

## 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 084		<b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Writing for Academic Success: University Bridge Level																	
<b>Course Short Title:</b> University Bridge Writing																	
<b>Faculty:</b> Faculty of Access and Continuing Education		<b>Department (or program if no department):</b> English Language Studies															
<b>Calendar Description:</b> Planning and writing essays for typical undergraduate level writing assignments that require reading, references, quotations, paraphrases, summaries, in text source citation, and bibliographies. Editing and revising for consistent clarity of meaning, expression, style, and tone.  Note: Students with credit for ESL WG84 cannot take this course for further credit.																	
<b>Prerequisites (or NONE):</b>		One of the following: EAP 074 (formerly ESL WG74), or placement by ESL assessment, or evidence of any test score or course grade listed under the Entry-level post-secondary English language proficiency standards in the UFV academic calendar at <a href="http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a> .															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: ESL WG84 Cross-listed with: Dual-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>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: right;">76</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td style="text-align: right;">14</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>90</b></td> </tr> </table>		Lecture/seminar hours	76	Tutorials/workshops		Supervised laboratory hours	14	Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>90</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
Lecture/seminar hours	76																
Tutorials/workshops																	
Supervised laboratory hours	14																
Experiential (field experience, practicum, internship, etc.)																	
Supervised online activities																	
Other contact hours:																	
<b>Total hours</b>	<b>90</b>																
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Maximum enrolment (for information only):</b> 20 <b>Expected Frequency of Course Offerings:</b> Every semester <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Gilmour Jope		<b>Date approved:</b> February 28, 2019															
<b>Faculty Council approval</b>		<b>Date approved:</b> March 8, 2019															
<b>Dean/Associate VP:</b> Sue Brigden		<b>Date approved:</b> March 8, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> June 21, 2019															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> August 29, 2019															

**Learning Outcomes:**

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

- Write a range of correct sentence types and paragraphs using a variety of strategies and structures
- Write extended compositions that are free of major grammatical, structural, or mechanical errors and that show appropriate use of tone, mood, phrasing, and stylistic conventions
- Write clearly developed short essays to a variety of essay prompts using various forms of development
- Produce a library research paper that will include selecting and applying a range of research and writing strategies

**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 process approach to writing which may include pre-writing strategies, revising, editing, and publishing. Group and individual instruction including regular student/teacher conferences. Group discussions, critiques, and editing. Online components for practice exercises, research activities, and collaborative activities. Audio and video instructional material.

**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. Fournier, P.	Blueprints: A Guide to Correct Writing	<input checked="" type="checkbox"/>	ERPI	
2. Maurer, J.	Focus on Grammar (5). An Integrated Skills Approach	<input checked="" type="checkbox"/>	Pearson	
3. Dollahite, N & Haun, J.	Sourcework: Academic Writing From Sources	<input checked="" type="checkbox"/>	Global ELT	
4. Norloff, C., & Renehan, A.	University Success Transition Level Writing with MyEnglishLab	<input checked="" type="checkbox"/>	Pearson	
5.		<input checked="" type="checkbox"/>		

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

Final exam:	30%	Assignments:	%	Field experience:	%	Portfolio:	20%
Midterm exam:	20%	Project:	30%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics****Writing**

- Use clear organizational structure when writing paragraphs and essays, such as thesis statements, topic sentences, supporting details and conclusions
- Use appropriate discourse patterns to respond to different kinds of writing prompts
- Select, synthesize, and integrate multiple sources of information into text using in-text citations, quotations, paraphrases, and summaries
- Use a wide range of cohesion links in the production of complex, multi-clause sentences, as well as links between sentences and paragraphs
- Follow the writing process, including pre-writing (such as generating ideas through concept-mapping), writing an outline, writing various drafts, and rewriting after editing
- Create a properly formatted references page
- Use word-processing skills for composing, revising, editing, and formatting texts for print or electronic submission

**Grammar**

- Use complex grammar and syntax structures (such as past conditionals, past or future perfect passive, perfect or past infinitives and subordinate adverbial clauses) to convey meaning effectively and precisely
- Control grammatical and syntactical accuracy, punctuation, paragraphing, etc.
- Use a wide range of vocabulary, word forms, and phrases with accuracy and appropriate academic register