

# UNIVERSITY COLLEGE OF THE FRASER VALLEY

## COURSE INFORMATION

**DISCIPLINE/DEPARTMENT:** English **IMPLEMENTATION DATE:** June 1977

**Revised:** Dec. 1998

<u>ENGL 210</u>	<u>Advanced Composition</u>	<u>3</u>
<b>SUBJECT/NUMBER OF COURSE</b>	<b>DESCRIPTIVE TITLE</b>	<b>UCFV CREDITS</b>

**CALENDAR DESCRIPTION:** This is a course in advanced composition. Students will analyze aspects of academic discourse, identify features and contexts characteristic of academic discourse, and work to improve their own writing skills.

**RATIONALE:**

**COURSE PREREQUISITES:** Any two 100-level English courses - ENGL 105 or higher; or CMNS 155 and 255

**COURSE COREQUISITES:**

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

**MAXIMUM ENROLMENT:** 35

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

### AUTHORIZATION SIGNATURES:

<b>Course Designer(s):</b> <u>Rhonda Schuller</u>	<b>Chairperson:</b> _____
	<b>Curriculum Committee</b>
<b>Department Head:</b> _____	<b>Dean:</b> <u>J.D. Tunstall</u>
<b>PAC: Approval in Principle</b> _____	<b>PAC: Final Approval:</b> <u>December 16, 1998</u>
(Date)	(Date)

**ENGL 210**  
**NAME & NUMBER OF COURSE**

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**SYNONYMOUS COURSES:**

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

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

**SUPPLIES/MATERIALS:**

**TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)**

**TEXTS:**

To be drawn from:	Woolever, Kristin.	About Writing: A Rhetoric for Advanced Writers.
	Giltrow, Janet.	Academic Writing.
	Coe, Richard.	Process, Form and Substance.
	Atwan, Robert.	Ten on Ten: Major Essayists on Recurring Themes

**OBJECTIVES:**

To provide students with an understanding of the academic rhetorical situation, enabling them to read texts critically and write successfully.

**METHODS:**

Lectures/discussions, group exercises, writings and discussion.

**STUDENT EVALUATION PROCEDURE:**

2 essays 700-850 words	15% each
1 in-class essay	15%
1 longer critical essay	25%
Attendance, preparation, discussion	10%
Final exam	20%

## **NAME & NUMBER OF COURSE**

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### **COURSE CONTENT:**

The course begins with a basic introduction to a reader-text-writer model and its origins in rhetorical theory.

Readings, discussions and exercises will focus on writing skills: use of appropriate detail; organization of detail into sentence, paragraph and essay patterns; thesis as driving force in an essay, synthesizing research material; and creating a rhetorical stance.

Students will explore their writing processes, looking for ways to develop skills needed for expository writing.