



ORIGINAL COURSE IMPLEMENTATION DATE: September 1996
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030
 Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 108	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Academic Literacy I Course Short Title: Academic Literacy I											
Faculty: Faculty of Social Sciences	Department (or program if no department): Arts and Integrated Studies										
Calendar Description: <p>Facilitates critical thinking, reading, writing, researching, and speaking skills amongst academic communities. Students learn ways to think critically as members of disciplinary and scholarly communities and use rhetorical discourse analysis for reading, paraphrasing, summarizing, and critiquing peer reviewed academic journal articles. The disciplinary/area and topic foci are tailored to the students in the class.</p> <p>Note: Students with credit for CSM 108 cannot take this course for further credit.</p>											
Prerequisites (or NONE):	None.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: CSM 108 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: Twice per year Maximum enrolment (for information only): 36										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	15	Tutorials/workshops	30					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: The purpose of this course is to improve students' current academic literacy skills.
Lecture/seminar	15										
Tutorials/workshops	30										
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: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: May 23, 2023										
Faculty Council approval	Date of meeting: June 2, 2023										
Undergraduate Education Committee (UEC) approval	Date of meeting: January 26, 2024										

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. Describe the Western, colonial history of public, post-secondary education in Canada.
2. Critique that history through examination of Indigenous approaches to knowledge making in Canada.
3. Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion.
4. Work collaboratively and professionally with others in order to foster cultural competency.
5. Use rhetorical discourse analysis to read, summarize, and paraphrase peer-reviewed academic journal articles.
6. Critique peer-reviewed academic journal articles.
7. Conduct secondary research.
8. Disseminate research orally.

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

Assignments:	85%	Quizzes/tests:	15%		%
	%		%		%

Details:

Low stakes assignments (25%)

Self-reflexive writing (15%)

Analyses, summaries, and critiques of academic journal articles (15%)

Micro-lecture of proposal in progress (10%)

Research proposal (20%)

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. Article	Journal articles about higher education determined in the context of students' academic and personal interests, identities, and communities.		
2. Online resource	Academic communities' material such as scholarly organization's websites, universities' web pages, conference programs. Tedtalks, Youtube		
3. Other	Events at UFV during class such as faculty micro-lectures, student research day, workshops by Teaching and Learning, guest faculty and Elders		
4.			

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

Course Content and Topics

- Content/activities/assignments for critical thinking and self-reflexivity throughout
- Pedagogical commitment to and content/activities/assignments about Indigenization, Anti-racism, and EDI throughout
- Public, post-secondary education in Canada (colonial and Indigenous histories, contemporary organizational structures)
- Disciplines and areas of study as forms of life
- Analyzing, reading, paraphrasing, and summarizing journal articles through rhetorical discourse analysis
- Critiquing journal articles
- Designing and conducting secondary research
- Writing proposal
- Disseminating proposal
- Micro-lectures of proposals