

COURSE IMPLEMENTATION DATE:  
COURSE REVISED IMPLEMENTATION DATE: May 2009  
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:	Upgrading & University Preparation	
<b>ENGL 071</b>		<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Intermediate English	
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 course is not designed for English as a second language students.

PREREQUISITES: One of the following: ENGL 061, ENGL 063, English 10 with a C- or better, Communications 11 with a C or better, Communications 12 with a C- or better, LPI essay score of 18-23 (level 3), or UUP 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:	<b>90</b>	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures: <b>45</b> Hrs		HOURS PER DAY: _____
Seminar: <b>30</b> Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: <b>15</b> Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT:	<b>25</b>
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: Mar. 28, 2008

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

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

- 1) Demonstrate competence in sentence structure, punctuation and paragraph writing.
- 2) Write essays, reports and speeches.
- 3) Demonstrate fluency in reading comprehension, using a variety of materials.
- 4) Deliver an effective oral presentation to inform or persuade.
- 5) Demonstrate critical thinking skills in verbal and written work.

**METHODS:**

May vary by instructor, but typical methods would include lectures, in-class discussions, group work, journaling, student-led activities, assigned readings, and testing on the readings.

**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) King, T. Medicine River
- 2) Fawcett and Sandbert. Grassroots
- 3) Scarry, R. The Canadian Writer's Workplace
- 4) Mitchell, W.O. Who Has Seen the Wind
- 5) Markandaya, K. Nectar in a Sieve
- 6) Garcia, A. Digging In: Literature for Developing Writers
- 7) Robinson, William and Altman, P. Integrations: Reading, Thinking and Writing for College Success

**SUPPLIES / MATERIALS:**

No unusual supplies required.

**STUDENT EVALUATION:**

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

- |  |     |
|--|-----|
| 1) Writing assignments (4-6 paragraphs/essays, in-class, on demand writing sample, journals) | 40% |
| 2) Grammar, spelling, and vocabulary tests   | 25% |
| 3) Reading comprehension, literature   | 15% |
| 4) Presentations, in-class assignments   | 20% |

**COURSE CONTENT:**

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

- 1) Reading and vocabulary development
- 2) Paragraph and essay writing and revising, journaling
- 4) Oral communications and discussion skills
- 5) Grammar development