UNIVERSITY OF THE **FRASER VALLEY**

COURSE IMPLEMENTATION DATE:	May 1990
COURSE REVISED IMPLEMENTATION DATE:	May 2009
COURSE TO BE REVIEWED:	February 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 105	Faculty of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	The Reading and Writing of Prose	
	COURSE DESCRIPTIVE TITLE	

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 UFV courses which require essays.

PREREQUISITES: One of the following:
English 12 or English Literature 12 with a final grade of C+; UFV CMNS 099 or ENGL 099 with a grade of C or better; UFV ENGL 081 or 091 with a grade of C+ or better; UFV ESL WG84 with a grade of C+ or better; success in previous university transferable English or Communications course; CPT score of 48 or better; 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 or essay score of 4.0; or IBT score of 88; 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 both 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; completion of Level II of UFV's University Foundation certificate program; UFV English language assessment – results equivalent to UFV's University Foundation certificate program Level 2 compulsory ESL core courses or articulated equivalent.

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM:	**45**	
STRUCTURE OF HOURS:		
Lectures:	**30**	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify): Workshop	**15**	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **24**
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): Various		
Department Head: **John Carroll**	Date approved:	**February 2009**
Supporting area consultation (UPACA1)	Date of meeting:	**February 13, 2009**
Curriculum Committee chair: **Moira Gutteridge Kloster**	Date approved:	**February 2009**
Dean/Associate VP: **Eric Davis**	Date approved:	**February 24, 2009**
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	**February 27, 2009**

LEARNING OUTCOMES:

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

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.

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:]

- Bachmann *Between Worlds: A Reader, Rhetoric and Handbook*, 4th Edition, 2004
- Harris *The Prentice Hall Reference Guide to Grammar and Usage* with Ebook and 2003 MLA Update, 5th Edition, 2003
- Immel *Sentence Dynamics: An English Skills Workbook*, 6th Edition, 2005
- Page and Merivale *Checkpoints with Readings: Developing College English Skills*, 2nd Cdn Ed., 2004
- Rogers *Write of Way: Essay Strategies with Readings*, 2nd Edition, 2002
- Stewart *Essay Writing for Canadian Students with Readings*, 5th Edition, 2004
- Trimbur *The Call to Write,* Third Edition, 2005
- Goshgarian *Exploring Language*, 10th Edition, 2004
- Petracca Common Culture, 4th Ed, 2004
- Aaron *The Little, Brown Handbook*, 4th Cdn Ed, 2005
- Stubbs & Barnett *The Little, Brown Reader* 10th ed. Longman 2005
- Levin *Prose Models,* 11th ed. Heinle & Heinle 2001
- Baker, *The Practical Stylist,* Longman, 2005

SUPPLIES / MATERIALS:
STUDENT EVALUATION:

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

No less than four graded assignments (min. of 4,000 words), three of which must be written outside class and one which must have a demonstrable research and documentation component. There will be no final examination. Additional assignments, graded or ungraded, are at the instructor's discretion.

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- 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