



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** **Effective Date:** **September 2004**

B. Department / Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** **Revision** **New Course**

If Revision, Section(s) Revised: **C, D, H, J**

Date of Previous Revision: **December 2001**

Date of Current Revision: **September 2004**

C: CMNS 1218

D: RESEARCH REPORTING

E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course is designed to provide students in the Print Futures Professional Writing Program with experience in producing client-based analytical research reports. Students will work through the typical production process: developing proposals, completing field-based and theoretical research tasks, collating data, organizing material, and ultimately producing a reader-based and purposeful document.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar Classroom Activities</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture/Seminar: 2 hrs / week Classroom Activities: 2 hrs / week</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>PRFU 1102, CMNS 1118</p>	
	<p>I: Course Corequisites:</p> <p>NONE</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p>PRFU 2201</p>	
	<p>K: Maximum Class Size:</p> <p>30</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives / Learning Outcomes
 Students will practise the researched report-writing tasks, and will apply the skills they were introduced to in the 100-level prerequisite courses: research skills and workplace writing strategies. Students will also take responsibility for working independently through a complex, multi-faceted field-based research project requiring focus, organization and self-motivation.

N: Course Content:

1. Reports: Theory and Practice

The student will

- a) examine the genre of reports
- b) examine the rhetorical situation in this specialized writing task
- c) develop awareness of the stages of client-centred report production:
 - initial contact
 - proposals
 - progress reports
 - client-centred outlines
 - reader-based reports
- d) develop awareness of the sub-textual level of report production:
 - social and cultural context (organizational culture)
 - inter-personal protocols
 - rhetorical strategies

2. Time Management

The student will

- a) develop an action plan
- b) structure activities to satisfy short and long term priorities
- c) establish a system for organizing workload
- d) meet production deadlines

3. Research Process

The student will

- a) clearly establish audience, purpose, context
- b) identify major, minor, and irrelevant issues (scope)
- c) determine appropriate data base
- d) analyze appropriateness of data sources
- e) develop surveys, questionnaires, interview questions
- f) practise interviewing skills
- g) utilize appropriate secondary data sources:
 - reference texts, libraries, grey literature, market research
- h) manage information in an ethical manner
- i) produce applicable related documents as necessary:
 - letters, memos, short reports
- j) produce an organizational culture analysis (essay)

4. Document Production

The student will

- a) collect and organize source material in terms of issues
- b) prepare a client-centred report outline
- c) produce a proposal
- d) produce a progress report
- e) produce a coherent, reader-based report which fulfills its purpose
- f) produce an accompanying abstract (executive summary)
- g) make use of coherence and persuasive strategies as required
- h) revise the report for appropriateness of tone, structure, and content in relation to audience and purpose.

5. Discourse Theory and Grammar: exercises from Vande Kopple.

O: Methods of Instruction

This course will emphasize learning through doing. Working individually, in pairs and in groups, students involve themselves in a variety of classroom activities (collaborating on assignments and exercises, revising and editing) and discussion during lectures. These activities will enable them to develop familiarity with and proficiency in client-centred report production.

P: Textbooks and Materials to be Purchased by Students

Anderson, Paul. *Technical Writing: A Reader-Centred Approach*. 2nd ed. Harcourt, Brace, Jovanovich College Publishers, 1998.

Vande Kopple, William. *Clear and Coherent Prose*. Scott, Foresman and Company, 1989.

Research Reporting Readings (Course Ware Package).

Q: Means of Assessment

Evaluation will be based on this general outline:

Proposal	15%
Report Genre Analysis	10%
Empirical Research Progress Report	15%
Theoretical Research Progress Report	10%
Organizational Culture Analysis	10%
Research Report	30%
Peer Review of Formal Report	<u>10%</u>
TOTAL	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar