UCFV
UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE:	September 2008
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	March 2012
(four years after UPAC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ENGL 042	College and Career Preparation	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Tutored Fundamental-Level English I	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is designed to help adults develop basic personal English survival skills. It focuses on pre-reading, beginning reading, writing, and oral communications skills. Students will work one-on-one with volunteer literacy tutors as well as in small groups with an instructor.

Note: ENGL 042 is not designed for English as a second language students.

PREREQUISITES: CCP department assessment and interview.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a)   Replaces: **ABE Tutee**
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify): Tutored	**30**	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **20**
Expected frequency of course offerings: 1 per semester
(every semester, annually, every other year, etc.)

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	☒
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐	☒
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	☒

Course designer(s): **CCP Department English Working Group**		
Department Head: **Sue Brigden**	Date approved:	**Jan. 23, 2008**
Supporting area consultation (UPACA1)	Date of meeting:	**Feb. 1, 2008**
Curriculum Committee chair: **Susan DeLong**	Date approved:	**Jan. 23, 2008**
Dean/Associate VP: **Karen Evans**	Date approved:	**Mar. 13, 2008**
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	**Mar. 28, 2008**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to
1. identify alphabet letters
2. identify short and long vowel sounds, consonant sounds, and blends
3. identify common symbols and 100-150 basic personal sight words
4. legibly write their name and 50-75 sight words
5. copy short, simple sentences.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

One-on-one tutoring; class instruction; small group activities.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): not appropriate

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Books and materials will be primarily based on the personal survival English needs of the student, chosen in consultation with the course instructor and volunteer tutor and may include classroom resources, the West Coast Reader newspaper, instructor or tutor produced worksheets and handouts.

SUPPLIES / MATERIALS:

3-ring binder, loose-leaf paper, page dividers, duo-tang or folder, pencils and eraser

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

This is a Credit/No Credit course; therefore, grades are not assigned. However, students will be expected to complete a variety of graded activities and assignments to demonstrate their readiness for ENGL 043.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Word analysis: alphabet letters, consonants and blends, vowels and blends, personal sight word vocabulary, common symbols.
2. Basic simple sentence structure, including end punctuation and capitals.
3. Oral reading of personal sight words.
4. Expressing oral opinions and asking for help.
5. Organization and punctuality.