

COURSE IMPLEMENTATION DATE:	January 2002
COURSE REVISED IMPLEMENTATION DATE:	September 2003
COURSE TO BE REVIEWED:	September 2007
(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 Department	
<b>ENGL 099</b>	<b>ENGL 101</b>	<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
<b>PRE-COLLEGE COMPOSITION</b>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This is a pre-college composition course designed to prepare students for the writing requirements of college-level courses. NOTE: Students may not take CMNS 099 for further credit.

PREREQUISITES: ENGL 12 with a B or better, or CPT score 41 or better.  
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: ENGL 101	
(Course #)	(Department/Program)
(b) Cannot take: ENGL 101 and CMNS 099 for further credit.	
(Course #)	(Department/Program)

TOTAL HOURS PER TERM:	<b>60</b>	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE:
Lectures: 30 Hrs		HOURS PER DAY:
Seminar: 30 Hrs		
Laboratory: Hrs		
Field Experience: Hrs		
Student Directed Learning: Hrs		
Other (Specify): Hrs		

MAXIMUM ENROLLMENT:	<b>25</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>Every Semester</b>
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 type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<b>AUTHORIZATION SIGNATURES:</b>	
Course Designer(s):	Chairperson:
Allen McNeill	(Curriculum Committee)
Department Head:	Dean:
Jim Andersen	Dr. Virginia Cooke
PAC Approval in Principle Date:	PAC Final Approval Date: April 29, 2005

**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.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

**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 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.