

College COURSE INFORMATION

Date: NOVEMBER, 1997

A: Division: INSTRUCTIONAL

B: Faculty: LANGUAGE, LITERATURE & PERFORMING ARTS

Revision of Course: NOVEMBER 1997

Information from:

D: WORKPAPER WRITING 3

C: CMNS 218

E: Course Title

F: Semester/Year

G: Subject Area Course Number

I: Describe in detail the course content, including a list of all major assignments and projects.
 All consider various organizational strategies for fulfilling specific purposes for specific audiences. Students will develop and revise persuasive and researched writing tasks, and will be required to deliver presentations to a variety of audiences.

Summary of Revisions (date & description): 9/2/97 - 9/2/97

9/2/97 - AB: D: BEAVN: O: P: R:

G: Type of Instruction: Lecture

H: Course Prerequisites

I: Course Obstacles: NONE

J: Course for which this Course is a Prerequisite

Practicum: None

K: Maximum Class Size: 30

CMNS 218

L: Learning Objectives: 4 hrs
 M: Other (specify): None
 N: Total: 4 hrs

O: Transfer Credit Requested

P: Granted:

Q: College Credit Transfer:

R: College Credit Non-Transfer:

S: Non-Credit:

T: SFU
 U: UIUC
 Other: SEE BC TRANSFER GUIDE

V: Course Designer(s)

W: Vice-President

X: Faculty Year

Y: Registrar

N. Textbooks and Materials to be Purchased by Students:

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

F. COURSE OBJECTIVES

y and will apply relevant theoretical concepts to Students will be introduced to composing and rhetorical theor
e production of typical workplace writing tasks, developing material in relation to context, purpose, and
dian and utilizing organizational and discourse patterns to ensure readability.

NT

P. COURSE CONTENT

theory

1. Discourse T

will:

The student

examine and summarize applicable theories including, among others, those provided
University of Iowa and Iowa State University

P. Course Content (cont'd)

typical reader's response
 acquisition and retention of information
 need for visual aids

- relationship of style and organization to reader efficiency
- importance of diction

d) produce written examples

c) analyze the

Workplace Writing Conventions

The student will:

- a) examine genre and social context
- b) examine specific writing situations

Developmental & Coherence Strategies

The student will:

- a) use standard developmental strategies: comparison, contrast, analysis, and example
- b) analyze effectiveness of text in (readability) a series of exercises to be completed from Vander Kopple's Clear and Coherent Prose
- c) study and practice summary strategies

Q. METHOD OF INSTRUCTION

This course will utilize a combination of lecture, group discussion, and workshops. Under the

place writing tasks for particular purposes and audiences.

will produce typical work

R. COURSE EVALUATION

Evaluation will be based on this general outline:

Summary	15%
Rhetorical Analysis	15%
Definitions by Comparison	20%
Text Analysis	15%
Instructions (Genre) Analysis	20%
Instructions Sample and Analysis	15%

100%