

## 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> EAP 064		<b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Reading and Writing for Academic and Career Success: High Intermediate Level <b>Course Short Title:</b> Reading & Writing High Intern.															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department/School:</b> Access, Information, and Lifespan Learning													
<b>Calendar Description:</b> Develop reading and writing skills (CLB 6) for academic and career purposes. Apply reading and vocabulary strategies to comprehend moderately complex texts of 3-5 paragraphs. Compose a variety of longer paragraphs. Revise and edit using various cohesive devices and sentence types.															
<b>Prerequisites (or NONE):</b>		One of EAP 054, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.0 with no band below 4.5, TOEFL iBT score of 52 or higher with no section below 14, EIKEN Grade 2A, or CLBPT/CLBPA overall 6 with no skill less than 6. Other assessments may be used to demonstrate English proficiency. Please contact <a href="mailto:upgrading@ufv.ca">upgrading@ufv.ca</a> if a different assessment has been completed.													
<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: <b>ESL WG64</b> 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>Annually</b> Maximum enrolment (for information only): <b>24</b>													
<b>Typical Structure of Instructional Hours</b> <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><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>		Lecture/seminar	90									<b>Total hours</b>	<b>90</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Developmental upgrading courses are not eligible for PLAR.	
Lecture/seminar	90														
<b>Total hours</b>	<b>90</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) 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> September 19, 2025													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> November 14, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> 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. Identify reading and writing strategies for academic, workplace, and personal communication.
2. Apply appropriate reading strategies to comprehend moderately complex formal and informal multi-paragraph texts related to academic, community, and workplace topics.
3. Demonstrate comprehension of level-appropriate reading materials.
4. Use pre-writing and formal outlining techniques to plan longer moderately complex paragraphs in varied genres including narrative, expository, and persuasive writing.
5. Write short, comprehensible, connected texts on familiar subjects appropriate to audience and purpose using a range of moderately complex grammar and vocabulary.
6. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when writing, revising, and editing a written text.
7. Critically evaluate one's own learning journey and future goals for language learning.
8. Reflect on 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:	55%	Quizzes/tests/midterm:	20%
	%		%		%

**Details:**

Assignments such as reflective journals, online discussion forums, short writing tasks, revising & editing exercises, and paragraphs

**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.)*

Readings, class and group discussions, mini-lectures, collaborative learning, pair/small group exercises, reflection, written assignments, online exercises, and videos.

**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. Online resource	University of Victoria	English Language Centre Study Zone <a href="https://continuingstudies.uvic.ca/elc/studyzone/grammar">https://continuingstudies.uvic.ca/elc/studyzone/grammar</a>	current
2. Textbook	Oshima, A. & Hogue, A	Longman Academic Writing 3 Pearson	current
3. Textbook	Jamieson, J. & Papple, J.	Academic Inquiry 2: Paragraphs & Short Essays Oxford U Press	current
4. OER	Stracuzzi, A. & Cormier, A.	Putting the Pieces Together: Reason & Writing for Success ecampusontario	current
5. Indigenous knowledge	City of Vancouver	First Peoples: A Guide for Newcomers	current

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

None

**Course Content and Topics**

- Introduction to studying at UFV: navigating academic expectations & university services
- Reading strategies: identifying main ideas and support, using context clues, making inferences
- Visual literacy: interpreting graphs, tables, and infographics
- Writing process and organization: pre-writing, formal outlining, drafting, revising, editing
- Basic paragraph and short essay structure: introduction, body, conclusion
- Academic and professional style: tone, register, formality
- Workplace writing: writing formal emails, letters, paragraphs, and reports
- Paragraph development: narration, process, exemplification, cause/effect, comparison/contrast, argument
- Evaluating support: relevance, distinguishing fact vs. opinion, recognizing bias and illogical reasoning
- Summarizing information from short academic and workplace texts
- Revising and editing: clarity, coherence, and accuracy