



A. Division: Education & Student Services Date: November 1, 1990

B. Department: Student Services & Developmental Education New Course:

Revision of Course Information Form:

Dated: \_\_\_\_\_

C. DVST 255 D. Reading/Writing Fundamental Level E. 6  
Subject & Course No. Descriptive Title Semester Credits

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. 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.

Summary of Revisions:  
(Enter date and Section Revised)  
e.g. 1982-08-25  
Section C,E,F, and R.

G. Type of Instruction:	Hours 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	<u>8</u> Hrs.
<b>Total</b>	<u>8</u> Hrs.

H. Course Prerequisites:  
DVST 100 or permission of instructor

I. Course Corequisites:  
None

J. Courses for which this Course is a Pre-requisite:  
DVST 350, DVST 360

K. Maximum Class Size:  
18

L. College Credit Transfer   
College Credit Non-Transfer   
Non-Credit

M. Transfer Credit: Requested   
Granted   
(Specify Course Equivalents or Unassigned Credit as Appropriate)  
U.B.C.  
S.F.U.  
U. Vic.  
Other

B. Malnarich  
Course Designer(s)  
[Signature]  
Director / Chairperson

[Signature]  
Divisional Dean  
P.H. Ongu  
Registrar

**N. Textbooks and Materials to be Purchased by Student (Use Bibliographic Form)**

Students may be required to purchase textbooks.

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**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 develop specific strategies to improve reading comprehension;

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2. to enlarge vocabulary to fulfill reading needs;
3. to increase background knowledge by developing awareness of current topics and concerns;
4. to acquire an ability to orally present information obtained from reading.

**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.
- simple, compound and complex sentences.
- standard and irregular verb forms
- subject-verb agreement and consistent verb tense.
- standard pronoun reference and agreement.
- modifiers effectively.

**Punctuation:**

- capitals.
- end punctuation.
- commas.
- quotation marks.
- semi-colon, colon, hyphen, dash.

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## **Spelling**

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

## **Reading**

### **Literal**

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

### **Interpretive**

- reconstruction of the meaning intended by the writer.
- categorization and classification
- summarization

### **Inferential**

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

### **Critical**

- recognition of comparison and contrast, cause/effect, outcome or sequence.
- distinction between fact and opinion, logical and illogical.
- identification of writer's point of view, tone, attitude and underlying assumptions.
- development of critical thinking skills, i.e., 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 Topics**

Students will acquire background information and vocabulary from selected readings on current topics. These weekly topics for discussion will vary in order to meet students' needs and interests.

## **Q Method of Instruction**

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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.