



CURRICULUM GUIDELINES

A: Division: **ACADEMIC** Date: **MARCH, 2002**

B: Department/ **LANGUAGE, LITERATURE AND** New Course | | Revision | |
 Program Area: **PERFORMING ARTS** | | | | **X** | |
English and Communications

If Revision, Section(s) Revised: **F, G, H, J, M, N, O, P, R**

Date Last Revised: **JANUARY, 1987**

C: ENGLISH 130 D: ACADEMIC WRITING E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
 This course introduces students to the process of writing academic argument essays and includes writing strategies, assignments, and exercises which develop their abilities as writers. Students receive instruction in the general principles of composition and the specific development, organization, style, and mechanics of the academic argument essay. The course also includes instruction in reading and using source material.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom related</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 4</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.</p>
	<p>I. Course Corequisites: None</p>
	<p>J. Course for which this Course is a Prerequisite: In combination with another 100-level English or CRWR course or with English 200 (as per College calendar requirements), this course is a prerequisite for any 300-level English course.</p>
	<p>K. Maximum Class Size: 25</p>

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning OutcomesI. General Objectives

The aim of this course is to assist students to develop their skills both as readers and as writers of academic prose.

II. Specific Objectives

A. Reading Objectives: Successful students should learn to

1. read source material **actively and critically**;
2. distinguish main from supporting points;
3. distinguish statements that require evidence, statements that require explanation, and statements of fact requiring documentation;
4. identify and assess the validity of thesis statements derived from a written source;
5. assess the effectiveness of a thesis statement's development;
6. paraphrase and summarize readings accurately and appropriately.

B. Writing Process Objectives: Successful students should learn to

1. make specific written observations on and critical responses to assigned readings;
2. use pre-writing techniques such as brainstorming and outlining;
3. revise drafts effectively:
 - a. read critically and respond effectively to their own written work by editing drafts;
 - b. read critically and respond effectively to constructive critical commentary on their written work by making changes in drafts and making general improvements from assignment to assignment;
 - c. read critically and provide constructive comment on essays written by other students in the class.

C. Content, Organization and Style Objectives:

1. Content: Successful students should learn to
 - a. write a significant thesis, appropriate to the audience;
 - b. develop the thesis effectively, providing evidence that is relevant, accurate, specific, and sufficient;
 - c. provide appropriate introductions and contexts for the evidence.
2. Organization: Successful students should learn to
 - a. write essays whose development is controlled by a thesis;
 - b. use patterns of organization, such as comparison/contrast and definition, appropriately and effectively;
 - c. employ effectively introductions and conclusions that are appropriate to the audience;
 - d. write unified, coherent paragraphs, whose development is governed by a topic sentence.
3. Style: Successful students should learn to
 - a. employ diction and tone, suitable to written academic discourse;
 - b. employ grammar and syntax suitable to written academic discourse;
 - c. document sources according to a current documentation system, such as presented in the MLA Handbook;
 - d. format the essay in a recognized style, such as presented in the MLA Handbook.

N: Course Content

1. An assigned body of reading
2. Assigned peer papers
3. Exercises
4. Writing assignments
5. The rhetoric and conventions of academic composition

O: Methods of Instruction
(Some or all of the following methods will be used.)

1. Interviews
2. Lecture/Discussion
3. Library Work
4. Group Work
5. Instructor feedback on students' written work

P: Textbooks and Materials to be Purchased by Students

The following reading is required:

- an assigned body of reading, either a text and/or portions of a text or reproduced materials

In addition, the following may be required:

- a grammar handbook
- a style handbook
- a composition text
- a dictionary

Q: Means of Assessment

A minimum of four academic essays, typically ranging from 500 to 1500 words, each with a minimum of an introductory paragraph, a concluding paragraph, and at least two body paragraphs, will account for a minimum of 60% of the course grade. There will be at least three other evaluations, such as paragraph exercises, editing exercises, short tests, and summaries. At least 15% of the course grade will be based on in-class writing.

Writing Competency Bar:

A student must achieve a grade of C- or better upon first submission of at least one required essay in order to achieve a grade of better than P in any university-transfer English course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar