UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: January 21, 2016

SUBJECT: Certificate in Professional Communication in the College of Engineering

DECISION REQUESTED:

> *It is recommended that:*
> *Council approve the Certificate in Professional*
> *Communication in the College of Engineering, effective*
> *September 2016.*

CONTEXT AND BACKGROUND:

The College of Engineering has operated the Ron and Jane Graham School of Professional Development since its founding in 2007. The Centre currently offers a Professional Communication Option, which was initially restricted to undergraduate students within College of Engineering. Though non-engineering students were not permitted to register in the option, some colleges incorporated some of the communication courses into their degree programs and members of the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) were permitted to register in the courses as a means of demonstrating ongoing professional development.

The College sees the development of a Certificate in Professional Communication as enabling a wider audience for this program. Non-engineering students would be able to receive recognition for the communications classes that they take and would allow engineering students to complete the program post-graduation. By developing the existing option into a certificate program, non-traditional clients, such as professional engineers working on professional development, could be encouraged to enroll in the program.

While most post-secondary institutions in the province offer academic or professional development programs in communication, the breadth and depth of these offerings varies greatly from that of this certificate, in that they most focus on language acquisition, journalism, or public relations or are offered in condensed modular format.

IMPLICATIONS:
With the introduction of the Certificate in Professional Communication, the existing Professional Communication Option will be phased out. It is the intention of the College

of Engineering to delete the existing option program after one year of running the two programs concurrently.

Given that the proposed Certificate program involves converting the existing option into a "stand alone" certificate of proficiency program, there are few budgetary or operational implications. With the certificate being offered as a stand-alone credential, there is the possibility of increased interest in the program, which could lead to increased tuition revenue as well as increased expenses to ensure appropriate teaching capacity, though these streams would not be investigated in the early stages of the new program.

CONSULTATION:
- Academic Programs Committee of Council
- Planning and Priorities Committee of Council
- College of Engineering Faculty Council
- College of Engineering - Interim Dean and Associate Dean Academic);
- School of Professional Development (College of Engineering)
- Department of English (Dr. Lisa Vargo, Department Head);
- College of Education (Dr. Dawn Wallin, Associate Dean Undergraduate Programs, Partnerships, and Research);
- Edwards School of Business (Professor Noreen Mahoney, Associate Dean Students and Degree Programs); and
- College of Kinesiology (Dr. Kent Kowalski, Acting Associate Dean)

SUMMARY:
The Certificate in Professional Communication in the College of Engineering is being proposed to better meet the needs of students, both in the College of Engineering and beyond, as it allows all students who enroll in the program to receive a recognizable credential in the form of a certificate of proficiency. It allows students more flexibility in enrolling in the program, as it can be completed outside of their degree and will allow non-traditional clients, such as working professionals, to enroll as well.

The Certificate in Professional Communication will build upon the existing expertise that has been developed in the Ron and Jane Graham School of Professional Development and will focus on rhetoric and professional communication. The proposed certificate will help students enrolled in the program better understand and utilize communication tools in oral and written communications.

FURTHER ACTION REQUIRED:
Tuition for this program will require review and approval by the Board of Governors and will be presented at their March 2016 meeting.

ATTACHMENTS:
1. Proposal –Certificate in Professional Communication

TO: MS. AMANDA STOREY
COMMITTEE COORDINATOR, OFFICE OF THE UNIVERSITY SECRETARY
SECRETARY, ACADEMIC PROGRAMS COMMITTEE OF COUNCIL

FROM: DR. BRUCE SPARLING
INTERIM DEAN AND ASSOCIATE DEAN ACADEMIC, COLLEGE OF ENGINEERING

SUBJECT: PROGRAM PROPOSAL – CERTIFICATE IN PROFESSIONAL COMMUNICATION

DATE: DECEMBER 1, 2015

CC: DR. JOHN MOFFATT
DIRECTOR, SCHOOL OF PROFESSIONAL DEVELOPMENT

Ms. Amanda Storey:

At the recommendation of the Faculty Council within the College of Engineering, I am pleased to submit to the Academic Programs Committee of Council a proposal for the Certificate in Professional Communication program.

In addition to the letters of support contained within the proposal, this memorandum also serves to certify that senior leadership within the College of Engineering supports the establishment of this program in its entirety.

Should you have any questions or concerns regarding this program proposal, please do not hesitate to contact me directly via telephone or email.

Sincerely,

Bruce Sparling, Ph.D., P. Eng., FCSCE
Interim Dean and Associate Dean Academic
College of Engineering
Phone: 306-966-5366
Email: engr.academicdean@usask.ca

BS/cm
Encl: 1

PROPOSAL OVERVIEW

Established in January 2013 by the Planning and Priorities Committee of Council, the *School of Professional Development, College of Engineering*, has achieved many of its initial objectives. In addition to advancing undergraduate studies and research in written, oral, and rhetorical communication, the unit has developed and offered a *Professional Communication Option* to students in the College of Engineering since 2007.

In its current form as an academic option, the *Professional Communication Option* consists of six courses that focus on professional and rhetorical communication. Since its inception, registration into the option has been restricted to undergraduate students registered in the College of Engineering although undergraduate students from other colleges have completed many of the courses as well.

In response to student feedback and industry demand, the *School of Professional Development, College of Engineering* is requesting the approval of University Council to convert the existing academic option into a certificate of proficiency program, effective May 2016. The enclosed proposal describes in greater detail the historical content, motivation, justification, and implications of the request.

TABLE OF CONTENTS

Ron and Jane Graham School of Professional Development

Approved by the Planning and Priorities Committee of Council on February 22, 2007, the *Ron and Jane Graham Centre for the Study of Communication* was founded to "establish the University of Saskatchewan as a national leader in the study of communication, while also addressing the demands of engineering and other professions for superior communication skills as well as sound technical skills."

With respect to administration, historically, the "Type-A Centre" was housed within the College of Engineering and both administrative as well as academic authority rested with the Dean. It was not until January 24, 2013 that the Planning and Priorities Committee of Council approved the establishment of the *School of Professional Development, College of Engineering* and that administrative authority of the centre was transposed to the newly established school.

Since its inception, the *Ron and Jane Graham Centre for the Study of Communication* has realized many of its strategic endeavours, including the advancement of undergraduate studies in written and oral communication, the development of an undergraduate option in professional communication, and furthered academic research in rhetorical communication. These accomplishments have been made possible by a faculty complement whose expertise lay in rhetorical and professional communication. Industry demand for improved communication and technical skills of professionals have also propagated the academic success of the centre.

Professional Communication Option

As one of four initial strategic priorities associated with the establishment of *Ron and Jane Graham Centre for the Study of Communication*, the Engineering Communication Option was presented to and approved by the Academic Programs Committee of Council on September 20, 2006. Three years after being established, the Academic Programs Committee of Council supported renaming the option to the *Professional Communication Option.*

Initially, registration into the option was restricted to undergraduate students within the College of Engineering and the option consisted of eighteen credit units of courses covering the "principles of communication". While non-engineering students were not permitted to register in the option, various colleges, including the College of Agriculture and Bio-resources and the College of Kinesiology, have incorporated some of the communication courses into their degree programs. Similarly, members of the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) were allowed to register in the courses as a means of demonstrating ongoing professional development.

ACADEMIC JUSTIFICATION

Motivation

The *School of Professional Development, College of Engineering* has been offering a *Professional Communication Option* to students in the College of Engineering since 2007. This program was sponsored and created in response to industry demand for employees who were effective at communicating not only with colleagues and management within their own organization, but also with clients, government agencies, and the general public. The proposal to convert the *Professional Communication Option* into a Certificate of Proficiency program has been influenced by student demand for increased recognition, a need for improved marketability, and the possibility of delivering the program to non-traditional markets.

Initially, the *School of Professional Development* fielded numerous enquiries from recent graduates who were interested in completing the *Professional Communication Option* post-graduation. While the students were permitted to register in the required courses, the inability of these students to receive formal recognition for completing the option post-graduation dissuaded many from completing the option. Subsequent consultation with the Office of the Registrar confirmed that student records can be modified to include the option post-graduation, albeit through performing non-standard administrative processes.

The proposed conversion of the existing *Professional Communication Option* to a Certificate of Proficiency program will not only reassure prospective and registered students of their ability to complete the program post-graduation, it will also provide graduates with a more distinct and reputable form of recognition. As an academic option, graduates of the *Professional Communication Option* are only formally distinguished from other students by a notation on their academic transcript. Regardless of whether or not the proposed Certificate of Proficiency program is completed in tandem with another degree program or on its own, graduates will receive formal recognition for their efforts by being provided a parchment from the University of Saskatchewan. This is anticipated to improve the marketability of the program, both from a student and programmatic offering perspective.

In the long-term, offering a Certificate of Proficiency program will allow the *School of Professional Development* to strengthen its presence as a provider of professional development services in the local market. By appealing to non-traditional clients, such as public and private-sector organizations, the unit will be able to generate additional revenues to sustain current operations and investigate opportunities for further professional development programming. Given that the program will initially be targeted towards full-time undergraduate students, courses will be delivered during normal business hours. Prior to targeting non-traditional clients, The *School of Professional Development, College of Engineering* will research and identify ways to deliver the curriculum in ways that will be feasible and attractive to local organizations, such as alternative course delivery methods.

Target Audience and Anticipated Demand

Over the past eight years as an academic option, the *Professional Communication Option* has maintained a steady level of student interest and enrolment, and the *School of Professional Development* hopes to better serve its current students and modestly increase the level of student participation by offering a Certificate of Proficiency program. For further information on historical enrolment statistics, please see Appendix I.

In the short-term, the proposed Certificate of Proficiency program will be targeted towards current undergraduate students at the University of Saskatchewan. Historically, registration into the academic option has only been open to undergraduate students registered within the College of Engineering and, as a result, a comparable level of demand is expected from these students. The *School of Professional Development* anticipates a strong demand for the proposed program from undergraduate students registered within the College of Agriculture and Bio-resources, given that the unit has offered many service-delivery courses to this college in the past and there has been consistently high registration from their students. Finally, the *School of Professional Development* intends to promote the Certificate of Proficiency program to faculty, staff, and students within the College of Kinesiology as well as the College of Arts and Science as a means to generate further interest in the program.

In the long-term, the *School of Professional Development* plans to promote the Certificate of Proficiency program to non-traditional clients, such as public and private-sector organizations. Prior to doing so, the unit intends to conduct an industry feasibility survey to identify the general interest for the program, as well as to better understand the delivery format and timing that would best meet the needs of working professionals. The success of the proposed Certificate of Proficiency program is not contingent upon acceptance of this market; however, such adoption would allow the unit to strengthen its presence as a provider of professional development services in the local market.

Draft Calendar Entry

The Certificate in Professional Communication (CPC) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. The program consists of six courses (18 credit units). All courses within the program have a rhetorical foundation and are delivered by the *School of Professional Development, College of Engineering*.

Registration into the Certificate in Professional Communication is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program.

The prescribed schedule for courses required to earn the Certificate in Professional Communication is flexible; however, RCM 300.3 is a prerequisite for the program and students are strongly recommended to complete RCM 400.3 before other RCM 400-level courses. Finally, students are required to complete RCM 495.3 as a capstone course.

Course Information

All required courses in the Certificate in Professional Communication (CPC) program are offered on an annual basis during the fall and winter terms. While most elective courses are also offered on an annual basis, due to resource limitations, the *School of Professional Development, College of Engineering* may not offer every elective course. Select courses will be offered during the spring and summer terms.

In its current form, all courses in the Certificate in Professional Communication (CPC) program are delivered in a traditional lecture format whereby participants are required to attend class in person at the University of Saskatchewan Saskatoon Campus. Courses are not currently offered online or in a modular or blended format.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the *School of Professional Development, College of Engineering* via telephone (306-966-7830).

Program Requirements

> *Required Courses (9 Credit Units)*

>> RCM 400.3: Rhetorical Theory and Practice of Persuasion
>> RCM 401.3: Oral Rhetoric
>> RCM 495.3: Rhetorical Peer Mentorship

> *Elective Courses (9 Credit Units)*

>> Student must select and complete three of the following courses:

>> RCM 402.3: Interpersonal Communication and Rhetoric
>> RCM 403.3: Professional Document Design and Editing

RCM 404.3: Leadership as Communication
RCM 405.3: Ethics and Technical Communication
RCM 407.3: Rhetorical Editing
RCM 408.3: Writing for the Public
RCM 409.3: Negotiation as Rhetorical Practice
RCM 498.3: Special Topics

For further information on course content and descriptions, please see Appendix VI.

Program Admissions

In its current form as an academic option, there is no formal admission process for the *Professional Communication Option*. Prospective students are required to contact the Engineering Student Centre and indicate that they wish to be enrolled in the option, at which time an administrative staff member will add the concentration to the individual student record.

Once the academic option has been converted into a certificate of proficiency program, prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). Support has been received from the Office of Recruitment and Admissions indicating that their office will receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet four criteria: they must be able to demonstrate the successful completion of high school, have completed RCM 300.3 or an approved equivalent, have maintained a 60% average in the most recent 18 credit units of completed coursework, and have completed at least 60 credit units of post-secondary studies. With respect to admission quotas, the *School of Professional Development, College of Engineering*, anticipates initial enrollment in the program to be between 35 and 50 students. Initially, a maximum of 50 students can be admitted into the certificate of proficiency program in any given year.

Once institutional approval has been received for the development and offering of the Certificate in Professional Communication program, the 36 students currently registered in the *Professional Communication Option* will be contacted and asked if they wish to remain in the current academic option or if they wish to be migrated into the certificate of proficiency program. In the event that they wish to migrate into the certificate program, the Academic Programs Coordinator within the College of Engineering will coordinate the administrative processes required to administer such changes.

ENVIRONMENTAL SCAN

Comparable Programs within Saskatchewan

Having conducted an environmental scan of post-secondary education institutions in Saskatchewan, the development and offering of a *Certificate in Professional Communication* program is anticipated to generate little to no curricular duplication within the province.

While most post-secondary institutions in the province offer academic or professional development programs in communication, the breadth and depth of these offerings varies greatly from that of the proposed *Certificate in Professional Communication*. With respect to academic programs in languages and communications, most curricula focus exclusively in language acquisition, journalism, or public relations. Professional development offerings within the province also greatly differ from the proposed certificate program, given that many courses and programs are offered in condensed modular format and focus exclusively on business or interpersonal communication.

For further information on related and/or comparable programs within Saskatchewan, please see Appendix IV.

Comparable Programs within Canada

Having conducted an environmental scan of post-secondary education institutions across Canada (university-level only), the development and offering of a *Certificate in Professional Communication* program is anticipated to generate some degree of curricular duplication in the national context.

In Western Canada, approximately twelve post-secondary education institutions offer academic or professional development programs in communication or related fields. Of these institutions, six operate in British Columbia, three in Alberta, one in Saskatchewan, and two in Manitoba. While the depth of content greatly varies, the majority of these programs focus solely on communication studies as it pertains to media, journalism, and interpersonal communication. Only the University of British Columbia and Capilano University offer certificate programs in professional communication; however, the content of these programs greatly differs from that of the proposed *Certificate in Professional Communication* program at the University of Saskatchewan.

In Central and Eastern Canada, approximately eighteen post-secondary education institutions offer academic or professional development programs in communication or related fields. Much as in Western Canada, the majority of these programs focus solely on communication studies as it pertains to media, journalism, and interpersonal communication.

While the development and offering of a *Certificate in Professional Communication* program would result in an incremental degree of curricular duplication within Canada, the value of the proposed program is not diminished. In its current form as an academic option, there has been a constant demand for the option from undergraduate students since its inception. As a certificate program, such demand is, at minimum, expected to remain constant. With the absence of competitive offerings in Saskatchewan and Alberta, converting the existing option into a Certificate of Proficiency program is expected to allow the *School of Professional Development* to serve an unmet need in the local market.

For further information on related and/or comparable programs within Canada, please see Appendix V.

Competitive Advantage

The proposed Certificate in Professional Communication's competitive advantage lies in its rigour as an academic programme. It features a diverse suite of full-term credit courses, taught by fully qualified Graham School faculty who have demonstrated records in teaching and research. Moreover, the courses explore complementary facets of a unified theoretical approach grounded in the traditions of rhetorical communication, which allows students to establish a solid foundation for ongoing assessment and improvement of communication practice as they experience it in their careers.

School of Professional Development

As previously articulated, the *School of Professional Development, College of Engineering* (formerly, *Ron and Jane Graham Centre for the Study of Communication*) was founded to "establish the University of Saskatchewan as a national leader in the study of communication, while also addressing the demands of engineering and other professions for superior communication skills as well as sound technical skills."

In the short-term, the conversion of the existing *Professional Communication Option* to a certificate of proficiency program will allow the unit to further the study of communication in both a provincial and national context, as well as to provide undergraduate students registered in the program with greater recognition for their accomplishments.

In the long-term, the conversion of the existing *Professional Communication Option* to a certificate of proficiency program is anticipated to assist the unit in more fully engaging with industry through the offering of professional development programming. Prior to doing so, the unit has committed to conducting an industry feasibility study on this option to identify industry demand, propensity to pay, and preferred delivery formats.

College of Engineering

As articulated in the *College of Engineering Strategic Plan (2012-2016)*, in its second century, the three defining features that the College of Engineering will be known for are high quality programs, innovation, and relevance to industry.

Converting the existing *Professional Communication Option* to a Certificate of Proficiency program will allow the *School of Professional Development, College of Engineering* to continue offering a high quality program that "prepare students for professional and academic careers, graduate studies, and leadership roles". As a Certificate of Proficiency, graduates of the program, many of which work in local, regional, and international industries, will receive greater recognition for their academic accomplishments. Additionally, those that wish to either continue or complete studies in professional communication post-graduation will be able to do so more easily.

University of Saskatchewan

In addition to complementing unit and college-level planning and priorities, the proposed *Certificate in Professional Communication* program aligns well with both the *Third Integrated Plan: Promise and Potential* as well as *the Learning Charter for the University of Saskatchewan*.

In its current form as an academic option, the *Professional Communication Option* provides undergraduate students with a foundational knowledge in the theory and practice of professional communication, and persuasion in particular. While the primary objective of the option is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of communicating in a professional environment, the option also allows undergraduate students to develop superior technical communication skills, such as writing technical correspondence, reports, and preparing presentations. The innovative nature of this curriculum directly contributes to "innovation in academic

programs and services" articulated in the *Third Integrated Plan* and, as a Certificate of Proficiency program, assist the University of Saskatchewan in developing relevant, learning-centred programming.

Converting the existing *Professional Communication Option* to a Certificate of Proficiency program will allow undergraduate students to continue demonstrating the discovery, knowledge, integrity, skills, and citizenship goals set forth in the *Learning Charter for the University of Saskatchewan*. Alignment with this foundational document is described as follows.

The Discovery Goals indicate that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams" (2). Many of the courses require students to analyze scenarios and work in groups to discuss and resolve difficult communication situations.

The Knowledge Goals state that students will "understand how their subject are may intersect with related disciplines" and "utilize and apply their knowledge with judgement and prudence" (2). The discipline of rhetoric shares a body of theory with sociology, psychology, and linguistics, and professors frequently refer to research conducted in these disciplines. While the certificate program courses provide much grounding in rhetorical theory, our ultimate goal is to help students develop their judgement; thus, the purpose of the program is ultimately a practical one, since students are required to demonstrate their skill in using rhetorical theory to assess and remediate difficult situations.

According to the Integrity Goals, students will "exercise intellectual integrity and ethical behaviour" (2); the Certificate in Professional Communication program includes an elective course in Ethics and Technical Communication, in which the ethical dimensions of rhetorical theory and professional communication are carefully explored. Furthermore, the faculty continually emphasize the fact that ethical considerations are a crucial element of the application of rhetorical theory, and they require students to demonstrate their ethical reasoning through the practice of ethical persuasion both in and outside of class. Students will be able to "communicate clearly, substantively, and persuasively" (2) as the Skills Goals state, and this goal is at the heart of our program. Also, students learn how "to locate and use information effectively, ethically, and legally" (2) through collaboration with the university library, and through frequent research assignments and instruction in research techniques and citation methods.

The final goals, the Citizenship Goals, indicate how university programs are designed to serve the larger society: students will "value diversity and the positive contributions this brings to society"; "share their knowledge and exercise leadership"; and "contribute to society, locally, nationally, or globally" (2). In essence, the program prepares students for the responsibilities of corporate citizenship. One of the program electives examines leadership from a communication perspective. Many RCM students are involved with Engineers without Borders and other socially-conscious organizations, and the training they receive in the proposed Certificate in Professional Communication program prepares them for important administrative roles in such organizations. Ultimately, all of our courses prepare students for the communication requirements of engaging with colleagues, management, clients, and the general public, and provide them with the opportunity to pursue all of the goals outlined in the university's learning charter.

Current Delivery Model

In its current form as an academic option, the *Professional Communication Option* can be taken concurrently with a Bachelor of Science in Engineering program at the University of Saskatchewan. Registration into the courses that comprise the option is not restricted to students registered in the option (many students take RCM 400-level courses for program electives) and, as a result, developing an accurate costing model for program delivery is quite complex.

With respect to personnel resourcing requirements, the academic option is currently delivered by seven faculty members (USFA), each of whom deliver rhetorical communication courses to undergraduate students both registered and not registered in the academic option. The option is indirectly supported by three academic advisors (ASPA) who provide counsel to undergraduate students as needed (including on academic matters outside of the option). Additionally, select administrative staff (CUPE) also indirectly support the option, given that they seldom provide information or referral pertaining to the option as needed. Having been offered as an academic program since 2006, initial start-up costs and operating expenditures have already been incurred or are supported by existing unit resources.

In terms of physical resourcing requirements, the academic option is currently delivered in a traditional lecture format and classes are held in existing classroom spaces within the College of Engineering. Given that registration in the option is currently restricted to undergraduate students registered within the College of Engineering, class scheduling considerations focus exclusively on engineering timetables. Existing space allocations have proven adequate for current enrollment levels and program delivery methods.

In terms of library and technological resourcing requirements, each of the courses within the academic option heavily rely on the University Library to provide students with access to academic journals and articles. Little assistance is requested from the University Library to acquire printed materials for the courses within the academic option; however, requests are occasionally made. Finally, few technological resources are required to support the delivery of the academic option, with the exception of standard administrative tools such as Blackboard Learn, University Library search engines, and email communications. Each of these technological resources are routinely provided to instructors and students at the University of Saskatchewan regardless of whether they are registered in the option. In sum, existing library and technological resources have proven adequate for current program delivery methods.

Given that the proposed *Certificate in Professional Communication* program simply involves converting an existing academic option into a certificate of proficiency program, in the short-term, the *School of Professional Development, College of Engineering* projects nominal incremental revenues and expenses to be realized. Forecasting incremental revenues and expenses in the long-term is more complex, given that an industry feasibility study has not been conducted to identify how best to deliver the program to local industry.

Incremental Revenues

The primary source of revenue generated by the *Professional Communication Option* (and proposed Certificate in Professional Communication program) are tuition revenues. Each of the courses contained

within the certificate program are three credit unit, tuition category 7, courses. As a result, the total tuition revenue generated by each student who completes the proposed program ranges from $4,085 (for domestic students) to $12,255 (for international students).

Developing a revenue forecasting model for the proposed certificate program in its current form as an academic option is quite complex. Between 2011-12 and 2014-15, an average of ten undergraduate students completed and graduated with the academic option per year. Given that many students complete between three and five rhetorical communication classes (but not the required six), they are ineligible to graduate with the academic option, yet tuition revenue is still generated from the classes. For further information on the number of rhetorical communication classes completed between 2011-12 and 2014-15 per student, please see Appendix II.

Based upon these graduation statistics listed above, the average tuition revenues generated per year by the *Professional Communication Option* ranges from $40,851 (for domestic students) to $122,553 (for international students). By permitting undergraduate students from colleges aside from the College of Engineering to complete the option, as well as providing students with the ability to complete the program post-graduation, the propensity for the proposed certificate program to generate additional revenues is strengthened.

Given that the initial enrollment target for the *Certificate in Professional Communication* program is thirty students per year, the forecasted tuition revenues generated by each cohort of students who complete the program ranges from $122,553 (a cohort of all domestic students) and $367,659 (a cohort of all international students). In the short-term, the actual figure is expected to be closer to the minimum in the range, given that domestic students are the primarily subscribers to the program in its current form as an academic option. Provided the enrollment targets are met, the tuition revenues generated by each cohort of students is triple current levels.

In the long-term, the *School of Professional Development, College of Engineering* intends to conduct market research to substantiate anecdotal claims from industry that there is demand for professional development offerings in communication. To do so, an industry feasibility survey will be conducted to identify the magnitude of demand, potential clients, and the propensity to pay for such professional development offerings, as well as the preferred method of course delivery. Based upon the feedback received, the *School of Professional Development, College of Engineering* will determine if and how the Certificate in Professional Communication can be promoted to local industry. In doing so, the unit will also investigate the potential of differential tuition rates for the program as a whole or based upon market segment. Consultation with various university-level and college-level offices will be sought throughout this process.

Incremental Expenses

The primary sources of expenses generated by the *Professional Communication Option* (and proposed Certificate in Professional Communication program) can be categorized into two categories: start-up costs and permanent operating expenditures.

Given that the *Professional Communication Option* has been offered by the School of Professional Development, College of Engineering since 2006, initial start-up costs associated with the program have already been incurred and borne by the unit. Incremental costs are expected to be incurred as a result of converting the current academic option into a certificate of proficiency program. For instance,

promotion materials will need to be developed to market the program to prospective students. Initial ideas for this purpose include working with the Communications Officer within the College of Engineering to develop such materials as well as with Printing Services to print the materials. With respect to requesting the assistance of a Communication Officer, incremental costs are indirectly incurred; however, the unit anticipates incurring a total of $500 which will be spent to print materials through Printing Services. Additional human, physical, library, and technological resources will not be required.

With respect to permanent operating expenditures, the primary expenses associated with the delivery of the *Professional Communication Option* (and proposed certificate of proficiency program) are the faculty salaries and time committed to delivering the program. Given that the courses have and will continue to be delivered to undergraduate students both registered and not registered in the option, these expenses have already been incurred by the unit. Based upon initial enrollment targets for the certificate program, additional human, physical, library, and technological resources will not be required to support the program in the short-term (due to the fact that the program is currently offered as an academic option).

Should *the School of Professional Development, College of Engineering* decide to market the Certificate in Professional Communication program to industry in the long-term, incremental expenses may be incurred to support additional teaching capacity (such as hiring additional instructors) or to develop alternative delivery methods for the courses. Given that the primary intent of converting the existing academic option to a certificate of proficiency program is to provide graduates of the program with greater recognition, the unit does not anticipate an incremental increase to permanent operating expenses in the short-term.

CONSULTATION

To ensure transparency as well as to elicit constructive feedback, the following offices were consulted throughout the planning of the proposed conversion of the Professional Communication Option to the Certificate in Professional Communication Program:

- Planning and Priorities Committee of Council (Dr. Lisa Kalynchuk, Chair)
- College of Engineering (Dr. Christopher Hawkes, Chair of Faculty Council);
- College of Engineering (Dr. Bruce Sparling, Interim Dean and Associate Dean Academic);
- School of Professional Development (Dr. John Moffatt, Director);
- Department of English (Dr. Lisa Vargo, Department Head);
- College of Education (Dr. Dawn Wallin, Associate Dean Undergraduate Programs, Partnerships, and Research);
- Edwards School of Business (Professor Noreen Mahoney, Associate Dean Students and Degree Programs); and
- College of Kinesiology (Dr. Kent Kowalski, Acting Associate Dean);

Please find attached correspondence which indicates support of these individuals in Appendix VII.

Total Registration in RCM-Series Courses, Per Academic Year
Academic Years: 2011-12 through 2014-15

Course Code	2011-12	2012-13	2013-14	2014-15
RCM 300	469	505	499	549
RCM 400	57	32	42	43
RCM 401	51	41	37	31
RCM 402	21	18	12	22
RCM 403	0	17	0	0
RCM 404	24	24	26	27
RCM 406	48	15	16	0
RCM 407	19	18	10	14
RCM 408	10	8	6	7
RCM 409	0	0	0	18
RCM 498	0	0	11	0
Grand Total	699	678	659	711

Data Source: Data Retrieve from Individual Class Lists PAWS (Advisor Services, Class List Download).
Report Prepared by Christopher Martin, Academic Programs Coordinator

Number of Students Who Completed Multiple RCM Courses, By Number of Courses (Table)
Academic Years: 2011-12 through 2014-15

Bin (# of Courses)	Frequency	% of Total
1	1863	85%
2	217	10%
3	46	2%
4	14	1%
5	15	1%
6	18	1%
More	0	0.3%

Data Source: Data retrieved from Individual Class Lists in PAWS (Advisor Services, Class list download)
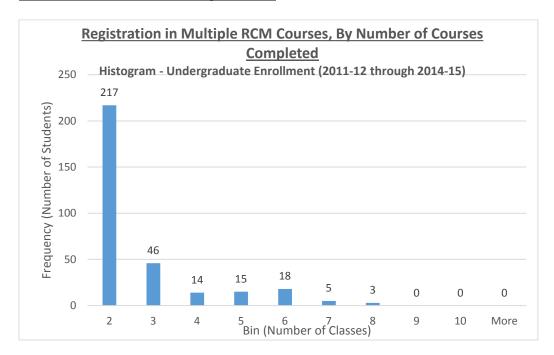Report Prepared by Christopher Martin, Academic Programs Coordinator

Number of Students Who Completed Multiple RCM Courses, Buy Number of Courses (Histogram)
Academic Years: 2011-12 through 2014-15

Data Source: Data retrieved from Individual Class Lists in PAWS (Advisor Services, Class list download)
Report Prepared by Christopher Martin, Academic Programs Coordinator

CONVOCATION STATISTCS
Professional Communication Option
Appendix III

Academic Year	Number of Graduates with PCO (Spring Ceremony)	Number of Graduates with PCO (Fall Ceremony)	Number of Graduates with PCO (Total)
2014-15	6	0	6
2013-14	8	0	8
2012-13	18	0	18
2011-12	9	0	9
2010-11	11	0	11

Data Source: Internal Reporting (College of Engineering), Graduation Statistics

N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2015 Convo
N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2014 Convo
N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2013 Convo
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N:\ESC\ESC - Operations\DONE MIGRATING - Convocation ONLY 2014 and 2015 kept\2011 convo

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ENVIRONMENTAL SCAN
Post-Secondary Institutions Within Saskatchewan
Appendix IV

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Universities

Institution	Related Programs
University of Saskatchewan	Professional Skills Certificate (SENS)
	Communication Programs (ESB, Executive Education)
University of Regina	Journalism Studies

Federated Colleges

Institution	Related Programs
Campion College	None identified.
Luther College	None identified.
St. Thomas More College	None identified.
First Nations University of Canada	Indian Communication Arts

Affiliated Colleges

Institution	Related Programs
St. Peter's College	None identified.
Briercrest College and Seminary	None identified.
College of Emmanuel and St. Chad	None identified.
Horizon College and Seminary	None identified.
Lutheran Theological Seminary	None identified.
St. Andrew's College	None identified.

Polytechnics

Institution	Related Programs
Saskatchewan Polytechnic	None identified.

Aboriginal and Northern Education

Institution	Related Programs
Gabriel Dumont Institute	None identified.
NORTEP/NORPAC	None identified.
Saskatchewan Indian Institute of Technologies	None identified.

Regional Colleges

Institution	Related Programs
Carlton Trail College	None identified.
Northlands College	None identified.
Great Plains College	Select Communication Classes
Cumberland College	Interpersonal Communications (Prof. Development)
Parkland College	None identified.
North West College	None identified.
Southeast College	None identified.

Career Colleges

Institution	Related Programs
Saskatoon Business College	Business Writing & Communication (Prof. Development)

British Columbia

Institution	Related Programs
Capilano University	Advanced Professional Communications Program (Certificate)
Capilano University	Professional Communications Program (Certificate)
Capilano University	Communication Studies (Bachelor)
Capilano University	Communication Studies (Diploma)
Royal Roads University	Professional Communication (Bachelor)
Simon Fraser University	Communication Studies (Bachelor)
Trinity Western University	Communication (Bachelor)
Trinity Western University	Corporate Communication (Bachelor)
University of British Columbia	Communication and Negotiation (Certificate)
University of British Columbia	Professional Development (Certificate)
University of Fraser Valley	Communications (Bachelor)

Alberta

Institution	Related Programs
Athabasca University	Communication Studies (Bachelor)
MacEwan University	Communication Studies (Bachelor)
University of Calgary	Communication Studies (Bachelor)

Saskatchewan

Institution	Related Programs
First Nations University of Canada	Indian Communication Arts (Certificate)

Manitoba

Institution	Related Programs
Canadian Mennonite University	Communications and Media Studies (Bachelor)
University of Winnipeg	Rhetoric and Communications (Bachelor)

Ontario

Institution	Related Programs
Algonquin College	Media and Communication Studies (Certificate)
Brock University	Business Communications (Bachelor)
Carleton University	Communication and Media Studies (Bachelor)
McMaster University	Communication Studies (Bachelor)

Ryerson University	Business Communication (Bachelor, Certificate)
Trent University	Communications and Critical Thinking (Bachelor)
University of Ottawa	Communications (Bachelor)
University of Toronto	Professional Writing and Communication (Bachelor)
University of Western Ontario	Professional Communication and Management (Diploma)
University of Windsor	Communication Studies (Bachelor)
Wilfrid Laurier University	Communication Studies (Bachelor)
York University	Communication Studies (Bachelor)
York University	Professional Writing (Bachelor)
York University	Technical and Professional Communication (Certificate)

Quebec

Institution	Related Programs
Concordia University	Communication Studies (Bachelor)
McGill University	Communication Studies (Minor)

New Brunswick

Institution	Related Programs
Saint Thomas University	Communications and Journalism (Bachelor)

Nova Scotia

Institution	Related Programs
Cape Breton University	Communication Studies (Bachelor)
Saint Mary's University	Business Communication (Certificate)

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COURSE OUTLINES
Certificate in Professional Communication Program
Appendix VI

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The following pages contain detailed course outlines for the following courses:

RCM 300.3: Effective Professional Communication
RCM 400.3: Rhetorical Theory and Practice of Persuasion
RCM 401.3: Oral Rhetoric
RCM 402.3: Interpersonal Communication and Rhetoric
RCM 403.3: Professional Document Design and Editing
RCM 404.3: Leadership as Communication
RCM 405.3: Ethics and Technical Communication
RCM 407.3: Rhetorical Editing
RCM 408.3: Writing for the Public
RCM 409.3: Negotiation as Rhetorical Practice
RCM 495.3: Rhetorical Peer Mentorship
RCM 498.3: Special Topics

Ron & Jane

GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE: **Effective Professional Communication**
COURSE CODE: **RCM 300**
TERM: **Fall 2015**

COURSE DESCRIPTION

The purpose of this course is to prepare students to negotiate the rhetorical, political, ethical, and interpersonal challenges of communicating in a professional environment. Although it addresses the practical demands of writing technical correspondence and reports, the primary focus of the course is on the development of the student's communicative judgement. Students will be asked to assess and respond appropriately to a variety of case studies and to present their analyses in acceptable oral and written formats. This course is also intended to provide a foundation for further study in communication through the Professional Communication Option.

LEARNING OUTCOMES

By the end of the course, you should be able to demonstrate the ability to do the following:

1.   Articulate the communicative purpose of professional messages
2.   Assess the constraints of the communicative situation
3.   Balance the sometimes competing needs of audience, message, and speaker
4.   Establish and maintain professional credibility through appropriate tone, content, and format
5.   Address audience appropriately at all times in a variety of written and oral media
6.   Employ a standard documentation method

Attribute Mapping:

Level of Performance‡

Learning Outcome	Attribute†											
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**A12**
1		4					4	3				
2		4					4	3				
3		4					4	3				
4		4					4	4				
5		4					4	4				
6		4					4	3		4		

†Attributes:
A1 A knowledge base for engineering
A2 Problem analysis
A3 Investigation
A4 Design
A5 Use of engineering tools
A6 Individual and team work
A7 Communication skills
A8 Professionalism
A9 Impact of engineering on society and the environment
A10 Ethics and equity
A11 Economics and project management
A12 Life-long learning

‡Levels of Performance:
1 - **Knowledge** of the skills/concepts/tools but not needing to directly apply them to solve problems.
2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)
3 - **Selecting** the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have a definite solution.*)
4 - **Applying** the appropriate skills/concepts/tools for open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

METHODS AND REQUIREMENTS

The course will combine lecture, class discussion, recorded lessons, in-class exercises, and written and oral assignments. Because the material covered in this course is new to most of you, you will need to keep up with your reading and attend classes regularly**.** All course material, including required readings from the textbook and required downloads from Blackboard, will be covered on examinations.

You are encouraged to do the following:

- Consult Blackboard regularly for assignment information, required downloads, course supplements, announcements, and recorded lessons
- Attend class regularly
- Complete the appropriate research, writing, and reading prior to class
- Ask questions about anything you do not understand
- Participate in class discussions

All RCM 300 sections will cover the same topics, require the same major assignments, and grade using the same standards and expectations. We will do our best to keep the sections consistent, but with multiple sections operating simultaneously, absolute identity between them is impossible to ensure and, given the nature of communication, not even desirable. Thus, the sequence and emphasis of topics covered may vary slightly from section to section, as each instructor draws upon his or her particular experience with professional communication. However, unless you are advised otherwise, readings and assignments are due when specified in the schedule. All sections will write common midterm and final exams.

ATTENDANCE

Because this is a course in communication, participation in classroom discussion is important. If circumstances require that you miss classes, please speak to your instructor. This is your chance to practise professional communication skills that you will need in your career. Remember that a portion of your final grade is based on the professionalism you exhibit in your conduct.

For the oral part of the course, part of your involvement is the discussion and analysis that follow the speeches; everyone is expected to participate. You will be expected to provide a critical and supportive audience for your classmates' speeches. **For the public speaking portion of the course, attendance is mandatory; a minimum of 10% will be deducted from your oral presentation grade for arriving late on a speech day, missing speeches, or missing a speech-day class.**

MIDTERM EXAM

All sections of RCM 300 will write a common midterm exam. Please check your course schedule to determine when the exam will be written.

If you have an appropriate academic conflict with the scheduled writing time, you must inform your instructor at least **one week** in advance of the exam in order to be considered for an alternate writing of the exam.

A missed midterm will be given a grade of "0" unless prearranged approval from the instructor is given in writing, or an adequate reason for the absence is supplied with supporting documentation. Declaration of Absence forms are available at the Engineering Student Centre.

ELECTRONIC DEVICES

Please turn off your phones when you enter the classroom. Remember that an important aspect of professionalism is knowing when to multi-task and when <u>not</u> to. If you are

expecting an emergency call, work out an appropriate way to handle the situation with your instructor.

No portion of a class may be recorded electronically.

ACADEMIC DISHONESTY (Plagiarism)

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result of your own effort and be created for this specific section of the class. A confirmed plagiarism will result in your case being handled according to university policy.

Instructors will be scrutinizing assignments carefully for evidence of undocumented use of source material. If you are feeling overwhelmed about any required assignment, see your instructor or the course coordinator. There are always better solutions than risking the loss of the course or expulsion from the university. If you do not understand what academic dishonesty and plagiarism are, you should acquaint yourself with the university's policy and definition, available on-line at http://www.usask.ca/honesty.

Unless otherwise instructed by your instructor, all assignments must be submitted both electronically using BlackBoard and in hardcopy in class.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are late. Any assignment more than five days late (without an approved extension) will not be accepted for grading. Extensions are not granted as a matter of course and will only be considered if you have made arrangements with your instructor prior to the due date. If you are having a problem with your assignment, please see your instructor before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

TEXTS (You can buy these two texts at the bookstore bundled for a reduced price.)

MacLennan, J. 2009. *Effective Communication for the Technical Professions.* 2nd ed..
Don Mills, ON: Oxford University Press.
(The first edition of this textbook is acceptable, but some of the material is missing. However, there are copies of the new edition of the textbook on the Reserve shelves of the Engineering and Natural Sciences libraries.)

Messenger, William E., Jan de Bruyn, Judy Brown and Ramona Montagnes. 2012. *The Canadian Writer's Handbook: Essentials Edition.* Don Mills, ON: Oxford University Press.

COURSE ASSIGNMENTS

Your final grade will be calculated on the basis of the following:

ASSIGNMENT	DESCRIPTION	VALUE
Job Application Package	Résumé, cover letter, CACEE form, oral interview	10%
Regular Term Assignments	Assignment 1 (Bitzer) Assignment 3 Speech Planner	5% 5%
Midterm Test	**Wednesday October 7** **6:00 – 7:15 pm** **Arts 241**	10%
Professionalism	Contribution to class discussion and environment; management of deadlines; interactions with instructor	5%
Oral Presentation	Extemporized delivery of a persuasive speech	10%
Writing Portfolio	Reflection on your progress during the term using your self-introduction memo and at least one other written assignment as evidence	5%
Report	Presentation of research findings	15%
Final Exam	**You must pass the final exam to achieve a passing grade in this class**	35%

GRADING SCALE

90 – 100   Exceptional
80 – 89   Excellent
70 – 79   Good
60 – 69   Satisfactory
50 – 59   Minimal Pass

More information on the descriptors for grading at the University of Saskatchewan can be found at http://students.usask.ca/current/academics/grades/grading-system.php

RCM 400 – Rhetorical Theory and the Practice of Persuasion

Ron and Jane Graham School of Professional Development, College of Engineering
University of Saskatchewan
T1 2015-2016 (Fall 2015)

Instructor: Burton Urquhart   **Office: 2A18 Engineering**
Email: burton.urquhart@usask.ca   **Phone: (306) 966-1386**

(I'm happy to discuss any questions or concerns you have about course concepts or assignments. Please email me to set up office appointments. Alternatively, feel free to drop by my office and check if I'm available to meet with you.)

COURSE OBJECTIVES

- To become aware of the role of language and how language is used in society for particular ends; in other words, how language is used persuasively, or rhetorically, and how language persuades
- To become acquainted with the discipline of rhetoric
- To develop sensitivity to rhetorical strategies and methods used in texts in order to become more effective readers
- To develop analytical or critical, as well as practical and persuasive, skills through the basic methods of rhetorical criticism

COURSE DESCRIPTION

This course is meant to serve as a brief introduction to the aims and scope of the art of rhetoric. However, this introduction, including a section on language, will be used to provide the background required to enhance your skill in close reading, or improved comprehension, and the use and detection of rhetorical devices and methods. These analytical and critical skills are not only useful for your own development a professional, but also as a "consumer" of messages. I want you to leave this class with an understanding of the breadth of rhetoric and its influence on your everyday experience.

METHODS AND REQUIREMENTS

You will complete four written assignments (three shorter assignments to develop and exercise your analytical and rhetorical skills, and one major analysis essay). There will also be in-class quizzes throughout the term (short answer questions and brief analyses of artefacts) and a final examination (3 hour exam that will combine elements of the quizzes and formal assignments). There will be no mid-term exam.

A professionalism grade will be determined based on your participation in and contribution to class discussions, your interactions with other students and me, and the professionalism you exhibit in your conduct. Therefore, I expect you to actively participate in discussions of the materials we are reading, and to listen and respond to lectures on class material. I encourage and expect you to ask questions about the readings, and offer your insights and comments. Make sure that you **come to class with your assigned readings** *read*.

CLASS PROTOCOL

- Bring rhetorical objects (signs, messages, ads, notes, emails) to class with you if you find things that pique your interest. We can then discuss them as a class.
- Bring the textbook and/or a printed hard copy of each reading to class with you.
- Turn off your cell or smartphone. This courtesy also means no texting.
- Do not use your electronic devices for any purpose not related to the course material.
- Do not disrupt the class by coming in late, wandering in and out during class time, or engaging in private conversation.
- Do not record, electronically or otherwise, any portion of the class, without prior instructor consent.

ATTENDANCE

Because the course material is new to most of you and the readings are foundational, your regular attendance is crucial in this course. Missing classes will greatly affect your success in this course. The discussions we have in class about the readings and artifacts that we are studying will help you understand the unfamiliar disciplinary context in which some of the readings were written. Therefore, the course lectures and discussions will be crucial to your understanding of the course material. Please join in our discussions and explorations of the concepts and ideas presented in the course. Quizzes and exams will draw on both assigned readings *and* classroom discussions and lectures.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are overdue. I will not allow extensions unless you have made arrangements with me prior to the due date. If you are having a problem with your assignment, please see me <u>before</u> the work is due as I am generally quite flexible with deadlines.

ACADEMIC DISHONESTY

Please read and understand U of S policy on plagiarism and academic misconduct. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition contained in the calendar and on the web. You should also consult the information on plagiarism you were given in RCM 300.

If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to plagiarism or other academic dishonesty. PLEASE come see me. I will be happy to help you with any part of the course that is troubling you.

REQUIRED TEXTS

Brummett, Barry. <u>Rhetoric in Popular Culture</u>. 4th ed. Los Angeles: Sage, 2015.

You will also be responsible to find and print several other articles and essays that we'll be discussing throughout the term. I will provide further information in class.

FINAL GRADE DISTRIBUTION

Three written assignments **30%**
 (10% each, varying between 3 – 5 pgs.)

Final essay **25%**
 Writing planner 5%
 Essay (7 – 8 pgs. min.) 20%

In-class quizzes and writing **10%**
 (4 throughout the term; one every 2 – 3 weeks)

Professionalism and participation grade **5%**
 (based on your participation in and contribution to class discussions, and therefore overall attendance, your interactions with other students and me, and the professionalism you exhibit in your conduct)

Final examination **30%**
 (short answer, matching, essays)

Ron & Jane
GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE: **Oral Rhetoric**
COURSE CODE: **RCM 401 (01)**
TERM: **Fall 2015**
COURSE INSTRUCTOR: **Debbie Rolfes**

Office: Eng 2A20.6
Email: debora.rolfes@usask.ca

Office phone: 966-2893
Office hours: TBA

COURSE DESCRIPTION

RCM 401: Oral Rhetoric focuses on application of the fundamentals of rhetoric to oral presentations. This is not primarily a course in performance; thus, in addition to developing skills in delivery, it will concentrate on applying theoretical understanding in four other areas: understanding and adapting to audience; using rhetorical strategies to develop a well-structured, engaging, and convincing argument; accommodating to situational constraints; and establishing speaker credibility.

LEARNING OUTCOMES

By the end of the course, you should be able to demonstrate the ability to do the following:

1.   Articulate the communicative purpose of professional presentations
2.   Assess the constraints of the communicative situation
3.   Balance the sometimes competing needs of audience, message, and speaker
4.   Establish and maintain professional credibility through appropriate tone, content, and delivery
5.   Address audience appropriately at all times
6.   Develop a logical and well-supported argument
7.   Identify and suggest remedies to weak or illogical arguments
8.   Provide substantive and appropriate feedback to peers

METHODS AND REQUIREMENTS

This course is equally divided between oral assignments (including speeches and analysis) and written analyses (including brief responses to the readings, a formal essay analysis, and a final written examination). Since developing understanding and skill in public speaking depends on practice, much of the class time will be devoted to presenting and analysing speeches. You will prepare three well-researched presentations, each 5 minutes long, and will select one of the three to recast for your final oral assignment. As well, you will be expected to provide a critical and supportive audience for your classmates' speeches; <u>everyone is expected to participate in this process of observation and analysis that follows the speeches</u>. As well, you will be required to keep extensive written records of the speeches you hear as a foundation for writing a formal analytical paper and final examination.

ATTENDANCE

Part of your responsibility in this course will be to provide an audience for your classmates who are speaking. Attendance is, therefore, mandatory on speech days, and you must be in class on time. **If you are late or absent for any part of any speech round, you will lose 5 marks per incident from your speech mark in that round.** However, each of you may miss one speech day with no penalty. I don't like deducting marks from speeches, but I need to emphasize your obligation to come to class and to be there on time.

ELECTRONIC DEVICES

Please turn off your phones when you enter the classroom. Remember that an important aspect of professionalism is knowing when to multi-task and when <u>not</u> to. If you are expecting an emergency call, work out an appropriate way to handle the situation with me.

No portion of a class may be recorded electronically except with the permission of the instructor and student-speaker. If we decide that it would be helpful, we might consider recording selected speeches if the speaker agrees.

ACADEMIC DISHONESTY (Plagiarism)

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort and be created for this specific section of the class. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be handled according to university policy.

I will be scrutinizing assignments carefully for evidence of undocumented use of source material. If you are feeling overwhelmed about any required assignment, see me. There are always better solutions than risking the loss of the course or expulsion from the university. If you do not understand what academic dishonesty and plagiarism are, you should acquaint yourself with the university's policy and definition, available on-line at <www.usask.ca/university_secretary/honesty/academic_misconduct.php>.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are late. Extensions are not granted as a matter of course and will only be considered if you have made arrangements with your instructor prior to the due date. Speech strategy reports and responses to the readings will receive a grade of zero and will not be marked if they are late. If you are having a problem with your assignment, please see me before the work is due. **Remember that this is a class in professional communication; handle your issues with deadlines in a professional manner.**

TEXTS

There is no required text for this course. However, there will be required readings posted on Blackboard.

GRADING SCALE

90 – 100	Exceptional
80 – 89	Excellent
70 – 79	Good
60 – 69	Satisfactory
50 – 59	Minimal Pass

More information on the descriptors for grading at the University of Saskatchewan can be found at
http://students.usask.ca/current/academics/grades/grading-system.php

COURSE ASSIGNMENTS

Your final grade will be calculated on the basis of the following:

ASSIGNMENT	DESCRIPTION	VALUE
Speech Round One	Strategy Report Speech Self-evaluation	5% 5%
Speech Round Two	Strategy Report Speech Self-evaluation	5% 7%
Speech Round Three	Strategy Report Speech Self-evaluation	5% 8%
Speech Round Four	Strategy Report Speech Self-evaluation	5% 15%
Responses to Readings	Short memos about theoretical Readings	10%
Analytical Report	Assessment of another student's progress	10%
Participation	Provide effective feedback to peers in speech rounds	5%
Final Exam		20%

USEFUL BACKGROUND

The normal prerequisite for RCM 401 is RCM 300; any additional course in rhetoric would also be helpful. As our emphasis will be on the *rhetorical* nature of public speaking, you will need to be comfortable with basic concepts of rhetorical discourse as a pragmatic and situated art. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM 300, I can provide you with copies of these readings. You will be expected to call upon these concepts both in your own speaking strategies as well as in your critique of your colleagues' speeches.

UNIVERSITY OF SASKATCHEWAN
College of Engineering

RON AND JANE GRAHAM
SCHOOL OF PROFESSIONAL DEVELOPMENT
COLLEGE OF ENGINEERING

RCM 402 (01): Interpersonal Communication & Rhetoric (T1 2015)

Dr. J. Wills   jeanie.wills@usask.ca
966-5360   Engineering 2A20.4
Office Hours: Monday 2:30 – 4:00
& by appointment

_____

DESCRIPTION

This course is a survey of foundational concepts and theories in interpersonal communication. Topics include the nature of communication, self-concept, face and politeness, ethics, listening, context and situation, human motivation, identity formation, and persuasion. The course will incorporate rhetorical theories and introduce social-scientific theories, and its goal will be to encourage students to think about the dynamic and shifting nature of human interaction, and to develop strategies for managing their own interactions in more effective ways.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

This course combines theoretical understanding with practical application, focusing on mastery of the interpersonal and relational dynamics of human interaction, particularly in a professional context. The class will be a mixture of discussion and lecture, but is highly interactive. You can expect to participate in several exercises, written and oral, designed to develop your skill in reading and responding to the relational elements in the messages and self-presentation of others. I will take attendance and will test for class content and reading material. I will also expect you to come to class prepared to discuss the readings.

OBJECTIVES

- To develop an understanding of the role of interpersonal-relational dynamics in human interaction
- To improve understanding of human motivation as it informs communication
- To understand the nature of symbolic representation
- To understand the role of situation in creating and managing relationships
- To develop skill in listening and responding to content and relation in messages
- To develop skill in managing interpersonal dynamics in professional communication
- To increase the number of interpretative strategies available in response to interpersonal communication situations

ASSIGNMENT REQUIREMENTS

Regular assignments (3-4)……………………………………………………….……………….………15 %
Icon ……………………………………………………………………………….………….……...10%
Icon Strategy report ……...……………………………………………………………….……10%
Pop quizzes ………………………………………………………………………………………..5%
Major Report……………………………………………………………………………….......25%
Final exam...35%
TOTAL……………………………………………………………….………………100%

While I hope that you will develop effective communication skills that you can use in your personal life, I will not ask or expect you to share any information that you feel would violate
your privacy. All members of the class will be expected to participate respectfully in the discussions.

CLASS PROTOCOL:
- Attendance is expected.
- Missed quizzes **CANNOT** be made up and the grade recorded will be "Zero." All quizzes must be written in class on the day they are scheduled
- DO TURN OFF YOUR CELL PHONE!. (If you are expecting an emergency call, please let me know.)
- **!!!! DO NOT TEXT DURING CLASS!!!**
- Do come to class prepared to contribute to class discussion: prepare by doing the reading
- Do not disrupt the class by coming in latebor wandering in or out during class time.

EXTENSION POLICY
I am not averse to granting extensions *if* you discuss them with me a day prior to assignment deadlines. If you do not hand in an assignment by the deadline, expect a 10% reduction per day. Assignments will be submitted on BlackBoard.

ACADEMIC DISHONESTY
This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at http://www.usask.ca/university_secretary/dishonesty.shtml> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

USEFUL BACKGROUND
The normal prerequisite for RCM 402 is RCM 300; any other courses in the RCM 400series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

TEXTS
MacLennan, Jennifer. *Interpersonal Communication for Canadians*. Toronto: Oxford UP, 2008.

Supplemental material will be available in Blackboard.

RCM 403: Professional Document Design and Editing

Ron and Jane Graham Centre for the Study of Communication
School of Professional Development – College of Engineering, University of Saskatchewan
T2 2012-2013 (Winter 2013)

Course Outline

Instructor: Burton Urquhart   **Office: 2A21.2 Engineering**
Email: burton.urquhart@usask.ca   **Phone: 966-1386**

(I'm happy to discuss any questions or concerns you have about course concepts or assignments. Please email me to set up office appointments. Alternatively, feel free to drop by my office and check if I'm available to meet with you.)

Course Description

This course briefly and broadly introduces the history and theory of technical and professional communication. A major emphasis is placed on applying this theory to the practice of professional communication. Designing, producing and formatting various genres of professional documents, adapting to various audiences, and improving style and clarity will be discussed and practised. This goal of this course is to develop your ability and judgement in making, and understanding, the rhetorical choices necessary in creating effective professional documents.

Course and Learning Objectives

- To gain greater mastery and understanding of the theory and practice of rhetorical communication
- To develop skill in understanding, identifying, and navigating the rhetorical, social, ethical, and political dimensions of professional communication
- To improve skill in producing effective professional communication, and making appropriate and effective rhetorical choices in the design and production of professional documents
- To develop skill in situational analysis, and audience analysis and adaptation

Methods and Requirements

In order to combine theory and practice in this course, we will read and discuss numerous texts (ie. articles, essays and textbook chapters) and practise the principles and concepts of effective professional communication gained from the readings by completing written assignments. Written assignments will include the production of professional documents, as well as the analysis and critique of the rhetorical strategies and design choices found in professional documents. Please come to class with the assigned readings **read**. There will also be scheduled quizzes and in-class writing exercises and a final examination.

Evaluation

Participation and professionalism   **5%**
    (based on your attendance and participation in and contribution to class discussions, your interactions with other students and me, and the professionalism you exhibit in your conduct)

Quizzes and in-class writing   **10%**
    (3-4 scheduled quizzes and in-class writing exercises)

Written assignments   **35%**
    (memos/short reports/various proferssional documents)

Final project   **20%**
    (Revision of a previously produced document, including a report on the rationale of your revisions and rhetorical strategies)

Final exam   **30%**

Texts

There is no textbook for this course. Course readings will be distributed through Blackboard.

Course topics, reading and assignment schedules and details will be announced on Blackboard.

UNIVERSITY OF SASKATCHEWAN

Ron & Jane GRAHAM CENTRE
for the Study of Communication

RCM 404 – Leadership as Communication

Term (Date)

Dr. John Moffatt
Email: john.moffatt@usask.ca
Office Hours: TBA

Office: 2A20.3 Engineering
Phone: 966-2912

OBJECTIVES

- To understand leadership as a rhetorically grounded mode of communication
- To increase skill in listening and responding to both content and relation in human interaction
- To develop skill in managing the interpersonal dynamics of leader-audience interaction
- To develop skill in recognizing and defusing conflict
- To develop skill in motivating and persuading others

DESCRIPTION

This course studies leadership as communication, and in particular as a form of rhetorical activity. Drawing on both traditional and contemporary scholarship, it will combine theoretical understanding with practical strategies for improving skill across several dimensions of the leadership dynamic: interpersonal, rhetorical, social, ethical, and political. Through reading, discussion, and a variety of practical case studies and exercises, students will be challenged to assess their own understanding and experience of leadership, in order to develop their ability to guide, motivate, and support others toward common goals.

HOURS PER WEEK   3

METHODS AND REQUIREMENTS

The class will employ a mixture of discussion and lecture, combined with demonstration and analysis of leadership communication skills through practical exercises. You can expect to participate in the discussion of a number of case studies designed to develop your ability to recognize and respond to issues that confront leaders in managing and interaction with others. Your instructor will take attendance and will test for class content in regular quizzes and on exams. You will be expected to come to class prepared.

REQUIREMENTS

Regular assignments (3 x 10%)	30%
Mid-term test	10%
Quizzes (4)	10%
Final Course Project	20%
Professionalism	5%
Final Exam	<u>25%</u>
TOTAL	**100%**

PROFESSIONALISM

5% of your grade will be based on the instructor's assessment of your professionalism as a member of the class. In this context, professional practice includes attendance, attentiveness, punctuality, and general courtesy, as well as effective management of all coursework, including both formally assigned and graded work, and informal classroom exercises.

CLASS PROTOCOL

- *TURN OFF YOUR CELL PHONE* during class time.
- Bring your course text and materials.
- DO NOT disrupt the class by coming in late, chatting, texting, reading the paper, doing homework for other courses, or wandering in or out during class time.
- Feel free to contribute relevant media items, personal experiences, or other rhetorical-leadership situations to class discussion.

EXTENSION POLICY

Late written assignments will be deducted 10% for each day they are overdue. Extensions will only be granted if you consult with me **before the due date**. If you are having problems with your assignment, please see me earlier rather than later.

USEFUL BACKGROUND

The normal prerequisite for RCM 404 is RCM 300; any other courses in the RCM 400 series would also be helpful. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's rhetorical stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work

submitted for this course – both written and oral – must be the result exclusively of your own effort.
A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and online at http://www.usask.ca/university_secretary/dishonesty.shtml> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course which is troubling you.

TEXTS

Humphrey, Ronald. H. *Leadership: Theory, Cases and Applications.* LA: Sage, 2014.

Schedule

The following is an overview of what we will be doing in the course; I will, however, reserve the right to make alterations to this schedule to accommodate the progress and needs of the class. Readings are from Humphrey, Ronald. H. *Leadership: Theory, Cases and Applications* (LA: Sage, 2014), unless otherwise indicated.

Week	Tuesday	Thursday
1	Introduction; leadership and rhetoric	Humphreys Chapter 1
2	Chapter 2, Traits-based leadership	(cont'd)
3	Chapter 3,4: Characteristics of Leaders	(cont'd) **Quiz**
4	Chapter 5: Behavioural/Gender	(cont'd) **Assignment 1 due**
5	Chapter 6, 7: Situational; Path-Goal; Leader-Member Exchange Theory	(cont'd) **Quiz**
6	Chapter 8: Affect and Emotion Chapter 9: Self-, Shared, Team Leadership	(cont'd); **Assignment 2 due**
7	Chapter 10: Authentic, Servant Leadership; Midterm Exam Review	**Midterm**
8	Chapter 11: Identity Processes	(cont'd) **Quiz**

9	Chapter 12: Authority, Power and Persuasion	(cont'd)
10	Chapter 13: Charisma, Rhetoric and Impression-Management	(cont'd) **Assignment 3 due**
11	Chapter 14: Transactional Leadership	(cont'd) **Final Quiz**
12	Chapter 15: Transformational Leadership	(cont'd)
13	Review for Final Exam **Final Assignment due**	

RCM 405 – Ethics and Technical Communication

Ron and Jane Graham Centre for the Study of Communication
College of Engineering, University of Saskatchewan
Spring 2011

Instructor: B. Urquhart   Email: burton.urquhart@usask.ca
Office: 2A21.2 (Engin) Graham Centre   Phone: 966-1386

DESCRIPTION

Because rhetorical communication is persuasive in nature and urges change in an audience's beliefs and actions, ethics are central to the study and practice of rhetoric. In order to be able to analyse and develop communication strategies to deal with ethical situations in your future careers, an understanding of how rhetoric and ethics intersect is crucial. We will gain this understanding by exploring how the academic disciplines of rhetoric (including its historical tradition) and technical communication discuss, integrate, and manage ethical issues. An emphasis will be placed on ethical concerns that arise in technical and professional communication. Common ethical systems will also be briefly introduced.

Because the study of rhetoric is both theoretical and practical, we will also examine **case studies** in technical and professional contexts to gain further understanding of ethical and rhetorical dilemmas in the technical workplace. By understanding the ethical implications of rhetoric and discussing the ethical challenges in the practice of technical communication, you will learn to apply rhetorical methods and theory to delicate situations where effective and ethical communication is required.

COURSE REQUIREMENTS

This course has a fairly heavy reading component and you will need to stay on top of the readings as they're assigned. My lectures and our class discussions will be critical to your understanding of the readings. Therefore, regular attendance and class participation is expected. **I also expect you to come to class prepared (with your assigned readings *read*).**

Your final grade will consist of:

> 15% Reading journals (2) and essay proposal
> 10% Midterm assignment (take-home "exam")
> 25% Essay (7-8 pg min.)
> 15% Quizzes (3-4)
> 30% Final exam
> 5% Participation

TEXTS

Dombrowski, Paul M. <u>Ethics in Technical Communication</u>. Boston: Allyn and Bacon, 2000.

I will also distribute additional readings in electronic format (pdf). It is your responsibility to print out the readings and bring copies to class.

CLASS PROTOCOL

DO TURN OFF YOUR CELL PHONE!

Do not disrupt the class by coming in late, or wandering in and out during class time.

Do bring a printed hard copy of each reading to class with you. You will want to assemble your readings into one binder, or folder of some sort, as we progress throughout the term.

Do bring rhetorical objects of an ethical nature (newspaper or magazine articles or editorials, ads, notes, emails) to class with you if you find things that pique your interest. We can then discuss them as a class.

EXTENSION POLICY

Late assignments will be deducted 10% for each day they are overdue. However, I am quite flexible if you have reasonable constraints *and* you see me *before* the deadline. I will not allow extensions unless you have made arrangements with me prior to the due date. If you are having a problem with your assignment, please see me <u>before</u> the work is due.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at <u>http://www.usask.ca/university_secretary/dishonesty.shtml</u> If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

Guiding Questions for RCM 405; List of Readings; Final Exam review questions (for your information)

Dombrowski, Ethics in Technical Communication

Chapter 1 – Nature of Ethics

What are some general assumptions about ethics that Dombrowski makes?
What is technical communication? (Define and discuss.)
Why is it important to study ethics, generally? Specifically, why study ethics in a context of rhetoric and technical communication?
How is ethics both a personal and a social matter? Define ethics.

Chapter 2 – Survey of Ethics in Communication and Rhetoric

How is ethics and rhetoric linked?
Summarise, or identify key features of, each of the theorists' position on ethics.
Which category of normative ethics might Plato and Socrates fit into? Aristotle?
What is social constructionism?
How is this point of view linked to ancient Greek times and the Sophists?
How did the Sophists characterise language, especially in relation to ethics and rhetoric?
Describe how the Sophists and Plato views on rhetoric and ethics differ.
How do the modern theorists' (including Perelman, Burke, Weaver, and Foucault) view ethics, rhetoric, and language?

Chapter 3 – The Ethics Tradition

How does Aristotle view ethics? How does his conception of ethics fit into his system of rhetoric?
What are a couple features of Kant's ethics? What are the paradoxes inherent in his system? Why is his understanding of ethics important for ethics in technical communication?
What is utilitarianism? What relationship does it have to the rise of science and industrial technology? How do some feminists view ethics?
What is an "ethics of care"?
* The section on other views of ethics (p. 65-74) will *not* be covered in the exam.

Chapters 4-7 – Case Studies

Be able to identify some of the key issues presented in these chapters concerning the intersections between ethics, rhetoric, technical communication, and science. Also be able to discuss the uses of language and the rhetorical analyses of technical documents that Dombrowski provides.

Fieser – Ethics (from the Internet Encyclopedia of Philosophy)

3 areas of study in ethics: metaethics, normative, applied
Focus on the three types of normative ethics: virtue, duty, and consequentialist
Recall the charts we assembled as we discussed this article.

Ornatowski – Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing

What is Ornatowski's purpose and thesis in this article?
Why is the typical or original conception of technical communication problematic?
What are the incompatible claims inherent in this view?
What are two premises that Ornatowski presents in order to "find a way towards dealing with the problem of ethics realistically and effectively" in technical communication?
Explain bureaucracy and bureaucratic rationality.
Explain the title of the article and its significance.

Crowley – Ethical Proof

What is ethical proof?
What are the two kinds of ethical proof that Aristotle identifies?
What are three ways that Aristotle argues we can make ethical mistakes?
What are three ways things we can do to make sure we don't commit these mistakes?
Explain voice and rhetorical distance.
What is situated ethos? How is it different from invented ethos?
What is a key concept that Crowley discusses in her description of situated ethos?

Griffin – When Do Rhetorical Choices Become Ethical Choices?

What does Griffin mean by "fittingness"?
What is the difference between ethos and ethics?
Explain rhetorical choices. What does one judge when making a rhetorical choice? What are the two "grounds for evaluating rhetorical choices"?
What are ethical choices?
Describe rhetorical-ethical choices.
Be able to describe the differences between these three types of choices.
What is role commitment, especially in giving expert advice?
Explain rhetorical commitment (include a discussion of "performatives" and "intensity of purpose"). What are two steps that are useful in determining how to help technical writers improve their communication? (1. making word choice decisions to "give a sentence performative force" or "using performatives to establish intention" and 2. determining "who benefits from the doing of the action indicated by the performative")

Jones – A Question of Ethics: Materials and Methods

Be able to summarise the ethical nature of this seemingly neutral report section.

UNIVERSITY OF SASKATCHEWAN

Ron & Jane
GRAHAM CENTRE
for the Study of Communication

RCM 407: Rhetorical Editing

DETAILED COURSE OUTLINE (Date, Term)

Professor: Dr. John Moffatt
Phone: 966-2912
Office #2A20   Office Hours: TBA
john.moffatt@usask.ca

OBJECTIVES

• To deepen understanding of the structure and nature of natural languages—and in particular of the English language.
• To understand how linguistic choices shape and constrain professional communication.
• To acquire sufficient technical mastery to discuss and critique issues of style and usage.
• To understand the political and cultural implications of the concept of "standard" English.
• To cultivate skill in analytical thinking in the preparation and reception of messages.

DESCRIPTION

This course examines the structure of present-day English as spoken and written in contemporary Canada, with an emphasis on the idea of "standard" English in a professional context. Students will acquire the necessary technical vocabulary to discuss and critique issues of acceptable style and usage in their speech and writing, particularly with respect to word formation, sentence structure, and word choice. The course will provide students with an awareness of the linguistic options available to them in the practice of clear and effective communication.

HOURS PER WEEK: 3

METHODS AND REQUIREMENTS

Through lecture, group discussion, and exercises, students will combine a theoretical understanding of language structure with the practical application of the linguistic structure of English, particularly as it influences the effectiveness and clarity of professional communication. Students will prepare and discuss, on a weekly basis, a variety of written documents, and will participate in the critical appraisal of the messages of others. I will take attendance and will test for class content on exams. I will also expect all students to come to class prepared.

REQUIREMENTS

Regular term assignments and quizzes (see details below)…………... 50%
Major assignment 20%
Final exam 30%
TOTAL 100%

USEFUL BACKGROUND

The normal prerequisite for RCM407 is RCM300; any other courses in the RCM400-series would also be helpful. At a minimum, students should be familiar with the Aristotelian modes of appeal (ethos, logos, and pathos), and with Bitzer's concept of the rhetorical situation. The course will emphasize the role of language structure in establishing and maintaining relationship with the audience of a written message.

TEXTS

Handouts provided by instructor and/or posted on BlackBoard. I will also recommend reference texts you may wish to consult.

Students should have access to a good Canadian dictionary of the English language. I prefer the *Oxford Canadian*, but the *Gage Canadian* is a reliable and inexpensive text.

ASSIGNMENT DESCRIPTIONS

Regular Term Assignments   **50%**
Includes*:*

Review Quizzes (4):   10%
Short answer, definitions, structure identification and corrections

Short Assignments (4):   20%
Take-home assignments, including 2 annotated memos (1-2 page memos on a professional theme, accompanied by a page of commentary on the language structures used in the memos), and 2 short text analyses (identification and discussion of language structure in examples of professional writing). *Detailed instructions to follow*.

Midterm Examination: 15%
Structural identification and correction; short text analysis
In-class

Discussion Assignments/*Participation/Professionalism*   5%
Provision of examples from your own writing and from published sources, with commentary on nature of structural issues to be addressed in class discussion. Examples must be provided 24 hours in advance of scheduled discussion; schedule will be circulated in mid-January.

Annotated Report: **20**%
Semiformal report of roughly 3-4 pages on professional topic of your choice (subject to instructor approval), accompanied by a detailed analysis of the language structures used to convey your information. *Detailed instructions to follow*. Due on last class.

Final Examination: **30**%
Definitions, identification of structures, composition of sentences according to specification, short text analysis. **Date TBA**.

COURSE TOPICS/ASSIGNMENT DUE DATES

All assignments are due on the Thursday class of each week unless otherwise indicated.

Week 1   Introduction to language structure; Phonology (sound structure);
Morphology (word formation); Syntax (word order); Semantics ("meaning").

Week 2   Introduction (cont'd); Words and Word Classes; Morphology.

Week 3   Sentence Structure and Sentence Patterns; **Review quiz Tuesday**.

Week 4   Verbs. **Annotated Memo 1 due**.

Week 5   Coordination and Subordination. **Review quiz Thursday**.

Week 6   Cohesion. **Text Analysis 1 due**.

Week 7   Cleft structures.

Week 8   Structure and Voice. **Annotated Memo 2 due.**

Week 9   Word choice: Adverbials. ***In-class midterm exam Thursday***.

Week 10   Word choice: Adjectivals. **Review quiz Thursday.**

Week 11   Word choice: Nominals. **Text Analysis 2 due**.

Week 12   Punctuation review. **Review quiz Thursday**.

Week 13   Final review. **Annotated report due.**

RCM 408: Rhetorical Composition

Instructor: Corey A. Owen
Office: Engineering 2A20.5 (Office hours: TBA)
Phone: 966-1855
E-mail: corey.owen@usask.ca

Calendar Description:
The written word is the basic currency of both the academic and industrial economies. Not only must professionals write reports and proposals for communities of their peers, but they must also communicate often with non-specialist audiences. This course equips students with classical and contemporary rhetorical principles in order to help them appreciate the purpose, audience, and constraints of the rhetorical situation. It then provides them with various contexts for practicing descriptive, expository, narrative, and persuasive elements of academic, professional, and technical writing, all of which types they may expect to encounter during the course of their careers as students and professionals. **Note**: This course does not provide specialised instruction for ESL students

Course Outcomes:

At the end of this course, students will have:
- a stronger understanding of the rhetorical situation
- an awareness of the various genres of writing
- an ability to compose messages according the requirements of the various genres of writing
- an improved ability to apply the principles of grammar and punctuation
- a stronger comprehension of, and capacity to determine, the structural requirements of effective composition
- considerable practice adapting technical information for non-specialist audiences
- more effective editing and critiquing skills.

Evaluation:
Evaluation will consist of six short writing assignments, five of which will receive a grade, one long writing assignment, class participation, and a final exam. **Regular attendance and participation are essential for your success in this course.**

Assignments 2-5: 10% each
Assignment 6: 30%
Final Exam: 20%
Participation: 10%

N. B. Your participation grade will be determined by three criteria:
1. Regular attendance and contributions to class discussions

2. The class discussion you lead
3. The selection of an article for discussion in class (**optional)**
4. The quality of your presentation at the end of the term

Required Texts:
Kane, Thomas S., Leonard J. Peters, and Maurice R. Legris. *Writing Prose: Techniques and Purposes*. 3rd Ed. Toronto: OUP, 2003.

Keith, William M. and Christian O. Lundberg. *The Essential Guide to Rhetoric*. Boston: Bedford/St. Martin's, 2008.

Recommended Text:
Messenger, William E., Jan de Bruyn, and Ramona Montagnes. *The Concise Canadian Writer's Handbook*. Toronto: OUP, 2009.

OR

Messenger, William E., Jan de Bruyn, and Ramona Montagnes. *The Canadian Writer's Handbook*. 5th Ed. Toronto: OUP, 2007.

Anticipated Schedule (subject to modification)**:**
Wednesday, September 3rd: **Introduction**
Friday, September 5th: Booth (RCM 300 textbook); Keith 1-10 and 35-40

Monday, September 8th: Bitzer (RCM 300 textbook); Keith 11-31
Assignment #1 due (self-introductory memo)
Wednesday, September 10th: the Process of Composition
Friday, September 12th: Tools of Writing: Punctuation, Metaphor, and Perspective

Monday, September 15th: (**Tools of writing**) Thomas 441; Iyer 86
Wednesday, September 17th: Rushin 444; Branden 446; Keith 62-70
Friday, September 19th: Zinsser 437; Sanders 424

Monday, September 22nd: (**Description**) Berton 300; Twain 305
Wednesday, September 24th: Orwell 317
Friday, September 26th: Schneider 321; Wilkins 356 (discussion led by a student)

Monday, September 29th: (**Definition**) Haig-Brown 184; Anderson 187
Asssignment #2 due (circulate your assignment among your classmates)
Wednesday, October 1st: Fairlie 190 (discussion led by a student)
Friday, October 3rd: Grady 196; Forster 181

Monday, October 6th: Discuss description assignments
Wednesday, October 8th: Discuss description assignments
Friday, October 10th: (**Narration**) Boyle 399

Monday, October 13th: **Thanksgiving Holiday**
Wednesday, October 15th: White 411 (discussion led by a student)
Assignment #3 due
Friday, October 17th: Atwood 364

Monday, October 20th: (**Exposition**) Tuchman 4; Grady 7
Wednesday, October 21st: Davidson 18 (discussion led by a student)
Friday, October 24th: Johnston 31
Assignment #4 due (circulate your assignment among your classmates)

Monday, October 27th: Vontobel 40; Myers 69
Wednesday, October 29th: Weissman 75 (discussion led by a student)
Friday, October 31st: Sagan 117

Monday, November 2nd: Long 144
Wednesday, November 4th: Allen 155 (discussion led by a student)
Friday, November 6th: Discuss narration assignments
Assignment #5 due

Monday, November 10th: **Break Week**
Wednesday, November 12th: **Break Week**
Friday, November 14th: **Break Week**

Monday, November 17th: Discuss narration assignments
Assignment #6 due
Wednesday, November 19th: (**Argument/Persuasion**) Keith 47-50
Friday, November 21st: Harlow 208; Taylor 291 (discussion led by a student)

Monday, November 24th: Trefil 228; O'Rourke 246
Wednesday, November 26th: **Student Presentations**
Friday, November 28th: **Student Presentations**

Monday, December 1st: **Student Presentations**
Wednesday, December 3rd: **Student Presentations**
Friday, December 5th: REVIEW

Plagiarism:
Please familiarize yourself with the University's policies concerning plagiarism
(http://www.usask.ca/secretariat/student-conduct-
appeals/StudentAcademicMisconduct.pdf).

N.B. Please be sure to turn off your cell phone before class!

UNIVERSITY OF SASKATCHEWAN

Ron & Jane GRAHAM CENTRE for the Study of Communication

Instructor: Dr. J. Wills

Office #2A20.3 Graham Centre, Engineering

jeanie.wills@usask.ca

Phone: 966 - 5360

Office Hours: M 1- 2:30

& 3:30 – 4:30

OBJECTIVES

- To gain greater mastery and understanding of the theory and practice of rhetorical communication
- To learn how rhetorical skills translate into negotiation skills
- To introduce fundamental elements of the negotiation process
- To foster understanding of the human and psychological processes that underpin negotiation
- To become familiar with negotiation styles
- To understand role of interpersonal and intercultural communication in negotiation

DESCRIPTION

Using rhetorical theories and methodologies, as well as organizational models, this course introduces students to effective negotiation as rhetorical practice. Designed to foster a rhetorical understanding of the most fundamental elements of the negotiation process, the course teaches theories of identification and common ground as well as persuasion, power, and ethics. It focuses on the tools necessary to examine communication processes and motivations that underpin the principles of negotiation, and it teaches how to do a rhetorical analysis of the negotiation context and audience as well as how to do strategic planning. The course also recognizes the interrelationship between language theories and the ability to frame negotiation communication. The ability to conduct research will be crucial to your success.

HOURS PER WEEK   3

METHODS AND REQUIREMENTS

The course assignments consist of response papers, a research project, a group presentation, and a final exam; in addition, a portion of your mark will be assigned based on professionalism, which includes attendance, participation, and the ability to meet deadlines. Since developing understanding and skill in negotiation will depend on practice, you will be asked to participate in negotiation scenarios with the rest of the class. You will also be required to read the course materials as they are assigned. You are expected to have the readings done before the class in which they will be discussed.

REQUIREMENTS:

Regular assignments	20%
Major research paper (8-10 pages)	20%
Group presentations..	25%
Professionalism	5%
Final Exam	30%

ASSIGNMENT POLICY

- Assignments are generally due in class on their due dates.
- If an assignment is late, you may not receive the benefit of my comments, and marks will be deducted at a rate of 10% per day unless you have requested and been granted an extension.
- In addition, if an assignment is more than three (3) days late (and you have not asked for and been granted an extension), the assignment will receive an automatic zero (0).
- It is your responsibility to follow instructions on the assignments and make use of scholarly sources as directed. If you DO NOT know how to do research, take notes, cite material, visit a U of S library branch, the U of S main library website, or the University Learning Centre to seek help.
- It is your responsibility to make use of the "Assignment Requirements Sheet" that I have provided which clearly outlines MINIMUM expectations for your work.

Professionalism

- The mark for Professionalism will be based on attendance, participation, courtesy, punctuality, and the ability to meet deadlines.

ATTENDANCE

This class in negotiation will depend heavily on class discussion, and you will be asked to participate in class negotiation exercises, so attendance is expected.

CLASS POLICY

Cell phones **MUST BE** turned off and kept out of sight! **No texting**, no computers, no recording devices. If you have questions about any of these policies, please come and see me. If there is some pressing need for you to have your cell phone visible, such as that you are expecting a call regarding a family emergency, please let me know before class. If you text in class, expect your professionalism mark to reflect your lack of professionalism and courtesy.

USEFUL BACKGROUND

The normal prerequisite for RCM 409 is RCM 300; any additional course in rhetoric would also be helpful, particularly RCM 402 Interpersonal Communication. Because our emphasis will be on the *rhetorical* nature of negotiation, you will need to be comfortable with basic concepts of rhetorical discourse as a pragmatic and situated art. At a minimum, you should be familiar with the concepts of ethos, logos, and pathos (the Aristotelian modes of appeal), Bitzer's concept of the rhetorical situation and Booth's Rhetorical Stance. If your memory of these concepts is not clear, please be sure to review them thoroughly as soon as you can (and as often as needed). If you did not take RCM 300, I can provide you with copies of these readings.

ACADEMIC DISHONESTY

This course has a zero-tolerance policy for cheating. What this means is that all work submitted for this course – both written and oral – must be the result exclusively of your own effort. A confirmed plagiarism will result in an immediate "0" for the assignment and your case will be pursued to the full extent of university policy. The policy allows for additional severe penalties, including a grade of "0" in the course, a permanent note on your transcript – even expulsion from the university. If you do not understand what plagiarism is, you should acquaint yourself with the university's policy and definition, contained in your calendar (under Student Rights, Discipline, and Appeals) and on-line at http://www.usask.ca/university_secretary/honesty/. If you are feeling overwhelmed by an assignment and are not sure what is expected of you, don't resort to this approach. PLEASE come to see me. I will be happy to help you with any part of the course that is troubling you.

TEXTS

Various journal articles and book chapters will be posted on Blackboard.

RECOMMENDED

A writing guide.

COURSE TOPICS/MAJOR READINGS/ASSIGNMENT DUE DATES

A week-by-week outline will be posted. The outline is tentative and will be updated as the class progresses.

Ron & Jane GRAHAM CENTRE
for the Study of Communication

COURSE OUTLINE

COURSE TITLE: **Rhetorical Mentorship**
COURSE CODE: **RCM 495**
TERM: **Winter 2015**

Instructors

Debbie Rolfes
Engineering 2A20.6
966-2893
debora.rolfes@usask.ca

Corey Owen
Engineering 2A20.5
966-1855
corey.owen@usask.ca

Course Description

In this course, students will further develop their understanding of rhetorical and learning theory, and will work collaboratively, under the supervision of the instructors, to apply the rhetorical skills they have learned in this class, and other Rhetorical Communication classes, in order to complete a mentorship project. Students, working in groups, will propose their project, implement (at least partially) their project, write a report on their project, deliver a PowerPoint presentation on the report, and participate in peer assessment. Suggested projects include mentoring students in RCM 300, or researching the culture of a particular professional organization or corporation and organizing a students' group that aims to prepare students for such an environment. In addition, students will be responsible for preparing and presenting a seminar on selected readings.

Learning Outcomes

Students completing this course will be able to:

1. Understand rhetorical and learning theory as it applies to professional communication
2. Apply these bodies of theory in group-work and in mentoring situations
3. Exhibit peer-mentoring skills
4. Work effectively and efficiently in collaborative professional environments
5. Exhibit advanced oral and written communication skills

Evaluation

Evaluation will consist of a seminar presentation, a proposal, progress report, final report, PowerPoint presentation, and peer assessment. (A student must participate in the presentation to receive any marks for the assignment.)

Seminar Presentation	5%
Proposal:	10%
Annotated Bibliography:	5%
Progress Report:	10%
Report:	40%
Final PowerPoint presentation:	20%
Peer Assessment:	10%

Attribute Mapping:

Level of Performance‡

Learning Outcome	Attribute†											
	A1	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**A11**	**A12**
1						1	1	1				1
2						4	4	4			4	4
3						4	4	4			4	4
4						4	4	4			4	4
5						4	5	4				

†Attributes:
A1 A knowledge base for engineering
A2 Problem analysis
A3 Investigation
A4 Design
A5 Use of engineering tools
A6 Individual and team work
A7 Communication skills
A8 Professionalism
A9 Impact of engineering on society and the environment
A10 Ethics and equity
A11 Economics and project management
A12 Life-long learning

‡Levels of Performance:
1 - **Knowledge** of the skills/concepts/tools but not needing to directly apply them to solve problems.
2 - **Using** the skills/concepts/tools to solve directed problems. (*"Directed" indicates that students are told what tools to use.*)
3 - **Selecting** the skills/concepts/tools to solve non-directed, non-open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have a definite solution.*)
4 - **Applying** the appropriate skills/concepts/tools for open-ended problems. (*Students have a number of S/C/T to choose from and need to decide which to employ. Problems will have multiple solution paths leading to possibly more than one acceptable solution.*)

The following pages contain letters of support, as well as a signed "Consultation with the Registrar" form, from the following individuals:

- Consultation with the Registrar Form;
- College of Engineering (Dr. Bruce Sparling, Associate Dean Academic);
- School of Professional Development, College of Engineering (Dr. John Moffatt, Director); and
- Department of English (Dr. Lisa Vargo, Department Head)

MEMORANDUM

TO: Bruce Sparling, interim associate dean academic, College of Engineering
             Richard Evitts, director, Ron and Jane Graham School of Professional Development

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: March 10, 2015

RE: **Planning and priorities committee response:**
             Notice of Intent for a Certificate of Proficiency in Professional Communication
             Notice of Intent for a Certificate of Proficiency in Engineering Entrepreneurship

_____

Thank you again for attending the planning and priorities committee meeting on February 4, 2015, to present the notice of intent for a Certificate of Proficiency in Professional Communication and a Certificate of Proficiency in Engineering Entrepreneurship within the College of Engineering.

The committee recognizes the efforts of the college to mount the two certificate programs as a reconceptualization of the existing program options in entrepreneurship and professional communication. The intent is to increase enrolment by enhancing the visibility of the two programs and to raise program quality. The Certificate in Professional Communication also responds to The Association of Professional Engineers and Geoscientists (APEGS) request to enhance communication skills of practicing engineers by enabling them to take the certificate for professional development credits. The planning and priorities committee supports the college's goals in this regard.

A concern of the committee is whether the classes comprising the Certificate in Professional Communication could be offered at a time of day when practicing engineers could realistically take them (i.e., in the evenings or on weekends), based on the fact that the college intends to initially offer the certificate to its own undergraduate students, and then, if there is sufficient demand and tuition revenue, it will offer additional sections of courses. Further thought and communication with the college's professional association body regarding facilitating the registration of professional engineers in the certificate program is suggested.

I wish you the best as you proceed to develop the full program proposal for these programs. Please do not hesitate to contact me if you have any questions.

Kind regards,

_____
Lisa Kalynchuk

c   Ernie Barber, interim provost and vice-president academic
        Georges Kipouros, dean, College of Engineering
        Roy Dobson, chair, academic programs committee of Council
        Russell Isinger, registrar and director of student services

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Certificate of Proficiency in Professional Communication and Termination of Professional Communication Option

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate? Yes [X] No [ ]

   Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

   Certificate in Professional Communication [CPC]

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

   Degree level

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

   Certificate in Professional Communication [CPC]

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

   Engineering

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

   0000 [Undeclared]

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program? Yes [X] No [ ]

   Is an existing program being revised? Yes [ ] No [X]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Certificate in Professional Communication [CPC]

3 What is the name of this new program?

Certificate in Professional Communication [CPC]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

Engineering [EN] / School of Professional Dev [SPD] (built in Banner in 2014)

6 Is this a replacement for a current program? Yes [X] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

Transferred to new program, will be given option, 36 currently in program

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes [ ] No [X] Revised [ ]

   If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes [ ] No [X] Revised [ ]
   If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes [ ] No [X]
   Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 6: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?   Yes [ ] No [ ]
   If NO, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

Available to students enrolled in any degree program, student could be taking this at the same time as another degree

2 What term(s) can students be admitted to?

September or January

3 Does this impact enrollment?

Slight increase

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Refer to the School of Professional Development, College of Engineering

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

June 30 and November 15

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

High school completion, RCM 300 or equivalent

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

Average solely, ranked competition, minimum 60%, 35 to 50 students, 60 cu completed of post-secondary towards a degree

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Post-secondary

10 What is the application process? (IE. Online application and supplemental information through the Admissions Office or sent to the College/Department?)

Online and through Admissions Office

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions Office in consultation with College

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Standard

Section 8: Tuition Information

1 How will tuition be assessed?

Per Course	
Per Credit Unit	
Program Based	
Standard Term	
Other *	
Current Set-Up	X

* See attached documents

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?

3 If program-based, will students outside the program be allowed to take the classes?

4 If YES, what should the per credit fee be?

NOTE: RCM 400 to 409 courses attract tuition at the TC07 rate

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

No

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

No

2 When is the first class expected to graduate?

Fall 2016

3

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201605 [May 2016]

2 Are students required to do anything prior to the above date?   Yes ☐ No ☒
If YES, what and by what date?

Section 12: Registration Information

1 Will students register themselves? Yes [X] No [ ]

If YES, what priority group should they be in?

Will be determined by Registrarial Services

Section 13: Academic History Information

1 Will instructors submit grades through self-serve? Yes [X] No [ ]

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes [X] No [ ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended? Yes [?] No [ ]

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Program Termination

1 Is this a program termination? Yes [X] No [ ]

If yes, what is the name of the program?

Professional Communication Option [PCO] on the BE [Bachelor of Sc Engineering] and EPIP [EN Professional Intern Prog] programs

2 What is the effective date of this termination?

201605

3 Will there be any courses closed as a result of this termination? Yes [ ] No [X]

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes [X] No [ ]

If yes, will they be able to complete the program?

New program or given option to complete

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Spring 2016

Section 17: SESD - Information Dissemination (internal for SESD use only)

	Yes	No
1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?		
2 Has SESD, Admissions, been informed about this new / revised program?		
3 Has CGSR been informed about this new / revised program?		
4 Has SESD, Transfer Credit, been informed about any new / revised courses?		
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?		
6 Has the Library been informed about this new / revised program?		
7 Has ISA been informed of the CIP code for new degree / program / major?		

SIGNED

Date: *April 14, 2015*

Registrar (Russell Isinger): *Russell Isinger*

College / Department Representative: *B. Sparling*   APR 2 8 2015

8 of 9

FACULTY COUNCIL

MINUTES
November 27, 2015
9:30am
Engineering 2C01

CHAIR:	C. Hawkes
PRESENT:	M. Aghbolaghy (EGCC), O.-D. Baik, W.-J. Chang, D. Cree, B. Daku, R. Evitts, C. Hawkes, G. Hussey, J. Kells, S.B. Ko, J. Labrecque (SESS), Y.H. Lin, D. Lynch, S. Maw, K. McPhedran, D. Milne, J. Moffatt, C. Niu, S. Noble, N. Osgood (A&S-CompSci), C. Owen, A. Phoenix, R. Retzlaff, D. Rolfes, H. Soliman, J. Soltan, B. Sparling, D. Sumner, D. Torvi, S. Vanderby, L. Wegner, R. Welford, J. Wills, L. Zhang
GUESTS:	D. Gaudet
REGRETS:	S. Alam, G. Ferguson, L. Klassen (GeoE UG SS), M. Nemati, A. Odeshi, G. Patrick (A&S M&S), K. Wahid, H. Wang, K. Willoughby (ESB)
SECRETARY:	H. Balaberda

AGENDA ITEM			SUPPORTING DOCUMENTATION
1	**Approval of Agenda** – *C. Hawkes (Chair)*		*9:35am*
	MOTION: To approve the agenda of November 27, 2015. Seconded: S. Maw		***CARRIED***
2	**Approval of Prior Minutes** – *C. Hawkes(Chair)*		
	MOTION: To approve the minutes of October 5, 2015. Seconded: S. Noble		*2.a. Draft minutes from CoE Faculty Council October 5, 2015* ***CARRIED***
3	**Items Arising from Prior Minutes** – *C. Hawkes(Chair)*		
	a.	**May 11, 2015 – Approval of Graduand Process** – *Nominations & Bylaws Committee* *-Return to faculty council once the approval of graduands process is reviewed and an alternative process is identified and revised in the constitution.* It was recommended that the Nominations & Bylaws Committee review the current process for approving graduands in the College of Engineering Constitution and identify an alternative approval process for future years in the event quorum is not reached in a meeting. It was suggested that this approval process takes place electronically, or the authority is delegated to the Associate Dean Academic.	***ACTION ITEM: Nominations & Bylaws Committee*** STATUS: In progress; return to Faculty Council at the 1st term two meeting
4	**New Business**		
	a.	**Program Proposal – Certificate in Professional Communication** – *J. Moffatt* *~For decision~* The School of Professional Development is proposing to convert the current Professional Communication Option into a certificate of proficiency program. This requires the creation of a new program: the Certificate in Professional Communication.	*4.a. Program Proposal – Certificate in Professional Communication (attached as separate document)*

Offering a certificate program allows for several benefits:
- Students from other colleges can receive the certificate with their degree – previously there was no official recognition for these students.
- Additional flexibility – the program is now open to those who have already completed their Engineering program.

Questions and discussion regarding the certificate followed. A question was raised if 7 faculty members are sufficient for the program going forward. It was indicated that in the short term, 7 are sufficient, and as the scope and revenue of the program grows, additional sessionals may be hired. This remains an ongoing discussion and SOPD will be making delivery adjustments.

MOTION: To recommend to University Council the establishment of a certificate of proficiency program entitled the "Certificate in Professional Communication Program".
Moved: J. Moffatt
Seconded: D. Lynch

CARRIED

b. **Policy Proposal – Academic Accommodation Policy** – *B. Sparling*
~For decision~
The Student Academic Affairs Committee has reviewed and approved a college-level policy which governs deferred, special-deferred, supplemental, and special—supplemental examination applications in the college. This is part of SAAC's ongoing process of formalizing academic policies.

4.b. Examination Accommodation Policy – DRAFT

Highlights of the policy were provided. Changes from the existing process include that the instructor is notified of the application and has an opportunity to provide feedback to the Associate Dean Academic before the deferred exam is granted, and a college medical form asks for more specificity in the doctor's opinion. The application form also indicates if a student sat for the initial exam or not.

Brief discussion of the new process followed, including a few suggestions for improvements to the application form: that the form clearly state that students found to be providing untruthful information will be referred to the Academic Misconduct and Appeals Committee, and that SAAC consult doctors for feedback on the form.

MOTION: To approve the college-level Academic Accommodation Policy and its implementation, effective immediately.
Moved: B. Sparling
Seconded: J. Moffatt

CARRIED

5	**CoE Faculty Council Committee Updates**	
	No updates were provided at this meeting.	
6	**CoE Student Society Updates**	
	SESS	
	– The Winter Formal is November 27 at the Farmers' Market.	
	EGCC	
	– A Graduate Town Hall will be held in January 2016.	
	– A social for graduate students will be held in February 2016.	
7	**Question/Comment Period** – *C. Hawkes (Chair)*	
	As of September 1, 2016, the Department of Civil and Geological Engineering will become the Department of Civil, Geological and Environmental Engineering. This change was approved at University Council on October 22, 2015.	
8	**Next Meeting**	
	March 2, 2016 10:00am Engineering 1C70	
9	**Meeting Adjourned** – *C. Hawkes (Chair)*	*10:18am*

UNIVERSITY OF
SASKATCHEWAN

❖ Ron and Jane Graham School of Professional Development
College of Engineering
2A20 - 57 Campus Drive   Saskatoon Saskatchewan S7N5A9   Canada
Ph: 306-966-7830
Email: graham.centre@usask.ca   Web: http://engineering.usask.ca/

October 7, 2015

I am pleased to write this letter to indicate that the Ron and Jane Graham School of Professional Development, College of Engineering supports the establishment of the Certificate in Professional Communication (CPC). The CPC, as a credential recognizing students' proficiency in key communication skills necessary to success in professional life, builds on the foundation of the Professional Communication Option (PCO) which it replaces, in a form intended to be accessible to students from other Colleges and also to working professionals. The CPC thus also represents an important step in the Graham School's efforts to fulfil its mandate to offer high quality communication training to the academic and professional communities.

Sincerely,

John Moffatt
Acting Director

28 July, 2015

Dr. Bruce Sparling
Associate Dean Academic
College of Engineering

Dear Associate Dean Sparling,

I am writing a letter of support for the Graham Centre's program proposal for an Undergraduate Certificate of Proficiency in Professional Communication. The proposal was shred with the Department of English and I met with Dr. Corey Owen about the proposal in early July. I then shared the proposal with the Department of English Undergraduate Chair, Dr. Wendy Roy. As it is summer we were not able to consult with the Department Undergraduate Committee, as would be our practice during the fall and winter, but do not feel that this well-considered proposal would cause concern. Dr. Roy and I agree that it makes good sense to move the present Professional Communication Option (PCO) to a Certificate of Proficiency. It offers students the opportunity for better recognition for the skills gained and offer students outside of the College of Engineering the opportunity to access the program. It does not overlap with any course offerings in the Department of English. The proposed Certificate in Professional Communication might well enhance a Degree in English, so we would welcome further information as the proposal moves through the appropriate channels towards adoption.

I am happy to supply any further comment should you require it.

Yours sincerely,

Lisa Vargo
Professor and Head of Department

November 9, 2015

Dear Dr. Moffat

Please consider this a letter of support for the program proposal for the Certificate in Professional Communication program for the College of Engineering at the University of Saskatchewan. My comments are based upon my review of the program proposal submitted to me via email on October 30, 2015.

It is clear in the rationale that the scope of the program will help to fulfill a niche that allows the College of Engineering to better meet the needs of undergraduate and post-graduate students, as well as offer a mechanism for professional growth and service to traditional and non-traditional public and private sector markets. Those students who work on these kinds of skills will be better served with the formal recognition that a Certificate provides. The College benefits from the creation of the relevant and timely professional development opportunities it can now provide to the public and private sector.

The provision of a less restrictive open registration to undergraduate students enrolled in any undergraduate degree program at the University of Saskatchewan provides for access and opportunity to larger and more diverse enrolments. The program also aligns with current vision and programming aspirations of the College of Engineering and the University of Saskatchewan.

It is apparent that the design of the program will not incur significant additional costs given that courses have been created and offered within an existing structure. The College of Engineering is primarily "repackaging" existing opportunities in order to better market the collection of courses, to provide for a larger enrolment opportunity, and to serve industry partner needs in a targeted, more nimble, fashion.

All the best to the College of Engineering in its efforts to strengthen and innovate its program possibilities.

Sincerely,

Dr. Dawn C. Wallin
Associate Dean, Undergraduate Programs, Partnerships and Research

From:	Mahoney, Noreen
To:	Martin, Christopher
Subject:	RE: Feedback Request - Certificate in Professional Communication Program
Date:	Wednesday, November 11, 2015 4:54:11 PM
Attachments:	image006.png
	image007.png
	image008.png
	image009.png
	image010.png
	image011.png
	image012.png

Hi Christopher,

I have read your attached proposal and commend you on an excellent document. This is well researched and articulated. I have no objection to your proposal and wish you success in implementing the Certificate.

If I can be of any assistance please let me know.

Kind regards,
Noreen

Noreen Mahoney, MBA, CPA, CA
Associate Dean, Students & Degree Programs

Edwards School of Business | University of Saskatchewan
PotashCorp Centre | 25 Campus Drive | Saskatoon, SK S7N 5A7
edwards.usask.ca | T 306.966.2556 | F 306.966.2514

From: Martin, Christopher
Sent: Friday, October 30, 2015 10:08 AM
To: Mahoney, Noreen <mahoney@edwards.usask.ca>
Cc: Moffatt, John <gjm613@mail.usask.ca>
Subject: Feedback Request - Certificate in Professional Communication Program

Good morning Dr. Mahoney:

My name is Christopher Martin. In my current capacity, I am the Academic Programs Coordinator

for the College of Engineering at the University of Saskatchewan. I am writing to you today on behalf of Dr. John Moffatt, Director of the School of Professional Development, College of Engineering.

In late 2014, the School of Professional Development began investigating ways of improving access to the existing Professional Communication Option offered in the College of Engineering, as well as ways of providing graduates of the program with enhanced recognition for completing the program. In early 2015, the unit determined that converting the existing academic option into a standalone certificate of proficiency program would meet this objective. In turn, a program proposal has been developed (attached) for university consideration.

Prior to submitting the proposal for a *Certificate in Professional Communication program* to the Academic Programs Committee of Council in December 2015, I am contacting various units across campus who may have a stake or concern in the program proposal. In doing so, it is my hope to solicit either a letter of support from each stakeholder or address any concerns that arise prior to November 15, 2015.

At your earliest convenience, can you please respond to this email and indicate if you either support or have any concerns with the proposed development of the Certificate in Professional Communication program?

Should you have any questions, comments, or concerns, please do not hesitate to contact Dr. John Moffatt (john.moffatt@usask.ca) or myself directly.

I hope all is well on your end and look forward to your response.

Sincerely,

☐ **Christopher Martin, BBA**
Academic Programs Coordinator
College of Engineering
Ph: (306) **966-3201**

From:	Kowalski, Kent
To:	Martin, Christopher
Cc:	Moffatt, John
Subject:	RE: Feedback Request - Certificate in Professional Communication Program
Date:	Thursday, November 12, 2015 3:59:41 PM
Attachments:	image001.png
	image002.png
	image003.png
	image004.png
	image005.png

Hi Christopher,

Thank you for the email and opportunity to provide feedback. The College of Kinesiology is, in principle, highly supportive of your program proposal; as it seems to have much to offer many students across campus, including our students.

We do have a couple of quick questions that we hope are considered moving forward for future discussion:

1. Is there the possibility in the future to explore the potential option of having Professional Communication offered through your program as a minor for students in the College of Kinesiology? This would obviously require some significant curriculum discussions within our own college prior to formally pursuing, but we do wonder if that might be an opportunity through this program from your perspective?

2. Historically, I believe that there was a section of RCM 300 reserved for Kinesiology students (with any remaining seats not filled released to other students). Would this opportunity still be available to us in the current plan?

Needless to say, neither of the above questions have a significant impact on your current program proposal; but we do hope that they are considered either prior to formal approval or in future discussions as the program evolves.

Thank you again.

Kent

From: Martin, Christopher
Sent: Friday, October 30, 2015 10:19 AM
To: Kowalski, Kent
Cc: Moffatt, John
Subject: Feedback Request - Certificate in Professional Communication Program

Good morning Dr. Kowalski:

My name is Christopher Martin. In my current capacity, I am the Academic Programs Coordinator for the College of Engineering at the University of Saskatchewan. I am writing to you today on behalf of Dr. John Moffatt, Director of the School of Professional Development, College of

Engineering.

In late 2014, the School of Professional Development began investigating ways of improving access to the existing Professional Communication Option offered in the College of Engineering, as well as ways of providing graduates of the program with enhanced recognition for completing the program. In early 2015, the unit determined that converting the existing academic option into a standalone certificate of proficiency program would meet this objective. In turn, a program proposal has been developed (attached) for university consideration.

Prior to submitting the proposal for a *Certificate in Professional Communication program* to the Academic Programs Committee of Council in December 2015, I am contacting various units across campus who may have a stake or concern in the program proposal. In doing so, it is my hope to solicit either a letter of support from each stakeholder or address any concerns that arise prior to November 15, 2015.
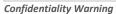
At your earliest convenience, can you please respond to this email and indicate if you either support or have any concerns with the proposed development of the Certificate in Professional Communication program?

Should you have any questions, comments, or concerns, please do not hesitate to contact Dr. John Moffatt (john.moffatt@usask.ca) or myself directly.

I hope all is well on your end and look forward to your response.

Sincerely,

☐ **Christopher Martin, BBA**
Academic Programs Coordinator
College of Engineering
Ph: (306) **966-3201**