



## Justice Institute of British Columbia COURSE OUTLINE

|  |   |
|--|---|
| <b>Course Code:</b>                      | <b>ABLD113</b>                            |
| <b>Course Title:</b>                     | <b>Writing &amp; Research Skills</b>      |
| <b>Prerequisite Courses:</b>             | Acceptance into the Certificate program   |
| <b>School:</b>                           | Community and Social Justice              |
| <b>Division:</b>                         | Centre for Aboriginal Programs & Services |
| <b>Previous Course Code &amp; Title:</b> | Same                                      |
| <b>Course First Offered:</b>             | August 2005                               |

|                      |          |
|----------------------|----------|
| <b># of Credits:</b> | <b>3</b> |
|----------------------|----------|

### Course Description:

This course is about learning to write clearly and concisely. Learners will develop skills to allow express complex issues in simple language. They will learn to present their thoughts and pertinent information in an organized fashion. This course will also examine the principles of problem solving and critical thinking, and explore how these principles can be used in writing. Learners will examine some of the current thinking regarding the "process," or what goes on in our heads when we sit down and try to write something (how we do it). Report writing for effective business communication and research methods will be explored. Learners will study examples of good writing and write a variety of contextual communications pieces requiring a variety of different styles.

### Course Goal(s):

Learners will acquire the knowledge and skills necessary to research, organize and create a variety of effective written communication documents.

### Learning Outcomes:

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

- Organize thoughts and information to create effective working outlines
- Write reports, proposals, and business documents
- Compose essays
- Explain research methods
- Conduct research

### Course Topics/Content:

1. Writing detailed outlines
2. Research basics – library, internet, journals, etc
3. Citation methods with a focus on APA, MLA
4. Types of Business Communication
5. Essay Styles
6. Introduction to Proposal Writing



**Text and Resource Materials:**

**Required:**

Reinking, James A, von der Osten, Robert, Cairns, Sue Ann & Fleming, Robert (2010). *Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook (9<sup>th</sup> Edition)*. Toronto, ON: Pearson. Prentice Hall

Messenger, William E, Brown, Judy, de Bruyn, Jan & Montagnes, Ramona (2009). *The Concise Canadian Writer's Handbook*. Don Mills, Ontario: Oxford University Press

**Recommended:**

Hindle, Tim (2002). *Making Presentations (Essential Managers)*. New York, NY: Dorling Kindersley Publishing

Sawers, Neil (2004). *How to Write Proposals, Sales Letters and Reports*. Edmonton, AB: NS Group

**Course Level:**

|   |                   |  |             |  |            |  |             |
|---|-------------------|--|-------------|--|------------|--|-------------|
| X | First Year        |  | Second Year |  | Third Year |  | Fourth Year |
|   | Other (describe): |  |             |  |            |  |             |

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

| Delivery Methods             | Class Option A<br>(Hours) | Class Option B<br>(Hours) | Class Option C<br>(Hours) | Class Option D<br>(Hours) |
|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Classroom/Lecture/Discussion | 42                        |                           |                           |                           |
| Simulation/Lab               |                           |                           |                           |                           |
| Practicum/Fieldwork          |                           |                           |                           |                           |
| Online                       |                           |                           |                           |                           |
| Correspondence               |                           |                           |                           |                           |
| <b>Total Class Hours</b>     | <b>42</b>                 |                           |                           |                           |

**Comments on Delivery Methods:**



**Course Grading System:**

|          |                     |  |                 |  |                |  |                  |
|----------|---------------------|--|-----------------|--|----------------|--|------------------|
| <b>X</b> | Letter Grades       |  | Percentage      |  | Pass/Fail      |  | Credit/No Credit |
|          | Complete/Incomplete |  | Attendance Only |  | Not Applicable |  |                  |

|                       |   |
|-----------------------|---|
| <b>Passing Grade:</b> | C |
|-----------------------|---|

**Evaluation Activities and Weighting:**

|              |     |             |     |               |   |                  |      |
|--------------|-----|-------------|-----|---------------|---|------------------|------|
| Final Exam   | 30% | Assignments | 70% | Project       | % | Capstone Project | %    |
| Midterm Exam | %   | Portfolio   | %   | Participation | % | Other            | %    |
| Quizzes/Test | %   | Simulations | %   | Practicum     | % | TOTAL            | 100% |

**Comments on Evaluation Activities and Weighting:**

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

**Other Course Guidelines, Procedures and Comments:**

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy



## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

### **Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

### **Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

### **Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

### **Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

### **Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

### **Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

### **Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

### **Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.