# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<table>
<thead>
<tr>
<th>Course Code and Number: CMNS 351</th>
<th>Number of Credits: 3</th>
<th>Course credit policy (105)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Full Title:</strong> Professional Formal Research Report Writing</td>
<td><strong>Corequisites (if applicable, or NONE):</strong> NONE</td>
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<td><strong>Course Short Title (if title exceeds 30 characters):</strong> Prof Formal Rsrch RPT Writing</td>
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<tr>
<td><strong>Faculty:</strong> Faculty of Humanities</td>
<td><strong>Department (or program if no department):</strong> Communications</td>
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**Calendar Description:**

This course focuses on the process and production of one long research document commonly used in business, industry, information technology, the arts, the natural and social sciences, and humanities. Students learn to propose and manage a research project in their career field and to practice proven research skills and methods and responsible documentation of sources. They will also learn to analyze, evaluate, and organize evidence, ideas, and arguments, as well as to compose, design, revise, and evaluate their document.

**Prerequisites (or NONE):** CMNS 251.

**Corequisites (if applicable, or NONE):** NONE

**Pre/corequisites (if applicable, or NONE):** NONE

**Equivalent Courses (cannot be taken for additional credit):**

**Former course code/number:**

**Cross-listed with:**

**Equivalent course(s):**

*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.*

**Transfer Credit**

Transfer credit already exists: ☑ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT): ☑ 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](http://bctransferguide.ca).

**Total Hours: 45**

**Typical structure of instructional hours:**

| Lecture hours | 15 |
| Seminars/tutorials/workshops | 5 |
| Laboratory hours | 5 |
| Field experience hours | |
| Experiential (practicum, internship, etc.) | |
| Online learning activities | |
| Other contact hours: workshop | 20 |
| **Total** | **45** |

**Special Topics**

Will the course be offered with different topics? ☑ Yes ☐ No

If yes, different lettered courses may be taken for credit: ☑ Yes ☐ No, repeat(s) ☑ Yes, ☐ No, 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 other year

**Department / Program Head or Director:** Samantha Patridge

**Date approved:** September 5, 2014

**Campus-Wide Consultation (CWC):**

**Date of posting:** n/a

**Faculty Council approval**

**Date approved:** October 16, 2015

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** October 16, 2015

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** November 27, 2015
Learning Outcomes
Upon successful completion of this course, students will be able to:

• Identify an appropriate topic in a specific discipline/career field.
• Analyze the targeted audience and anticipate techniques for adapting the report.
• Formulate and follow a specific research proposal/work plan.
• Execute a literature review and an annotated bibliography pertinent to research.
• Demonstrate responsible research and documentation methods.
• Analyze, evaluate, organize, and summarize findings and arguments.
• Express ideas clearly, concisely, and logically, as well as rhetorically and ethically, including the use of graphic aids.
• Produce a finished report which is effective and professional and has met the objectives of the initial proposal and audience analysis.

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)

Collaborative and cooperative exercises, analysis of examples, demonstrations, lectures, written and oral feedback on reports.

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)

<table>
<thead>
<tr>
<th>Author (surname, initials)</th>
<th>Title (article, book, journal, etc.)</th>
<th>Current ed.</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meyer, C.</td>
<td>Communicating for Results</td>
<td>☑</td>
<td>Oxford</td>
<td>2014</td>
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Typical Evaluation Methods and Weighting

<table>
<thead>
<tr>
<th>Final exam:</th>
<th>%</th>
<th>Assignments:</th>
<th>100%</th>
<th>Midterm exam:</th>
<th>%</th>
<th>Practicum:</th>
<th>%</th>
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<tbody>
<tr>
<td>Quizzes/tests:</td>
<td>%</td>
<td>Lab work:</td>
<td>%</td>
<td>Field experience:</td>
<td>%</td>
<td>Shop work:</td>
<td>%</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
<td>%</td>
<td>Total:</td>
<td>100%</td>
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Details (if necessary):

Exercises related to topic development 5%
Formal Proposal / Work Plan of term project 15%
Annotated Bibliography 10%
Literature Review 15%
Progress Report 10%
Outline of final document 5%
Presentation of term project 10%
Term Project Document 30%

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

Typical Course Content and Topics

• Overview of the course and of the term project; guidelines and requirements
• Brainstorming, defining, and refining the research problem and purpose; audience analysis and adaptation to audience profile
• Types of long formal research documents: formal proposals, informational reports, analytical reports, manuals, instructional materials, etc.
• Time and project management: proposal / work plan
• Research skills and methods; documentation styles and methods; ethics of documentation
• Presentation of progress report; peer and instructor feedback
• Annotated bibliography and literature review
• Data analysis, evaluation, and organization; the logics of disciplines and of presentation of research findings; in-depth outlining
• Document composition and design; use of rhetoric and graphic aids for presentation of data, ideas, and arguments
• Report components: executive summary, introduction, findings, recommendations and conclusions, etc.
• Preparing a formal speech from research findings; review of oral presentation skills, methods, use of audio-visual aids for long documents
• Presentation of term project; feedback and evaluation