

EFFECTIVE: SEPTEMBER 2002



CURRICULUM GUIDELINES

A. Division: Educational Services Date: May 28, 2002
B. Department / Student Development New Course Revision
 Program Area Developmental Studies

If Revision, Section(s) Revised
 F, G, N, P, O
 Date Last Revised:
 May 15, 1997.

C: DVST 155 **D:** Reading/Writing Fundamental Level **E:** 6

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description:</p> <p>This is an integrated reading and writing course. It is designed for students who need to develop and improve basic skills with composing and comprehending written texts and with meeting the demands of a college classroom. The course focuses on reading and writing as processes and attention is given to spelling and vocabulary development. Assignments and exercises include attention to current events and issues relevant to the students' lives. Attention is given to learning and study skills throughout the course</p>														
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Instructor directed</p> <p>Number of Contact Hours: (per week / semester for each descriptor) 8</p> <p>Number of Weeks per Semester: 13.5</p>	<p>H: Course Prerequisites:</p> <p>DVST 100 or permission of Instructor.</p>													
	<p>I: Course Corequisites:</p> <p>none</p>													
	<p>J: Course for which this Course is a Prerequisite</p> <p>DVST 255</p>													
	<p>K: Maximum Class Size:</p> <p>14</p>													
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 30px; text-align: center;"> </td> <td style="padding-left: 5px;">Non-Credit</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">X</td> <td style="padding-left: 5px;">College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black;"> </td> <td style="padding-left: 5px;">College Credit Transfer:</td> <td style="padding-left: 100px;">Requested <input type="checkbox"/></td> <td style="padding-left: 50px;">Granted <input type="checkbox"/></td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>				Non-Credit			X	College Credit Non-Transfer				College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input type="checkbox"/>
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M: Course Objectives / Learning Outcomes

The aims of the course are for students to:

Writing:

1. develop confidence and enjoyment from personal writing activities;
2. gain initial knowledge of and experience using the processes of writing;
3. gain initial knowledge of and experience in constructing paragraphs;
4. improve competency in constructing sentences;
5. improve awareness and control of the conventions of standard written English;
6. improve awareness and control of the degree of formality suitable for different writing tasks;
7. demonstrate growth in ability to produce written communication that expresses personal feeling and ideas;
8. demonstrate growth in ability to write for different purposes and for various audiences;
9. demonstrate initial competency with constructing multi-sentence paragraphs.

Reading:

1. continue to develop word reading skills;
2. develop specific strategies to improve reading comprehension;
3. enlarge vocabulary to fulfill reading needs;
4. increase background knowledge by developing awareness of current topics and concerns;
5. acquire an ability to orally present information obtained from reading.

N: Course Content:**Writing**

Where appropriate, students will receive instruction concerning:

Composing processes:

- generating ideas
- accessing information
- setting purpose
- recognizing audience's expectations
- organizing ideas
- planning design
- initial drafting
- obtaining feedback
- evaluating drafts and feedback
- redrafting and revising
- editing for errors
- producing final copy

Grammatical Structures:

- fragments and run-ons
- sentence variety
- standard and irregular verb forms
- subject-verb agreement and consistent verb tense
- standard pronoun reference and agreement
- subject/verb sets

Punctuation:

- capitals
- end punctuation
- commas
- quotation marks

Spelling

- effective spelling strategies such as phonics, structural analysis, generalizations, sight study
- common irregularly spelled words
- a dictionary and other spelling aids
- homonyms
- rules for adding affixes
- contractions, abbreviations and possessives.

Learning and Study Skills

- organizing for schoolwork – notebooks and scheduling
- listening skills
- discussion skills
- using basic reference books
- study and memory techniques

Computer skills

- introduction to basic computer skills

Reading

Decoding

- word attack strategies including structural analysis and phonics
- context clues

Comprehension

Literal

- identification of subject/topic, main ideas, supporting details, and sequence

Interpretive

- reconstruction of the meaning intended by the writer

Inferential

- synthesis
- integration of experience and knowledge to gain new understanding and to predict

Critical

- distinguish between fact and opinion, logical and illogical
- development of critical think skills, ie: appreciation, judgement, character analysis.

Strategic

- setting purpose for reading
- previewing/surveying--initial overview of large sections of text (chapters, etc.)
- prereading--overview of shorter sections of text
- monitoring--evaluation of current level of understanding
- reflecting--evaluation of comprehension in retrospect

Discussion Skills

- critical listening
- respectful discussion
- paraphrasing
- summarizing

O: Methods of Instruction

A combination of different instructional methods will be used in order to balance instructional efficiency with individual student needs. Small group instruction, individual assistance (in lab tutorial or scheduled appointments) and student directed learning will be selected where appropriate and possible. Collaborative learning will be encouraged.

Textbooks and Materials to be Purchased by Students

Students must supply a three-ring binder, paper, pen and pencil.

All other materials will be available on loan from the instructor when needed.

Q: Means of Assessment

A mastery model of on-going evaluation will be used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved.

Progress will be monitored on a regular basis by the instructor in consultation with each student.

The student will be expected to maintain regular attendance and progress and to undertake independent learning as directed. Regular feedback and informal progress reports will be available from the instructor.

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