



# EFFECTIVE: SEPTEMBER 2009 CURRICULUM GUIDELINES

<b>A.</b>	Division: <b>Education</b>	Effective Date: <b>September 2009</b>	
<b>B.</b>	Department / Program Area: <b>LANGUAGE, LITERATURE AND PERFORMING ARTS/ ENGLISH</b>	Revision	<input checked="checked" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	<b>A, B, Q</b>
		Date of Previous Revision:	<b>September 2004</b>
		Date of Current Revision:	<b>April 2009</b>
<b>C:</b>	<b>ENGLISH 1130</b>	<b>D: ACADEMIC WRITING</b>	<b>E: 3</b>

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> 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.								
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom Related</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4</b>  Number of Weeks per Semester:  <b>15</b>	<b>H:</b> Course Prerequisites:  <b>A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.</b>							
	<b>I:</b> Course Corequisites:  <b>None</b>							
	<b>J:</b> Course for which this Course is a Prerequisite:  <b>In combination with another 1100-level English or CRWR course or with English 1200 (as per College calendar requirements), this course is a prerequisite for any 2300-level English course.</b>							
	<b>K:</b> Maximum Class Size:  <b>25</b>							
<b>L: PLEASE INDICATE:</b>								
<table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="checked" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="checked" type="checkbox"/>	College Credit Transfer:
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**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;

**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 three 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.

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