

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: January 2002
COURSE TO BE REVIEWED: January 2006
(Four 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 the material will vary
- see course syllabus available from instructor

FACULTY/DEPARTMENT: ENGLISH 071		CCP
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Intermediate English	4
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course develops proficiency in reading comprehension, paragraph composition, vocabulary development, sentence variety/grammar, punctuation, spelling, study skills, critical thinking, and interpersonal communication skills. An introduction to essay writing is included. This is not designed as a course for English as a Second Language students.

PREREQUISITES: **Completion of English 061 and CCP Department permission, or individual CCP assessment and CCP Department permission.**

COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	English 081 (Department/Program)
(b) Cannot take: _____ for further credit. (Course #)	(Department/Program)

TOTAL HOURS PER TERM: 120	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 60 Hrs	HOURS PER DAY: _____
Seminar: 40 Hrs	
Laboratory: 20 Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT: 28	
EXPECTED FREQUENCY OF COURSE OFFERINGS: 11 sections per year	
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 Dept's English Curriculum Group	Chairperson: _____ Anna-Marie Dixon, Chair (Curriculum Committee)
Department Head: _____ Vicki Grieve	Dean: _____ Karen Evans
PAC Approval in Principle Date: _____	PAC Final Approval Date: December 7, 2001

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students will have:

- demonstrated knowledge of and competence in sentence structure and paragraph writing.
- become familiar with a) using a variety of resources for self/peer editing; b) introductory computer use, and c) public speaking.
- practiced the writing of essays, reports and speeches
- increased knowledge of and improvement in grammar, vocabulary usage and spelling
- increased reading comprehension and critical thinking skills
- displayed teamwork

METHODS:

May vary by instructor, but typical methods would include lectures, in-class discussion/group discussion, student led activities, computer assisted learning, videos, small group activities.

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:]

Medicine River by Thomas King; Grassroots by Fawcett and Sandbert; The Canadian Writer's Workplace by Robert Scarry; Who Has Seen the Wind by W.O. Mitchell; computer software ie: Skillsbank, Successmaker, Perfect Copy. Some instructor generated materials may also be included.

SUPPLIES / MATERIALS:

May vary by instructor. No unusual supplies are required.

STUDENT EVALUATION:

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

Written assignments - 40%

In-class testing - 50%

Participation/presentations - 10%

This will vary by instructor

COURSE CONTENT:

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

- 1) Reading comprehension and critical thinking skills
- 2) Writing skills ie: paragraphs, essays, letters, reports, speeches
- 3) Oral communication
- 4) Computer use
- 5) Grammar, spelling, vocabulary development