

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 061		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Fundamental English II	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course develops strategies for reading short stories and articles, paragraph writing, spelling, grammar, vocabulary development, oral communications, and study skills. It is not designed as a course for English as a Second Language students unless they are referred by the ESL department and assessed by the CCP department.

PREREQUISITES: **ENGL 051 or CCP department permission (assessment may be required).**
 COREQUISITES:

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

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: 30 Hrs		
Other (Specify): _____ Hrs		

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): _____ CCP English Curriculum Committee	Chairperson: _____ Marilyn MacDonald
Department Head: _____ Sue Brigden	Dean: _____ 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 reading comprehension in news stories and easy-reading literature.
- (2) Write summaries on readings.
- (3) Demonstrate increased vocabulary development.
- (4) Write simple, compound, and complex sentences using correct grammar and punctuation.
- (5) Use a dictionary and thesaurus for revising and editing.
- (6) Demonstrate use of pre-writing skills.
- (7) Write descriptive, narrative, and expository paragraphs, and business and personal letters in a readable form.
- (8) Participate in class discussion using listening, speaking, and basic critical thinking skills.
- (9) Make an oral presentation.

METHODS:

The course will be conducted mainly in lecture/discussion style. Students will work independently, with partners and in small groups on a variety of in-class activities. They will be expected to participate in full class discussions.

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, C. (1985) Challenger Adult Reading Series. New Readers Press. Laubach Literacy International. Syracuse, NY
- 2) Gould, L. and Weiten, J. (1997) Ideas, Activities and Exercises for Fundamental Level English. Province of BC, Ministry of Education, Training and Technology, Victoria, BC
- 3) Watson, W., Beebe, L. et al. (1999) Adult Basic Education Intermediate Grammar. Province of BC Ministry of Advanced Education, Training and Technology, Victoria, BC
- 4) Dasgupta, G. and Waldman, W. Reading and Writing Basics

SUPPLIES / MATERIALS:

No unusual supplies required.

STUDENT EVALUATION:

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

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| 1) Grammar and spelling tests | 25% |
| 2) Writing samples (5 to 7 paragraphs, journals, in-class writing) | 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, vocabulary development, and spelling strategies
- 2) Grammar and punctuation development
- 3) Pre-writing, writing, and editing development
- 4) Readings from a variety of sources
- 5) Introduction to basic research
- 6) Introduction to critical thinking-inferences, assumptions, analysis, synthesis, and evaluation
- 7) Class discussion and student presentations
- 8) Computer skills – word processing, internet searches, and email (optional)