

A: Division: ACADEMIC **DATE:** 94.09.06
B: Department: English and Communications **New Course:** _____

**Revision of Course
information form:** x
DATED: 87.01.20
C: ENGLISH 130 D: Academic Writing E: 3
Subject & Course No. Descriptive Title Semester Credit
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. Because so much of academic argument is based on reading, the course also includes instruction in reading and using source material in the development of the academic argument essay.

Summary of Revision:
 (Enter date & section)
 1987.01.20
 Sections D, F, N, O, P, Q, and R.
 1994.09.06
 F, O, R

H: Course Prerequisites:
 None

G: Type of Instruction: Hours Per Week/

Lecture	<u>2 x 2</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

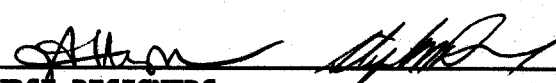

I: Course Corequisites:
 None



J: Course for which this course is a pre-requisite:
 None

K: Maximum Class Size:
 25

TOTAL 4 HOURS
L: College Credit Transfer x
 College Credit Non-Transfer _____

M: Transfer Credit:
 Requested _____
 Granted x
 Specify Course Equivalents or Unassigned Credit as Appropriate
 U.B.C. 1 1/2 units English 100
 S.F.U. 3 General Elective credits
 U. Vic. 1 1/2 English 115
 OTHER:


 COURSE DESIGNERS

 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN

 REGISTRAR

N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):

The following is required:

- an assigned body of reading - either a text or portion of a text or mimeographed material

In addition, the following may be required:

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

Complete Form with Entries Under the Following Headings: O. Course Objective
P. Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

I. General Objectives

A. Attitude towards academic endeavour

Students will be encouraged to strive for intellectual integrity and to expect and respect this integrity in others.

B. Attitude towards academic discourse

Students will learn to write in the rhetorical modes appropriate to academic discourse, learn to read the written work of students and others carefully and to criticize it honestly but in a spirit of helpfulness, and learn to demonstrate positive, supportive personal behaviour.

II. Specific Objectives

A. Reading Objectives: Students will learn to

1. read actively source material;
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: Students will 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: students will 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: students will 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: students will 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*.

P. COURSE CONTENT

1. An assigned body of reading
2. Assigned peer papers
3. Exercises
4. A minimum of seven writing assignments
5. General principles of composition
6. The rhetoric and conventions of academic composition

Q. COURSE METHOD

(Some or all of the following methods will be used.)

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

R. EVALUATION

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.