

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: May 2007
COURSE TO BE REVIEWED: December 2010
(Four years after UPAC final approval 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 the material will vary
- see course syllabus available from instructor

FACULTY/DEPARTMENT:	College and Career Preparation	
ENGL 051		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Fundamental English I	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course develops beginning reading, sentence writing, spelling, and oral communication skills. It is a course for adults who wish to obtain the basic literacy skills required for personal, workplace, and educational settings. This course is not designed for English as a Second Language students.

PREREQUISITES: **CCP department permission (assessment may be required).**
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	90	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures: 15 Hrs		HOURS PER DAY: _____
Seminar: 45 Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): Tutoring, 30 Hrs		
small group work		

MAXIMUM ENROLLMENT:	24
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Every semester
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____	Chairperson: _____
CCP English Curriculum Committee	Marilyn MacDonald
Department Head: _____	Dean: _____
Sue Brigden	Karen Evans
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Dec. 13, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of the course, it is expected that students will be able to

- 1) Demonstrate word analysis skills and decoding strategies.
- 2) Demonstrate reading comprehension by retelling.
- 3) Write legibly.
- 4) Write basic grammatically correct simple sentences.
- 5) Use basic spelling rules.
- 6) Use a dictionary and a thesaurus.
- 7) Participate in class discussions using listening and speaking skills.
- 8) Manage time and work independently.
- 9) Develop basic computer skills. (optional)

METHODS:

The course will be conducted mainly through participatory learning between instructor and students, with some independent and small group work. There will be systematic skills training in spelling, grammar, writing, reading, listening, and speaking. Small amounts of homework will be used to reinforce in class learning. Some one-to-one tutoring may be available.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes ☒ No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

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

- 1) Murphy, Corea, (1985) Challenger Adult Reading Series. New Readers Press. Laubach Literacy International. Syracuse, NY
- 2) Gould, Laurie and Weiten, Jan, (1997) Ideas, Activities and Exercises for Fundamental Level English. Province of BC, Ministry of Education, Skills and Training. Vancouver, BC
- 3) West Coast Reader newspaper
- 4) Rak, Elsie T., (1995) Spellbound

SUPPLIES / MATERIALS:

No unusual supplies required.

STUDENT EVALUATION:

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

This is a credit/no credit course and as such, grades are not assigned. However, students will have short assignments and tests.

- | | |
|---|-----|
| 1) Grammar and spelling tests | 25% |
| 2) Writing samples (journals, short summaries) | 25% |
| 3) Reading comprehension and word attack skills | 25% |
| 4) Speaking and listening skills | 25% |

COURSE CONTENT:

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

- 1) Word analysis - alphabet, consonants, vowels, syllables, prefixes, suffixes, contractions, and abbreviations
- 2) Introduction to dictionary
- 3) Basic grammar analysis - nouns, adjectives, pronouns, verbs, and adverbs
- 4) Simple sentence structure
- 5) Basic reading strategies and comprehension skills
- 6) Class discussions on topical subjects
- 7) Basic computer skills -- e-mail, word processing, and internet usage (optional)