

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EAP 084		Number of Credits: 6 Course credit policy (105)													
Course Full Title: Reading and Writing for Academic and Career Success: University Bridge Level Course Short Title: Reading & Writing Univ Bridge															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Access, Information, and Lifespan Learning													
Calendar Description: Develop more advanced writing and reading skills for academic and career purposes. Research, plan and compose essays integrating cited multiple sources. Apply critical reading strategies, advanced grammar, and academic vocabulary to produce clear, accurate, and well-structured academic and professional texts.															
Prerequisites (or NONE):		One of EAP 074, placement by department 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 www.ufv.ca/calendar/current/General/EnglishProficiency.htm													
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 WG84 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: Every semester 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 advanced reading strategies (inference, critical evaluation, synthesis) to extended complex academic and professional texts.
2. Create notes from complex text using annotations, paraphrasing, summarizing, outlines, and graphic organizers.
3. Use pre-writing, search, and formal outlining strategies to plan essays using multiple credible academic and workplace sources.
4. Employ appropriate English structures, tone, style, and format when writing, revising, and editing an extended written text.
5. Integrate quotations, paraphrases, and summaries into extended texts with accurate citation and referencing.
6. Demonstrate appropriate academic register and vocabulary in formal written communication.
7. Critically evaluate one's own learning journey, future learning, and professional goals.
8. Explore Indigenous ways through oral storytelling and recognizing the land (e.g. writing Territorial Acknowledgements).

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

Final exam:	25%	Project:	15%	Quizzes/tests/midterm:	20%
Assignments:	40%		%		%

Details:

Assignments include reflective journals, group work, online discussion forums, and writing tasks
Library research project: essay and visual report

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.)*

A process approach to writing, which may include pre-writing strategies, revising, editing, and publishing. Readings, group discussion, mini-lectures, search activities, collaborative learning, pair/small group exercises, reflection, peer feedback, 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. Textbook	Maurer, J.	Focus on Grammar 5: An Integrated Skills Approach	current
2. Online resource	Excelsior University	Excelsior Online Writing Lab & Online Reading Lab	current
3. Textbook	Norloff, C., & Renahan, A.	University Success: Transition Level Writing with MyEnglishLab	current
4. Textbook	Douglas, S. R.	Academic Inquiry 4: Essays and Research Oxford University Press	current
5. Indigenous knowledge	National Centre for Truth and Reconciliation	https://nctr.ca/	current

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

None

Course Content and Topics

- Reading strategies for different reading purposes and types of academic and professional texts
- Critical reading and evaluation of purpose, tone, point of view in academic and professional texts
- Note-taking skills: development of independent, unguided annotation
- Synthesis of ideas across multiple readings
- Research skills and academic integrity
- Essay planning and development
- Source integration: paraphrasing, summarizing, quoting, citing (APA/MLA)
- Advanced grammar and syntax: conditionals, passive forms, complex clauses
- Advanced vocabulary and academic register
- Editing for tone, style, and cohesion
- Portfolio preparation for academic/career purposes