

COURSE IMPLEMENTATION DATE: June 1977
 COURSE REVISED IMPLEMENTATION DATE: September 2006
 COURSE TO BE REVIEWED: February 2010
 (Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL 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 and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	Faculty of Arts and Applied Arts	
ENGL 210		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Composition		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Students analyze aspects of academic discourse and compare this with discourse for other communities. Students also work to improve their own writing for academic readers as well as for general and specific readers.

PREREQUISITES: Any two 100-level English courses - ENGL 105 or higher; or CMNS 125 and CMNS 251; or CMNS 155 and CMNS 251

COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 30 Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify 15 Hrs)	
Writing workshops, peer critique	

MAXIMUM ENROLLMENT:	26
EXPECTED FREQUENCY OF COURSE OFFERINGS:	One section every two years
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Rhonda Schuller	Chairperson: _____ Raymond Welch (<i>Curriculum Committee</i>)
Department Head: _____ Jim Andersen	Dean: _____ Eric Davis
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: February 3, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To provide students with an understanding of how texts are shaped to accommodate purposes and readers.
Provide students practice and feedback for writing for academic audiences as well as for general and special interest audiences.

METHODS:

Lectures, discussion, group exercises, writings and discussions

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

Evaluation of portfolio, exam

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Coe, Richard. Process, Form and Substance. 2nd ed. Prentice Hall. 1990.
Giltrow, Janet. Academic Writing. Broadview Press. 2nd ed. 2000.

SUPPLIES / MATERIALS:

No unusual supplies needed

STUDENT EVALUATION:

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

2 Papers 750-850 words (15% each)	30%
1 in-class essay	15
1 writing for general readers	15
1 writing for special interest readers	15
Attendance, discussion	10
Final exam	15
Total	100%

COURSE CONTENT:

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

- Week 1 Overview, writing processes
- Week 2-3 analysis of personal processes, goals
- Week 4 composition theory, a socio-epistemic view
- Week 5 Understanding environment, academic discourse
- Week 6 Heuristics, collaboration, rhetorical analysis
- Week 7 Conventions, introductions, bodies, conclusions
- Week 8 Drafting, organization
- Week 9 Revising, voice, style, authority
- Week 10 Persuasion, Traditional and Rogerian approaches
- Week 11 Development, perception, description, narration
- Week 12 Analysis, comparison, classification, definition, analogy
- Week 13 Progression, process, cause, logic