

# College of San Mateo Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: 10/3/06

Department: ENGL

Number: 865

Course Title: Projects in Workplace Writing Units: 1

Hours/Week: Lecture: 4 Lab: 0 By Arrangement:

Length of Course

- Semester-long  
 Short course (Number of weeks 4)  
 Open entry/Open exit

Grading

- Letter  
 Credit/No Credit  
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(Credit/No Credit grading.) Three lecture hours for five weeks. Introduction to skills required in workplace writing, including judging purpose and audience, writing clearly and grammatically, cultivating a professional and appropriate tone, and mastering any writing tasks specific to particular professions. Offered in self-contained, one-unit modules. Descriptions of the specific modules offered will be printed each semester in the Schedule of Classes.

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

(Credit/No Credit grading.) Three lecture hours for five weeks. Introduction to skills required in workplace writing, including judging purpose and audience, writing clearly and grammatically, cultivating a professional and appropriate tone, and mastering any writing tasks specific to particular professions.

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

SLO 1. Understand the rhetorical context of different kinds of workplace writing (purpose, audience, medium);

- SLO 2. Identify, understand and apply any formats specific to a given profession, e.g. report writing, logs, etc. (program-specific classes only);
- SLO 3. Write clear, concise, well-focused sentences that communicate effectively and professionally;
- SLO 4. Proofread for basic grammatical errors.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Upon completing the class, students should be able to

- Understand, distinguish and evaluate different rhetorical strategies in a workplace situation (e.g. analyze the purpose of the communication; choose an appropriate medium - email, letter etc.; adopt an effective tone for the specific audience) [SLO1];
- Write effectively in a variety of media (email, notes, reports, any formats specific to a given profession) [SLO 1, SLO 2];
- Write clear, concise, well-focused sentences that communicate effectively and professionally;
- Proofread for basic grammatical errors.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

1. Basic workplace writing skills

- Common professional forms. Students review and write resumes, cover letters, reports, memos, etc. using the correct format.
- Sentence skills. Students practice essential skills for clear and correct writing, including subordination and coordination, joining sentences logically, and revising sentences for clarity and focus (avoiding the passive and vague or ambiguous language, etc.), and basic proofreading skills.
- For program-specific sections: Mastering professional language. Students will learn any specific language or verbal formulae required by the profession for which they are training.

2. Rhetorical situations in the workplace

- Role-play. Students address common workplace situations using a variety of written media. Emphasis on understanding the purpose of the communication, speaking effectively to a specific audience, and identifying and mastering a professional written tone.
- Workplace media. Students learn the limitations and demands of typical workplace media (for example, professional correspondence, memos, email, reports etc.) Emphasis on adapting style and tone to the specific medium.
- For program-specific sections: Mastering professional formats. Students in program-specific sections should practice the specific formats or writing situations they will encounter (for example, police reports, medical notes, etc.) Emphasis on understanding the purpose and audience of a given form.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

- Lecture. Instructor models different forms of workplace writing, explaining the components and rhetorical purpose of each.

- Role-play and group work. Students practice typical workplace writing strategies to address specific situations such as preparing a resume, solving a detailed difficulty with a client, or preparing summaries and reports for employers.
- For program-specific sections: Role play and group work. Students practice specific writing formats in the kinds of situations they will encounter.
- Exercises. Students practice sentence skills (revising for clarity and word choice, logical joining, proofreading etc.) through sentence combining and other exercises.

**10. Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

- Quizzes. Students can demonstrate understanding of sentence skills, specific language, different kinds of media etc.
- Workplace writing. Students must demonstrate their ability to write professionally, clearly and effectively by preparing numerous examples of workplace writing (e.g. memos, resumes, cover letters, reports, etc.)
- For program-specific sections: Writing for the profession. Students must demonstrate their understanding of specific professional writing requirements -- the purpose, audience and appropriate form and tone -- by preparing examples of this kind of writing (e.g. specific types of reports, notes, etc.)
- In-class reports. Students can demonstrate their understanding of the rhetorical context of workplace writing through oral and/or written reports analyzing course content.

**11. Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

How 10: A Handbook for Office Professionals. James L. Clark and Lyn R. Clark (2003)  
 NOTE: Since the course is adapted to the requirements of different majors, the textbooks may vary according to which major the course primarily serves in any given section or semester.

Prepared by: \_\_\_\_\_  
 (Signature)

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Submission Date: \_\_\_\_\_