

COURSE IMPLEMENTATION DATE:	<u>January 2002</u>
COURSE REVISED IMPLEMENTATION DATE:	<u>September 2008</u>
COURSE TO BE REVIEWED:	<u>September 2007</u>
<i>(four years after UPAC approval)</i>	<i>(month, year)</i>

**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**

<u>ENGL 099</u>	<u>Faculty of Arts - English</u>	<u>3</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
PRE-COLLEGE COMPOSITION		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This is a pre-college composition course designed to prepare students for the writing requirements of college and university level courses.

Note: Students may not take CMNS 099 for further credit.

**PREREQUISITES:** One of the following:  
 CPT score of 41 or better  
 English 12 with a C or better  
 ENGL 081 or 091 with a grade of C or better  
 LPI minimum score of 24-26 or level 4 in the essay section  
 ESL WG74 with a grade of C+ or better

**COREQUISITES:**  
**PRE or COREQUISITES:**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: ENGL 101  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: ENGL 101 or CMNS 099 for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 25 Hrs  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: \_\_\_\_\_  
 Expected frequency of course offerings: \_\_\_\_\_  
*(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): <u>Allan McNeill</u>	Date approved: <u>October 5, 2007</u>
Department Head: <u>John Carroll</u>	Date of meeting: <u>October 12, 2007</u>
Supporting area consultation (UPACA1)	Date approved: <u>October 12, 2007</u>
Curriculum Committee chair: <u>Moira Gutteridge Kloster</u>	Date approved: <u>October 12, 2007</u>
Dean/Associate VP: <u>Eric Davis</u>	Date of meeting: <u>March 28, 2008</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

1. Write essays acceptable in various university courses.
2. Read effectively analyze what they read.

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

The process of pre-writing, writing and revision and editing will be emphasized. Consultation on work in progress will be the rule. Reading and discussion of prose passages of suitable length will take place in the class. Correction of errors made will be expected and correct use of the conventions of spelling and punctuation and the writing of grammatical sentences will be stressed.

**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:]*

Aaron. *The Compact Reader: Short Essays by Method and Theme*. 5<sup>th</sup> ed. Boston: St. Martin's 1996  
Baker. *The Communication Circuit*. 6<sup>th</sup> ed. Scarborough: Prentice Hall, 2000.  
Fawcett & Sanberg. *Evergreen, With Readings: A Guide to Writing*. 6<sup>th</sup> ed. Boston: Houghton Mifflin, 2000  
Harris. *Prentice Hall Reference Guide to Grammar and Usage*. Upper Saddle River: Prentice Hall, 2000  
Hjortshoj. *The Transition to College Writing*. New York: Bedford, 2001  
Page & Merrivale. *Checkpoints with Readings: Developing College English Skills*. Cdn ed. Toronto: Addison Wesley, 2001

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

A number of paragraphs demonstrating the different ways of constructing paragraphs, two full-length essays, and a final examination are required. Instructors may assign other writing tasks, but no student failing to obtain 50% in the final examination shall obtain a passing grade (C or better) in the course.

**COURSE CONTENT:**

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

1. The various methods of writing and planning.
2. The importance of topic sentences.
3. Supporting the topic sentence.
4. Linking sentences within the paragraph.
5. Combining sentences to produce logical sequence and a succinct style.
6. The creation of thesis statements and paragraphs.
7. The sequencing of paragraphs.
8. Analyzing the purpose and logic of articles read.
9. Summarizing.
10. Employing correct grammar, spelling and punctuation.

By the end of the course, clear, correct and coherent papers are to be expected.