

COURSE IMPLEMENTATION DATE: { _____ }
 COURSE REVISED IMPLEMENTATION DATE: { Sept.04 }
 COURSE TO BE REVIEWED: { sept.08 }
 (FOUR (4) YEARS AFTER IMPLEMENTATION DATE) MONTH / YEAR

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department and material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: <u>Community Access, Business & Information Technology/ESL</u>		
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
<u>ESL WG84</u>		<u>6</u>
ESL Writing and Grammar Bridge		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

ESL WG84 provides students with a range of strategies to prepare them for academic writing assignments in their undergraduate college and university courses. In addition to an emphasis on analysis and production of correct grammar, sentence structure, and punctuation, the course provides students with an opportunity to respond to the course writing assignments using a variety of writing strategies and grammatical structures.

PREREQUISITES: WG74 or placement by ESL assessment

COREQUISITES: _____

SYNONYMOUS COURSE(S) (a) Replaces: _____ (Course #) (b) Cannot take: _____ for further credit (Course #)	SERVICE COURSE TO: _____ (Department / Program) _____ (Department / Program)
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TOTAL HOURS PER TERM: 160 STRUCTURE OF HOURS: Lectures: _____ hrs. Seminar: _____ hrs. Laboratory: <u>64</u> hrs. Field Experience: _____ hrs. Student Directed Learning: _____ hrs. Other (Specify): _____ hrs. Combination of Lecture and Lab Hours: <u>yes</u> YES/NO	TRAINING DAY-BASED INSTRUCTION LENGTH OF COURSE: _____ N/A HOURS PER DAY: _____ N/A
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MAXIMUM ENROLMENT: 20

EXPECTED FREQUENCY OF COURSE OFFERING: 3 times a year

WILL TRANSFER CREDIT BE REQUESTED?: (Lower-level courses only) YES _____ NO ✓

WILL TRANSFER CREDIT BE REQUESTED?: (Upper-level requested by department) YES _____ NO ✓

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: YES _____ NO ✓

AUTHORIZATION SIGNATURES:	
Course designer(s): <u>High-level WG Committee</u>	Chairperson: <u>Maria Bos-Chan</u> (Curriculum Committee)
Course reviewed by: <u>ESL Department</u>	
Department Head: <u>Neil Campbell</u>	Dean: <u>Karen Evans</u>
PAC Approval in Principle Date: <u>(type date in this field)</u>	PAC Final Approval Date: <u>28-May-03</u>

ESL WG84

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

By the end of this course, the student should be able to:

integrate knowledge of English grammar, sentence structure, and mechanics from lower-level courses to produce a range of correct sentence types and paragraphs using a variety of strategies and structures

demonstrate knowledge of English grammar at a university level

identify the major elements of an academic essay and produce several short academic papers choosing and using a variety of writing strategies, structures, and topics

produce a 1500-word library research paper by selecting and applying a range of research and writing strategies

METHODS:

A process- approach to writing which may include pre-writing strategies, revising, editing, and publishing.

Group and individual instruction including regular student/teacher conferences

Group discussions, criticizing, and editing

Students will be expected to do computer lab work to consolidate and extend the skills taught in class.

Audio and video tapes

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

YES _____

NO _____

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Holten, C., & Marasco, J. (1998). Looking Ahead 4. Boston: Heinle & Heinle

SUPPLIES / MATERIALS:

May require head phones for lab.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

The total letter grade may be the composite of:

Writing Portfolio	30%
Mid-term examination (essay)	20%
Research Paper	30%
Grammar Final examination	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Writing

Reaction to a general report.

Annotated Bibliography

Evaluation

Analysis

Problem-solving Paper

Outline

Library Research Paper

Grammar

Parts of speech

Grammar usage

Sentence structure

Mechanics