



ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
 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 208	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Academic Literacy II Course Short Title: Academic Literacy II											
Faculty: Faculty of Social Sciences	Department (or program if no department): Arts and Integrated Studies										
Calendar Description: Builds on critical thinking, rhetorical discourse analysis, researching, reading, writing, and speaking skills learned in AIS 108. Topics are about post-secondary education, and discipline/area foci are student-centred, tailored to interests and/or disciplines of students' other courses. Students conduct original research of disciplinary textual practices by analyzing academic journal articles. Note: Students with credit for CSM 208 cannot take this course for further credit.											
Prerequisites (or NONE):	30 credits including AIS 108 (formerly CSM 108).										
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 208 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: Annually 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: It is designed to foster students' improvement of their current academic literacy.
Lecture/seminar	15										
Tutorials/workshops	30										
Total hours	45										
Lectures, interdisciplinary groups, individual consultation, seminars	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>										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes											
Department approval	Date of meeting: May 23, 2023										
Faculty Council approval	Date of meeting: June 2, 2023										
Undergraduate Education Committee (UEC) approval UPAC	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. Articulate critical perspectives about the contemporary Canadian public, post-secondary education system through lenses of Indigenization, Anti-racism, social justice, equity, diversity, and inclusion.
2. Practice self-reflexivity and criticality in academic life.
3. Define disciplinarity, multi-disciplinarity, and interdisciplinarity.
4. Apply rhetorical discourse analysis to peer reviewed academic journals articles in specific disciplinary/programmatic contexts.
5. Analyze knowledge making and textual activities of multiple disciplines/programs.
6. Conduct an original study of academic journal articles' textual features using rhetorical discourse analysis.
7. Disseminate findings in oral and written genres tailored to disciplinary/programmatic contexts.
8. Conduct theorized, self-reflective revision and peer review.

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

Assignments:	100%	%	%
	%	%	%

Details:

Low stakes assignments (mostly practice at discourse analysis of academic journal articles) (25%)

Self-reflexive writing (15%)

Discourse analysis of peer-reviewed journal articles (15%)

Research proposal of disciplinary/programmatic compare/contrast--using rhetorical discourse analysis of journal articles from more than one school/discipline/program/area (15%)

Micro-lecture of proposal (10%)

Mini journal article or research poster for specific disciplinary/programmatic community (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. Textbook	Lovrik, P		2006
2. Textbook	Nosich: G.M.		2004
3. Article	Journal articles determined in the context of students' academic and personal interests, identities, and communities		
4. Online resource	Academic communities' material such as scholarly organization's websites, universities' web pages, conference programs. Tedtalks, Youtube		
5. Other	Events during class time such as student research day, faculty micro-lectures, guest faculty, Teaching and Learning, guest Elders		

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

Course Content and Topics

- Critical thinking, self-reflexivity throughout
- Elements of Indigenization, Anti-racism, and SEDI throughout
- Refresher on contemporary Canadian public, post-secondary system
- Concepts of disciplinary, multi-disciplinarity, interdisciplinarity
- Refresher on discourse analysis of peer reviewed academic journal articles
- Designing research project—discourse analysis of peer reviewed academic journal articles from different disciplines/areas
- Writing proposal
- Conducting discourse analysis
- Preparing for dissemination of research project in process through micro-lecture and mini journal article or research poster
- Micro-lectures and poster presentations