OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

CMNS 155 Communications 3

COURSE NAME/NUMBER FACULTY/DEPARTMENT UFV CREDITS
Introduction to Workplace and Academic Communication

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

CALENDAR DESCRIPTION:
This course will introduce the students to the theory and practice of academic writing and professional communication. The academic writing emphasizes research strategies, essay structure and coherence, and citation/documentation. Workplace communication focuses on direct, indirect, and persuasive messages, document design, and presentations.

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

PREREQUISITES: CPT score of 48 or better, or evidence of any accepted test score or course grade listed under the English Language Proficiency Standards published in the UFV calendar and listed on the UFV website.

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION:
Length of course: 
Hours per day: 

STRUCTURE OF HOURS:
Lectures: 15 Hrs
Seminar: 15 Hrs
Laboratory: 15 Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:
Maximum enrolment: 25
Expected frequency of course offerings: Every Semester
(every semester, annually, every other year, etc.)

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

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

Course designer(s): Ken Fernstrom
Department Head: David Thomson Date approved: November 4, 2011
Supporting area consultation Date of meeting: December 2, 2011
Curriculum Committee chair: Tetsuomi Anzai Date approved: January 20, 2012
Dean/Associate VP: Jacqueline Nolte Date approved: January 20, 2011
Undergraduate Education Committee (UEC) approval Date of meeting: February 3, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Apply the writing process, including planning, drafting, revising, editing, and proofing.
2. Adapt messages for tone, vocabulary, coherence, and completeness for specific purposes and audiences.
3. Write direct, indirect, and persuasive messages.
4. Demonstrate the techniques of effective document design.
5. Develop and deliver professional presentations.
6. Create an effective employment application package.
7. Document sources for workplace and academic applications.
8. Research and write an essay in academic structure and style.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
May include:
Reading and discussing examples of workplace writing and academic essays
Lectures
Practice exercises and simulations
Collaborative exercises, such as peer editing
Computer lab activities
Online activities

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☑ Examination(s) ☒ Portfolio assessment ☐ Interview(s)
☐ Other (specify): On site case study
☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
Reference text such as Hubbuch, Susan M. (2005). Writing Research Papers Across the Curriculum (5th edition)

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Workplace writing assignments (letters, memos/emails, postings): 45%
Direct messages
Indirect messages
Persuasive/sales messages
Employment materials (portfolios, cover letters, resumes, applications, interviews)
Academic writing:
Annotated bibliography
Literature review
Essay
Presentations: 10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
1. Planning academic research projects. Choosing an essay topic. Developing a research question.
3. Writing research summaries.
4. Refining the thesis statement and completing the research process.
6. Revising, editing, and rewriting.
8. Writing routine and direct messages. Letter, memo, and email formats.
9. Writing indirect messages.
10. Writing persuasive messages.
11. Principles of professional presentations (oral and webpage).