

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 062		Number of Credits: 1.5 Course credit policy (105)													
Course Full Title: Fundamental-Level English V															
Course Short Title:															
Faculty: Faculty of Education, Community, and Human Development		Department: Upgrading and University Preparation													
Calendar Description: Develops skills and strategies for reading and responding to a variety of written materials. Develops paragraph writing, oral communication, and critical thinking skills required in a variety of classroom and workplace settings. Note: This course is not designed for English as an Additional Language students. Note: Students with credit for ENGL 063 or ENGL 064 cannot take this course for further credit.															
Prerequisites (or NONE):		ENGL 053 with a C- or better, or department permission (assessment required).													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses <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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <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>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	20														
Tutorials/workshops	25														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: November 2021													
Faculty Council approval		Date of meeting: December 3, 2021													
Undergraduate Education Committee (UEC) approval		Date of meeting: 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. Write eight to ten sentence paragraphs using abstract forms (i.e. expository, summary, narrative, opinion).
2. Compose response writings that express personal feelings on an assigned topic including a rationale.
3. Read five+ paragraph texts or short stories including figurative language and a full range of sentence structures.
4. Read three to five paragraph non-fiction texts including unfamiliar topic and vocabulary.

After completion of ENGL 062, students will meet the outcomes described for Fundamental English Level V 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 5 (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 5 – Course Pack	2020
2. Other	Ivits, Shantel	BC Reads: Adult Literacy Fundamental English Level 5 – Reader	2020
3. Textbook	Watson et. Al	ABE Intermediate Grammar, Unit 3	1999
4. Textbook	Wilson/ Glazier	The Least You Should Know About English: Writing	2017
5.			

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

Print card

Course Content and Topics

- Expository readings from a variety of fiction and non-fiction sources
- Comprehension questions - main idea, details, and sequence
- Evaluating and thinking critically about reading passages: interpret, question, appraise
- Word analysis, vocabulary development and spelling strategies
- Grammar, sentence variety, and punctuation development
- Pre-writing, outlining, writing, editing and rewriting strategies
- Expression of main idea and writing summaries after reading and discussion
- Class discussion and student presentation
- Study skills, learning style concepts, goal setting