

A: Division: **Educational and Student Services**
 B: Department: **Student Services & Student Development**
 Program:

Date: **May 15, 1997**

New Course: **X**

Revision of Course
 Information form:

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

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:**
 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 focus on current events and issues relevant to the students' lives. Attention is given to learning and study skills throughout the course.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of instruction: Hrs per week / per semester

Lecture:	Hrs.
Laboratory:	Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	Hrs.
Other (Specify) see Q	
Total:	8 Hrs.

H: **Course Prerequisites:**
DVST 100 or permission of instructor

I: **Course Corequisites:**
none

J: **Course for which this Course is a Prerequisite:**
DVST 255

K: **Maximum Class Size:**
14

L:

College Credit Transfer	
College Credit Non-Transfer	x
Non-Credit	

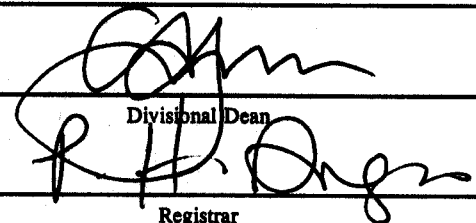
M: **Transfer Credit:** Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
 S.F.U.
 U. Vic.
 Other:


 Course Designer(s)

Director/Chairperson


 Registrar

DVST 155 Reading/Writing Fundamental Level

Subject and Course Number

- N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**
Students may be required to purchase textbooks
-

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

O. Course Objectives

Writing:

The aims of this course are for students:

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

Reading:

The aims of this course are for students:

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

Learning and Study Skills:

1. to learn basic skills necessary to organize materials and time for successful completion of assignments;
2. to learn listening techniques for successful classroom learning;
3. to develop discussion skills appropriate to classroom participation;
4. to learn the uses of basic reference books as learning aids;
5. to acquire study and memory techniques.

P. 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
- semi-colon

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

1. Organizing for schoolwork - notebooks and scheduling
2. Listening skills
3. Discussion skills
4. Using basic reference books
5. Study and memory techniques

Computer skills

- introduction to basic word processing 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

Q. Method 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.

R. Course Evaluation

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.