

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

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| Course Code and Number: EAP 074 | | Number of Credits: 6 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: Reading and Writing for Academic and Career Success: Advanced Level | | | | | | | | | | | | | | | |
| Course Short Title: Reading & Writing Advanced | | | | | | | | | | | | | | | |
| Faculty: Faculty of Education, Community, & Human Dev. | | Department/School: Access, Information, and Lifespan Learning | | | | | | | | | | | | | |
| Calendar Description: Reading and writing skills (CLB 7) for academic and career purposes. Plan, write, revise, and edit short essays integrating quotes, paraphrases, summaries with citations. Apply critical reading strategies to analyze arguments and evaluate support for clarity, logic, coherence, and credibility. | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | One of EAP 064, placement by department assessment, or one of the following test scores: IELTS (Academic) score of 5.5 or higher with a minimum band score of 5.0, TOEFL iBT score of 71 or higher with no section below 16, EIKEN Grade 2A with CSE total score 2400 or with Stage 1 total score result 65, PTE score of 46 with 44 in writing, LPI essay score of 18 (level 3), or CLBPT/CLBPA 7 overall with no skill less than 7. 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 <i>(Cannot be taken for additional credit.)</i> Former course code/number: ESL WG74 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 | | | | | | | | | | | | | | |
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| Total hours | 90 | | | | | | | | | | | | | | |
| Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No | | Transfer Credit <i>(See bctransferguide.ca.)</i> 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 advanced reading strategies (e.g. skimming, scanning, inference, critical analysis) to moderately complex texts of up to four pages related to academic and workplace topics.
2. Analyze moderately complex texts for purpose, tone, argument structure, bias, and rhetorical techniques.
3. Evaluate the credibility of academic and workplace sources.
4. Create study notes and outlines from multi-paragraph academic and workplace-related texts.
5. Compose short academic essays with clear thesis statements, logical supporting evidence, and developed conclusions.
6. Integrate paraphrases, quotations, and summaries into writing using citation conventions.
7. Employ appropriate English grammatical, textual, functional, and sociolinguistic knowledge when planning, writing, revising and editing a written text.
8. Critically evaluate one's own learning journey and future goals for language learning.
9. 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: | 60% | Quizzes/tests/midterm: | 15% |
| | % | | % | | % |

Details:

Assignments include 3 essays each worth 10% (30%), reflective journals (10%), online discussion forums (5%), short writing tasks (10%), and revising/editing exercises (5%)

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 video.

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 | Oshima, A. & Hogue, A. | Longman Academic Writing 4 Pearson | current |
| 2. Textbook | Leu, S. & Neumann, H. | Academic Inquiry 3: Essays & Integrating Sources, Oxford University Press | current |
| 3. OER | Chamberlain, P. & Dubbelboer, A. | Read, Think, Write: Writing in University, Athabasca University Press | current |
| 4. OER | Hall, B. & Wallace, E. | College ESL Writers: Applied Grammar and Composing Strategies for Success, University System of Georgia | current |
| 5. Indigenous knowledge | Abbotsford School District | Indigenous Education Resources https://indigenous.abbschools.ca/indigenous-library | current |

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

None

Course Content and Topics

- Reading strategies for longer texts: questions, prediction, inference, synthesis
- Critical reading: distinguishing fact vs. opinion, detecting bias, analyzing arguments
- Vocabulary development: context clues, word parts, academic register
- Writing genres: academic essays, formal correspondence, short reports
- Visual literacy: interpreting graphs, data, and infographics
- Essay structure: thesis, body, conclusion
- Writing process: pre-writing, drafting, revising, editing, formatting
- Source integration: paraphrasing, summarizing, quoting, citing (APA/MLA)
- Academic integrity: accurate citation, plagiarism and patchwriting avoidance