# 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 material will vary - see course syllabus available from instructor.

## FACULTY/DEPARTMENT:
COMMUNICATIONS DEPARTMENT

## CMNS 360

### COURSE NAME/NUMBER
CMNS 360

### FORMER COURSE NUMBER
Former Course Number

### UCFV CREDITS
4

### COURSE DESCRIPITIVE TITLE
ADVOCACY AND PROPOSAL WRITING

### CALENDAR DESCRIPTION:
This course will teach students proposal and advocacy writing at an advanced level. Examples of proposals are research proposals, funding proposals, persuasive requests to municipal and regional governments, service proposals and writing campaigns to advocate social change. This course will teach students advanced and focussed secondary research skills, especially with government documents. This course will address the writing skills connected to larger social and political issues.

### PREREQUISITES:
CMNS 155, OR English 105, or CMNS 212 or MACS 212; and CMNS 225 or CMNS 255

### COREQUISITES:
None

### SYNONYMOUS COURSE(S)

(a) Replaces:
N/A

(b) Cannot take
N/A

### SERVICE COURSE TO:

(Course #)

(Department / Program)

### TOTAL HOURS PER TERM:
60

### STRUCTURE OF HOURS:

| Lectures: | 60 hrs |
| Seminar: | hrs |
| Laboratory: | hrs |
| Field Experience: | hrs |
| Student Directed Learning: | hrs |
| Other (Specify): | hrs |

### MAXIMUM ENROLMENT:
25

### EXPECTED FREQUENCY OF COURSE OFFERING:

### WILL TRANSFER CREDIT BE REQUESTED?
YES  NO  X

### TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
YES  NO  X

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**AUTHORIZATION SIGNATURES:**

Course designer(s):

Wendy Burton

Chairperson:

(Curriculum Committee)

Wendy Burton

Department Head:

Dean:

W.R. Bate

PAC Approval in Principle Date:  December 16, 1998
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To identify common elements of proposals for funding
2. To identify common elements of proposals for service/education programs
3. To demonstrate common elements of advocacy writing on behalf of individuals
4. To identify common elements of advocacy writing to effect social change
5. To conduct effective research with government documents
6. To analyze elements of effective campaigns advocating social change
7. To demonstrate the common elements of proposal and advocacy writing in original written material
8. To demonstrate effective planning for an advocacy campaign

METHODS:

Small group exercises, lectures, simulations, case study method.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR  YES _____  NO _____

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

Example only:


SUPPLIES / MATERIALS:

STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and analysis of case study</td>
<td>10%</td>
</tr>
<tr>
<td>Evaluation of successful response to request for proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Literature review of government documents</td>
<td>15%</td>
</tr>
<tr>
<td>Community analysis/reader response</td>
<td>10%</td>
</tr>
<tr>
<td>Case study of campaign for social change</td>
<td>15%</td>
</tr>
<tr>
<td>Major project</td>
<td>30%</td>
</tr>
<tr>
<td>Short writing projects</td>
<td>10%</td>
</tr>
</tbody>
</table>
COURSE CONTENT:

C exploring the rhetoric of persuasion
C studying advocacy cases
C knowing your Left from your Right: The politics of persuasion
C analysing the community
C analysing the reader
C conducting advanced research in government reports, archives, and statistics
C literature reviews
C the theory of advocacy/writing
C the theory of proposal writing
C analysing the "call for proposal"
C organizing the campaign
C understanding the campaign
C developing the action plan
C using the Internet
C the politics of "writing well"