

COURSE IMPLEMENTATION DATE:[

January 2002

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COURSE TO BE REVIEWED DATE:[January 2006 (Four years after implementation date)

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:	ENGLISH DEPARTMENT					
ENGL 099		ENGL 101			3	
COURSE NAME/NUMBER	-	FORMER (COURSE NUMBER		UCFV CREDITS	
		PRE-COLLE	EGE COMPOSITION			
		COURSE	DESCRIPTIVE TITLE			
CALENDAR DESCRIPTION:						
This is a pre-college compo	sition course d	esigned to prepare stude	ents for the writing requirements of o	college-l	level courses.	
PREREQUISITES:	None					
COREQUISITES:	None					
SYNONYMOUS COURSE(S) (a) Replaces:	ENGL 101		SERVICE COURSE TO:			
(b) Cannot take	(Course #) ENGL 101	for further credit	(Department / Pr	rogram)		
	(Course #)		(Department / Pr	rogram)		
TOTAL HOURS PER TERM:	60		TRAINING DAY-BASED INST	RUCTION	J	
STRUCTURE OF HOURS:		_ [LENGTH OF COURSE:			
Lectures: Seminar: Laboratory: Field Experience: Student Directed Learning: Other (Specify):	30 30	hrs [hrs [hrs [hrs [hrs [hrs [HOURS PER DAY:			
MAXIMUM ENROLMENT:	25					
EXPECTED FREQUENCY OF C	OURSE OFFERI	NG: Every seme	ester			
WILL TRANSFER CREDIT BE RE	QUESTED? (low	/er-level courses only)	YES	NO	X	
WILL TRANSFER CREDIT BE RE	QUESTED? (up	per-level requested by de	epartment) YES	NO		
TRANSFER CREDIT EXISTS IN E	3CCAT TRANSFI	ER GUIDE:	YES	NO _	X	
AUTUODIZATION CIONATUI						
AUTHORIZATION SIGNATUR Course designer(s):	<u>RES</u> :		Chairperson:			
	Allen McNeill			(Currici	culum Committee)	_
Department Head:			Dean:	`		
	Jim Andersen			Virginia	a B. Cooke	_
PAC Approval in Principle D	vate:		PAC Final Approval Date:	Oc	ctober 24, 2001	

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

To enable students to write essays acceptable in university courses.

To enable students to read better and to analyze what they read more effectively.

METHODS:

The processes of pre-writing, writing and revision and editing will be emphasized. Consultation on work in progress will be the rule. Reading and discussion of prose passages of suitable length will take place in the class. Correction of errors made will be expected and correct use of the conventions of spelling and punctuation and the writing of grammatical sentences will be stressed.

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METHODS OF OBTAINING PLAR:

Through portfolio.

TEXTBOOKS, REFERENCES, MATERIALS:

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

A Crash Course in Composition A Writer's Clinic The Portable Canadian Handbook The Canadian Dictionary Contexts: Writing and Reading The Canadian Writer's Workplace Everygreen with Readings, 5th Ed. Structuring Paragraphs Paragraph Essentials

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

A number of paragraphs demonstrating the different ways of constructing paragraphs, two full-length essays, and a final examination are required. Instructors may assign other writing tasks, but no student failing to obtain 50% in the final examination shall obtain a passing grade (C or better) in the course.

COURSE NAME / NUMBER

COURSE CONTENT:

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

- 1. The various methods of pre-writing and planning
- 2. The importance of topic sentences
- 3. Supporting the topic sentence
- 4. Linking sentences within the paragraph
- 5. Combining sentences to produce logical sequence and a succinct style
- 6. The creation of thesis statements and paragraphs
- 7. The sequencing of paragraphs
- 8. Analyzing the purpose and logic of articles read
- 9. Summarizing
- 10. Employing correct grammar, spelling and punctuation

By the end of the course, clear, correct and coherent papers are to be expected.