

**UNIVERSITY COLLEGE OF THE FRASER VALLEY  
COURSE INFORMATION**

**DISCIPLINE/DEPARTMENT:** English **IMPLEMENTATION DATE:** May 1990  
**Course Revised Implementation Date:** September 2006  
**Course to be Reviewed:** September 2007

English 105 The Reading and Writing of Prose 3

**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:** One of the following:

CPT score of 48 or better  
 CMNS 099 or ENGL 099 with a grade of C or better  
 ENGL 081 or 091 with a grade of C+ or better  
 ESL WG84 with a grade of C+ or better  
 Completion of Level II of UCFV's University Foundation Certificate Program  
 English 12 or English Literature 12 with a final grade of A  
 Success in previous university transfer English course  
 LPI score of 30/40 or level 5 or better in the essay section  
 TOEFL (Test of English as a Foreign Language) score of 570 or better (or 230 if computer-based score), plus a minimum TWE (Essay) score of 4.0  
 MELAB (Michigan English Language Assessment Battery) score of at least 85  
 CAEL (Canadian Academic English Language) score of at least 70  
 CanTEST score of at least 4.5 in Listening and Reading and a score of 4.0 in Writing  
 Cambridge Proficiency Examination – competence level of C  
 IELTS (International English Language Testing System) score of at least 6.5 with no band less than 6.0  
 UCFV English Language Assessment – results equivalent to completion of UCFV's University Foundation Certificate Program Level 2 compulsory ESL core courses or articulated equivalent

**COURSE COREQUISITES:**

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

**MAXIMUM ENROLMENT:** 24

Is transfer credit requested? ☒ Yes ☐ No

**AUTHORIZATION SIGNATURES:**

<b>Course Designer(s):</b> Allen McNeill	<b>Chairperson:</b>
<b>Department Head:</b>	<b>Curriculum Committee</b> Virginia Cooke
<b>PAC: Approval in Principle</b> _____ (Date)	<b>PAC: Final Approval:</b> November 27, 2002 (Date)

---

English 105

**NAME & NUMBER OF COURSE**

---

**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.

English 105

**NAME & NUMBER OF COURSE**

---

**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