

COURSE IMPLEMENTATION DATE: January 2002
 COURSE REVISED IMPLEMENTATION DATE: January 2010
 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	UFV CREDITS
Pre-University Composition		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is a pre-university 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:
 English 12 or English Literature 12 with a grade of C- or better;
 UFV ENGL 081 or 091 with a grade of C or better;
 UFV ESL WG74 with a grade of C+ or better;
 CPT score of 41 or better;
 LPI minimum score of 24-26 or level 4 in the essay section.

COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

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

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>25</u>	Hrs
Seminar:	<u>20</u>	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)	<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 type="checkbox"/> No

Course designer(s): Allan McNeill (reviewed by Andrew Gutteridge)	
Department Head: John Carroll	Date approved: March 6, 2009
Supporting area consultation (UPACA1)	Date of meeting: Sept. 25, 2009
Curriculum Committee chair: Moira Gutteridge-Kloster	Date approved: Oct. 16/09
Dean/Associate VP: Jacqueline Nolte	Date approved: Oct. 30/09
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: Nov. 27, 2009

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 rewriting, 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

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Presentation	5%	
Attendance and participation	10%	
Reading comp. and grammar exercises	10%	
Writing exercises (5 x 5% ea.)	25%	(includes rewrites)
Final	15%	
2 papers (#1 - 15%, #2 - 20%)	<u>35%</u>	(includes rewrites)
	100%	

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.