

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English

IMPLEMENTATION DATE: May 1990

Revised: Sept. 1994

English 105

The Reading and Writing of Prose

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SUBJECT/NUMBER OF COURSE

DESCRIPTIVE TITLE

UCFV CREDITS

CALENDAR DESCRIPTION: A workshop for students who want to improve their ability to read and write non-fiction prose. Selected readings from an essay anthology help introduce the principles and practice of writing clear and effective sentences, paragraphs, and essays. Students who are not fully confident of their essay-writing ability are strongly advised to take this course before they embark on other UCFV courses which require essays.

RATIONALE:

COURSE PREREQUISITES: CPT score of 48 or better, or a grade of C or better in ENGL 101, or C+ in CCP ENGL 081 or 091, or success in a previous university-transfer English course.

COURSE COREQUISITES:

HOURS PER TERM FOR EACH STUDENT	Lecture	45	hrs	Student Directed	
	Laboratory		hrs	Learning	hrs
	Seminar		hrs	Other - specify:	
	Field Experience		hrs		
				TOTAL	45 hrs

MAXIMUM ENROLMENT: 24

Is transfer credit requested? Yes No

AUTHORIZATION SIGNATURES:

Course Designer(s): Allen McNeill

Chairperson:

Curriculum Committee

Department Head:

Dean: J.D. Tunstall

PAC: Approval in Principle (Date)

PAC: Final Approval: Sept 1994 (Date)

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NAME & NUMBER OF COURSE

SYNONYMOUS COURSES:

(a) replaces _____
(course #)

(b) cannot take _____ for further credit
(course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

TEXTS:

Texts may be chosen from the following list:

The Canadian Oxford Guide to Writing: a Rhetoric and Handbook

Prose Models

The Norton Reader

The Little, Brown Reader

The Little, Brown Handbook

Barnet and Stubb's Practical Guide to Writing

The Practical Stylist

Writing Clear Essays

OBJECTIVES:

1. To enable students to analyze the ideas and strategies employed in the writing of good prose.
2. To provide written assignments to which the rhetorical modes studied may be applied.
3. To increase the students' ability to write clearly and correctly, to organize material, to carry out basic library research, to employ the data which results in a coherent and appropriate way, in support of a coherent argument.
4. To use the accepted conventions of acknowledgement.
5. To emphasize to students the recursive nature of writing so they may prewrite, write, revise and edit more effectively.

METHODS:

The course will be based on reading, discussion, and writing in a workshop format, with the instructor involved at each point of the writing process. Peer editing will be encouraged.

NAME & NUMBER OF COURSE

STUDENT EVALUATION PROCEDURE:

Four major essays, including a research paper, and a final examination are required. Additional writing may be assigned at the wish of the instructor. Each student is to write at least 6,000 words (exclusive of the final examination) during the course.

COURSE CONTENT

- The writing of student papers
- The analysis and criticism of these so students' writing may improve
- The study of prose models employing chronological order, division and classification, extended definition, comparison and contrast, cause and effect, argument for and against
- The application by students of the structural and linguistic skills evident in the models to their own writing
- Research skills and techniques of acknowledgement
- The study of persuasive language, of the levels of discourse, of tropes, and of tone