



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **March 2002**

B. Department / Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** Revision New Course

If Revision, Section(s) Revised: **G, H, M, O, R**

Date of Previous Revision: **September 1994**

Date of Current Revision: **February 2002**

C: **ENGLISH 1124** D: **WRITING SKILLS REVIEW** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course will refresh the student's ability to write paragraphs and short essays in preparation for more advanced English courses. It will include exercises on structure and mechanics, and instruction in the principles of composition.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Workshop Number of Contact Hours: (per week / semester for each descriptor) 4 Number of Weeks per Semester: 15	H: Course Prerequisites: A minimum of Writing Skills Review on the Douglas College Writing Assessment or equivalent as listed in the College calendar.	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 15	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

<p>M: Course Objectives / Learning Outcomes</p> <p>Successful students should be able to</p> <ol style="list-style-type: none"> 1) write clearly and in a grammatically correct and organized manner; 2) apply principles of unity, coherence, and emphasis in paragraph and essay construction; 3) write unified and economical sentences with effective emphasis, transition, coordination, and subordination; 4) use different patterns in writing, such as comparison and contrast, description, narration, and process development; 5) plan, analyze, revise, and proofread their own writing; and 6) begin to incorporate readings or other source materials into their writing.
<p>N: Course Content:</p> <ol style="list-style-type: none"> 1) An assigned body of reading 2) Reading and assessing peer papers 3) Exercises 4) A minimum of seven writing assignments 5) General principles of exposition
<p>O: Methods of Instruction</p> <ol style="list-style-type: none"> 1) Workshop/tutorial 2) Lecture 3) Instructor feedback on students' written work
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Sample reading list:</p> <p>Fawcett and Sandberg, <u>Evergreen: A Guide to Writing</u> or Green and Horton, <u>Essay Essentials</u></p>
<p>Q: Means of Assessment</p> <p>A minimum of seven evaluations, at least two of which are short essays. The final grade will be either Mastery (Mas) or No Credit Granted (NCG). To gain Mastery the student must 1) demonstrate an ability to write an essay that is clear in its development, logical in its paragraphs and in its sentences, and free of serious, mechanical errors and 2) complete and correct all assignments to the satisfaction of the instructor.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar