OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

+ See course syllabus available from instructor

<table>
<thead>
<tr>
<th>FACULTY/DEPARTMENT:</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMNS 155</td>
<td>N/A</td>
</tr>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FORMER COURSE NUMBER</td>
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<tr>
<td>Communications for Human Services</td>
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<tr>
<td>UCFV CREDITS</td>
<td>3</td>
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CAL pEDAR DESCRIPTION:

CMNS 155 will introduce the students to the theory and practice of academic and professional technical communications. Course topics include the communication principles of organization and structure, essay writing, narrative, exposition, and argument in workplace writing and presentations.

Note: Accepted for meeting the UCFV Bachelor of Arts writing requirement or as an elective in the BA program.

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 WGB4 with a grade of C+ or better
- Completion of Level II of UCFV’s University Foundation Certificate Program
- English 12 or English Literature 12 with a final grade of A
- Technical and Professional Communication 12 with a final grade of A
- 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:

SYNONYMOUS COURSE(S)

(a) Replaces:

(b) Cannot take:

SERVICE COURSE TO:

CRIM, ECE/CYC, Social Work & Human Services

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION

STRUCTURE OF HOURS:

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

LENGTH OF COURSE:

HOURS PER DAY:

MAXIMUM ENROLLMENT: 25

EXPECTED FREQUENCY OF COURSE OFFERINGS:

- 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
<table>
<thead>
<tr>
<th>Course Designer(s):</th>
<th>Chairperson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken Fernstrom</td>
<td>Raymond Welch</td>
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<tr>
<td>Department Head:</td>
<td>Dean:</td>
</tr>
<tr>
<td>Raymond Welch</td>
<td>Dr. Eric Davis</td>
</tr>
<tr>
<td>UPAC Approval in Principle Date:</td>
<td>UPAC Final Approval Date:</td>
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<td>May 5, 2005</td>
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LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To understand and apply the theory of the communications process.
2. To learn the elements of effective communications.
3. To learn the theory of and to practice secondary academic essay writing, including research and documentation.
4. To learn the fundamentals of effective professional public speaking.
5. To demonstrate the rhetorical forms: narrative, exposition, and argument as they are relevant to professional and technical communications.

METHODS:

Reading and discussing academic essays; lectures; practice; collaborative exercises; peer editing.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

Portfolio, on-site case study.

TEXTBOOKS, REFERENCES, MATERIALS:

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


SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Exercises: 20%
Final Drafts 40%
Essay: 35%
Speech 5%

COURSE CONTENT:

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

1. Planning academic research projects (the argument). Choosing an essay topic. Developing a research question.
3. Refining the thesis statement.
4. Writing research summaries.
5. Completing the research process.
7. Outlining. Writing the rough draft. Format and documentation.
8. Revising, editing, and rewriting.
9. Principles of professional and technical writing
10. Writing messages to inform (exposition). Writing routine messages efficiently.
11. Writing the incident report (narrative).
13. Speeches: A ten-minute presentation, supported by visual aids, on a subject relevant to your field of study.