

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 052		<b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Fundamental-Level English III															
<b>Course Short Title:</b>															
<b>Faculty:</b> Faculty of Education, Community, and Human Development		<b>Department:</b> Upgrading and University Preparation													
<b>Calendar Description:</b> Develops fundamental reading, writing, oral communication, and learning skills. Focuses on the development of reading fluency and the expansion of reading, listening, and speaking vocabulary. Develops basic sentence writing and oral communication skills appropriate for classroom and workplace settings. Introduction to study skills and classroom learning techniques. Note: This course is not designed for English as an Additional Language students. Note: Students with credit for ENGL 053, ENGL 062, ENGL 063, or ENGL 064 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		Department permission (assessment required).													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	20														
Tutorials/workshops	25														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 3, 2021													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 17, 2022													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Read three-paragraph passages of familiar genres (e.g. descriptive and narrative) including unfamiliar vocabulary.
2. Read seven to ten sentence paragraphs on unfamiliar topics including familiar or common vocabulary.
3. Write five to seven complete simple and compound sentences.
4. Write informal correspondence (i.e. personal letter, email) to a familiar audience.

After completion of ENGL 052, students will meet the outcomes described for Fundamental English Level III in the 2020-21 Adult Basic Education Articulation Guide available at <https://www.bctransferguide.ca/search/abe>.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	50%	Other	25%	Quizzes/tests:	25%
	%		%		%

**Details:**

Assignments 50%:

Developmental English courses at the fundamental level are primarily evaluated through demonstrated improvement in cumulative skills used to generate a variety of written assignments.

Other 25%:

Oral Communication: a minimum of one oral presentation assignment; demonstrated ability to ask clarifying questions; participate appropriately in class discussions.

Social Responsibility: may include self- and peer-evaluations, ability to set and meet due dates, demonstrated ability to interact with others in the classroom and small groups with respect, cooperation, and inclusion.

See *Learner Profile Statements* for ALFE Level 3 (Oral Communication, Critical Thinking, Social Responsibility, Personal and Cultural Identity, Time and Work Management)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Other	Ivits, Shantel	BC Reads: Adult Literacy Fundamental English Level 3 – Course Pack	2020
2. Other	Ivits, Shantel	BC Reads: Adult Literacy Fundamental English Level 3 – Reader	2020
3. Textbook	Watson et. Al	ABE Intermediate Grammar, Unit 1	1999
4. Textbook	Fry, Edward	Vocabulary Drills, Intro Level	2002
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Print card

**Course Content and Topics**

- Direct instruction and practice in reading techniques
- Direct instruction and practice in writing techniques
- Comprehension questions and discussions on assigned reading material
- Introduction to evaluating and thinking critically about reading passages: recall, compare, explain
- Brief student presentations on issues relevant to course content
- Introduction to use of computers in writing and information access
- Introduction to study skills and organizational techniques for learning