

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

**DISCIPLINE/DEPARTMENT:** English **IMPLEMENTATION DATE:** May 1990

**Course Revised Implementation Date:** September 2003

**Course to be Reviewed:** September 2007

<u>English 105</u>	<u>The Reading and Writing of Prose</u>	<u>3</u>
<b>SUBJECT/NUMBER OF COURSE</b>	<b>DESCRIPTIVE TITLE</b>	<b>UCFV CREDITS</b>

**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 099 or CMNS 099, or C+ in CCP ENGL 081 or 091, or a previous university-transfer English course.

**COURSE COREQUISITES:**

<b>HOURS PER TERM FOR EACH STUDENT</b>	<b>Lecture</b> <b>30</b> <b>hrs</b> <b>Laboratory</b> <b>hrs</b> <b>Seminar</b> <b>hrs</b> <b>Field Experience</b> <b>hrs</b>	<b>Student Directed Learning</b> <b>hrs</b> <b>Other - specify:</b> <u>Workshop</u> <b>15</b> <b>hrs</b> <b>TOTAL</b> <b>45</b> <b>HRS</b>
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**MAXIMUM ENROLMENT:** 24

**Is transfer credit requested?**    **:**    Yes    **9**    No

**AUTHORIZATION SIGNATURES:**

<b>Course Designer(s):</b> <u>Allen McNeill</u>  <b>Department Head:</b> _____  <b>PAC: Approval in Principle</b> _____ <div style="text-align: center;">(Date)</div>	<b>Chairperson:</b> _____ <div style="text-align: center;"><b>Curriculum Committee</b></div> <b>Dean:</b> <u>Virginia Cooke</u>  <b>PAC: Final Approval:</b> <u>November 27, 2002</u> <div style="text-align: center;">(Date)</div>
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English 105

**NAME & NUMBER OF COURSE**

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**SYNONYMOUS COURSES:**

(a) replaces \_\_\_\_\_  
(course #)

(b) cannot take \_\_\_\_\_ for further credit  
(course #)

**SUPPLIES/MATERIALS:**

No unusual supplies.

**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.



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**STUDENT EVALUATION PROCEDURE:**

No fewer than four graded assignments (minimum total of 4,000 words), three of which must be written outside class and one which must be a demonstrable research and documentation component. Additional assignments, graded or ungraded, are at the instructor's discretion."

**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