & Green, B.	The Bare Essentials: Form A, 7th edition	☐	Nelson	2010
3.	Whitehead, M. & Owen, B.	Canadian Universities and Sustainable Publishing: A White Paper," *Canadian Association of Research Libraries*, Retrieved March 30, 2016 from http://www.carl-abrc.ca/uploads/pdfs/Can_Univ_Sustainable_Publishing_2016.pdf	☐		
4.	Kaul, A., Chaudhri, V., Cherian, D., Freberg, K., Mishra, S., Kumar, R., Carroll, C. (2015).	Social media: The new mantra for managing reputation. *Vikalpa: The Journal for Decision Makers, 40*(4), 455-491. doi: 10.1177/0256090915618029	☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

N/A

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Assignment breakdown:

Summary and paraphrasing	20%
Assignments including reflective writing, reading notes, short pieces, etc.	20%
Research proposal	15%
Presentation*	10%
Research project (essay or report)	25%
Alternate audience assignment (poster, blog, letter to the editor, etc.)*	10%

*These assignments use the research for the research project. At least one of these must be prepared for a different audience than the project.

Typical Course Content and Topics

Unit 1 (Weeks 1 to 2): Reading Your Way into Research Culture

- What is research culture?
- Engaging in a research culture, joining in the conversation
- Strategies for reading research articles
- Communicating with professors
- Using academic tools available on campus (library, website, etc.)

Unit 2 (Weeks 3 to 4): Writing Your Way into Research Culture

- Summarizing and citing disciplinary articles
- Using current citation practices
- Writing within the university (best practices for email and other written interactions)

Unit 3: (Weeks 5 to 7) Designing Your Research Project

- Identifying key problems and conversations in your field
- Developing research questions
- Proposing your project

Unit 4: (Weeks 8 to 10) The Writing Process

- Generating ideas, drafting
- Incorporating feedback
- Revising and editing

Unit 5: (Weeks 11 to 13) Presenting Your Research Project

- Adapting writing and research for multiple audiences and purposes
- Introduction to public speaking
- Introduction to visual communication
- Sharing your research