

COURSE IMPLEMENTATION DATE:	January 2002
COURSE REVISED IMPLEMENTATION DATE:	September 2009
COURSE TO BE REVIEWED:	May 2013
(four years after UPAC approval)	(month, year)

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

ENGL 099	Faculty of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Pre-College Composition	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is a pre-college composition course designed to prepare students for the writing requirements of college and university level courses.

Note: Students may not take CMNS 099 for further credit.

PREREQUISITES: One of the following:
 CPT score of 41 or better
 English 12 or Literature 12 with a grade of C- or better
 ENGL 081 or 091 with a grade of C or better
 LPI minimum score of 24-26 or level 4 in the essay section
 ESL WG74 with a grade of C+ or better

SYNONYMOUS COURSE(S):

(a) Replaces: **ENGL 101**
 (b) Cross-listed with:
 (c) Cannot take: **ENGL 101 or CMNS 099** for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	25	Hrs
Seminar:	20	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course:

Hours per day:

OTHER:

Maximum enrolment: **25**

Expected frequency of course offerings: **Every semester**
 (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☐ No

Course designer(s): **Allan McNeill**

Department Head: **John Carroll**

Supporting area consultation (UPACA1)

Curriculum Committee chair: **Moirra Gutteridge Kloster**

Dean/Associate VP: **Eric Davis**

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: **October 5, 2007**

Date of meeting: **October 12, 2007**

Date approved: **October 12, 2007**

Date approved: **October 12, 2007**

Date of meeting: **March 28, 2008**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Write essays acceptable in various university courses.
2. Read effectively and analyze what they read.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

The process 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.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Aaron. *The Compact Reader: Short Essays by Method and Theme*. 5th ed. Boston: St. Martin's 1996
Baker. *The Communication Circuit*. 6th ed. Scarborough: Prentice Hall, 2000.
Fawcett & Sanberg. *Evergreen, With Readings: A Guide to Writing*. 6th ed. Boston: Houghton Mifflin, 2000
Harris. *Prentice Hall Reference Guide to Grammar and Usage*. Upper Saddle River: Prentice Hall, 2000
Hjortshoj. *The Transition to College Writing*. New York: Bedford, 2001
Page & Merrivale. *Checkpoints with Readings: Developing College English Skills*. Cdn ed. Toronto: Addison Wesley, 2001

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 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 expected.