

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A.	Division:	Education	Ef	fective Date:		September 2004	
В.	Department / Program Area:	ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS	Re	vision	X	New Course	
C:	ENGLISH 1130	D: ACADEMIC	Re Da Da	Revision, Section(s) vised: te of Previous Revisio te of Current Revision (TING		C, J February 2002 September 2004 E: 3	
	Subject & Cour	rse No.	Descri	ptive 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.						
G:		Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Related Number of Contact Hours: (per week / semester for each descriptor) 4 Number of Weeks per Semester:		Course Prerequisites	:		
	Primary Method			A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.			
	Classroom Rela			I: Course Corequisites:			
				None			
	4			J: Course for which this Course is a Prerequisite			
				In combination with another 1100-level English or CRWR course or with English 1200 (as per College calendar requirements), this course is a			
	15		prerequisite for any 2300-level English course.				
			K:	Maximum Class Size	e:		
				25			
L:	PLEASE INDIC	CATE:					
		Non-Credit					
		College Credit Non-Transfer					
	X College Cr	X College Credit Transfer:					
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)						

M: Course Objectives / Learning Outcomes

I. 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 provides 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. provides 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. writes 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. formats 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

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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:					
	dent must achieve a grade of C- or better upon first submission of at least one required essay in order to ve 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

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