



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

January 2032

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EAP 054	Number of Credits: 6 Course credit policy (105)												
Course Full Title: Reading and Writing for Academic and Career Success: Intermediate Level													
Course Short Title: Reading & Writing Intermediate													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
Calendar Description: Develop intermediate (CLB 5) reading and writing for academic, community, and workplace purposes. Integrate reading and vocabulary strategies to comprehend informal and formal texts. Compose basic organized paragraphs using various sentence types. Revise and edit for clarity and accuracy.													
Prerequisites (or NONE):	One of ESL WG44, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 4.5 with no band below 4.0, TOEFL iBT score of 42 or higher with no section below 12, EIKEN Grade 2, or CLBPT/CLBPA overall 5 with no skill less than 5. Other assessments may be used to demonstrate English proficiency. Please contact upgrading@ufv.ca if a different assessment has been completed.												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: ESL WG54 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): -24												
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar</td><td>90</td></tr><tr><td> </td><td> </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>90</td></tr></table>	Lecture/seminar	90									Total hours	90	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Developmental upgrading courses are not eligible for PLAR.
Lecture/seminar	90												
Total hours	90												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No	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: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

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. Apply intermediate reading and writing strategies for academic, workplace, and personal communication.
2. Apply appropriate reading strategies to comprehend simple formal and informal texts related to academic, community, and workplace topics.
3. Demonstrate comprehension of level-appropriate reading materials.
4. Use pre-writing and basic outlining strategies to plan content for paragraphs of 8-10 sentences.
5. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when writing, revising, and editing a written text.
6. Critically evaluate one's own learning journey and future goals for language learning.
7. Recognize First Peoples ways of knowing and being through respectful engagement with Indigenous perspectives and oral traditions.

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

Final exam:	25%	Assignments:	30%	Quizzes/tests/midterm:	20%
Portfolio:	25%		%		%

Details:

Assignments: reflective journals, online discussion forums, and short writing tasks

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Individual work, collaboration with partners, in small groups, and as a whole class, mini-lectures, assigned readings or videos with group discussion, online exercises, reflection, and written assignments.

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. Indigenous knowledge	Immigrant Services Society of BC	Reconciliation Awareness LINC Lessons – Welcome to Our Homelands https://issbc.org/news/welcome-to-our-homelands/	2020
2. Online resource	University of Victoria	English Language Centre Study Zone https://continuingstudies.uvic.ca/elc/studyzone/grammar	current
3. Textbook	Oshima, A. & Hogue, A.	Longman Academic Writing 2 Pearson	current
4. Textbook	Kim, M. & MacDonald, J	Academic Inquiry 1: Sentences & Paragraphs Oxford UP	current
5. OER	Bow Valley College	In the Workplace: An Intermediate Integrated Skills Textbook	current

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

None

Course Content and Topics

- Introduction to studying at UFV: academic expectations & university services
- Introduction to reading and vocabulary building strategies
- The writing process: pre-writing, outlining, drafting, revising, and editing
- Basic paragraph structure
- Sentence structure: simple, compound, and complex sentences
- Workplace and community writing: emails, short reports, and personal correspondence
- Narratives: reading, reflecting, and writing about personal experiences
- Process: giving instructions, advice, warnings, and reminders
- Description: reading and writing about people, places, events, and things
- Comparison: describing similarities and differences
- Portfolio development: collecting and revising writing samples for academic and career use