ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: January 2020
COURSE TO BE REVIEWED (six years after UEC approval)**:** August 2025
Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EAP 080	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Reading for Academic Success: University Bridge Level
Course Short Title: University Bridge Reading
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** English Language Studies

Calendar Description:

Prepares students for typical undergraduate-level reading. Students strengthen fundamental reading/study skills, such as note-taking, outlining, and understanding and restating logical structure, and develop critical reading/thinking skills, such as distinguishing between fact and opinion, making inferences, evaluating argumentation, and synthesizing information from multiple sources.

Note: Students with credit for ESL R80 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: EAP 070 (formerly ESL R70), or placement by ELS assessment, or evidence of any test score or course grade listed under the UFV Entry Level post-secondary English language proficiency standards in the UFV calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*
Former course code/number: ESL R80
Cross-listed with:
Dual-listed with:
Equivalent course(s):
(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.)

Special Topics *(Double-click on boxes to select.)*
This course is offered with different topics:
☒ No ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study
If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*
☒ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit

Typical Structure of Instructional Hours

Lecture/seminar hours	25
Tutorials/workshops	
Supervised laboratory hours	10
Experiential (field experience, practicum, internship, etc.)	
Supervised online activities	10
Other contact hours:	
Total hours	**45**

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Transfer Credit
Transfer credit already exists: *(See bctransferguide.ca.)*
☒ No ☐ Yes
Submit outline for (re)articulation:
☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Grading System
☒ Letter Grades ☐ Credit/No Credit

Maximum enrolment (for information only): 20

Expected Frequency of Course Offerings:
Every Semester *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Gilmour Jope	**Date approved:**	February 28, 2019
Faculty Council approval	**Date approved:**	March 8, 2019
Dean/Associate VP: Sue Brigden	**Date approved:**	March 8, 2019
Campus-Wide Consultation (CWC)	**Date of posting:**	June 21, 2019
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	August 29, 2019

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- effectively preview, skim, and scan academic texts
- recognize and restate logical structure within text (thesis, main ideas, supporting details)
- take unguided notes from text using annotations, paraphrasing, outlines, & graphic organizers
- infer the meaning of unknown words through context and use of collocations
- integrate ideas from multiple sources
- use the critical reading skills to distinguish between fact and opinion, identify writer purpose and tone, recognize points of view and bias, evaluate arguments, make inferences, and evaluate source reliability
- choose appropriate reading strategies according to purpose

Prior Learning Assessment and Recognition (PLAR)

☒ Yes   ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

A good deal of the reading assignments and activities for the course may be assigned as homework. Most class time will be used for addressing and extending specific reading skills through analyses of texts. Whole class, small group, partner, and/or individual activities will be used to help students develop and improve their reading skills. Students will be expected to compete supervised and independent online work to consolidate and extend the skills taught in class.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Langan, J.	Ten Steps to Advancing College Reading Skills	☒	Townsend Press	
2.	Adams & Brody	Reading Beyond Words	☒	Harcourt Brace Pub	
3.	Mikulecky, B. & Jeffires, L	Advanced Reading Power	☒	Pearson Longman	
4.	Miller, J. & Cohen, R.	North Star 5: Reading and Writing	☒	Pearson Longman	
5.	wier, L., & Vosters, M.	University Success Transition Level Reading with MyEnglishLab	☒	Pearson	

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	40%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Authentic, academic-level multi-paragraph reading passages from a range of disciplines for the:

- consolidation of previewing, skimming, and scanning skills
- identification of thesis, main ideas, and supporting details, transitions, patterns of organization
- comprehension of graphic information
- making of inferences related to text content and vocabulary meaning
- integration of appropriate reading strategies for different reading purposes
- development of independent, unguided annotation and note-taking skills
- development of efficient reading speed while maintaining good comprehension
- differentiation between fact and opinion
- analysis of author purpose, tone, point of view and bias