UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: Sept. 2008
COURSE REVISED IMPLEMENTATION DATE: May 2009
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 052	Upgrading and University Preparation	1.5

Fundamental-Level English III

CALENDAR DESCRIPTION:

This course is designed to develop fundamental reading, writing, oral communication, and learning skills. It focuses on the development of reading fluency and the expansion of reading, listening, and speaking vocabulary. In addition, students will begin to develop paragraph writing skills and basic oral communication skills for classroom and workplace settings. Students will be introduced to study skills and classroom learning techniques to help them become independent learners.

Note: English 052 is not designed for English as a second language students.

PREREQUISITES: ENGL 043 or UUP department permission (assessment may be required)
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: **ENGL 051**
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:

Lectures:	15	Hrs	
Seminar:	30	Hrs	
Laboratory:		Hrs	
Field experience:		Hrs	
Student directed learning:		Hrs	
Other (specify): tutored		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: **Susan 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. use context, phonemic, and structural cues to decode words in a variety of texts with low-readability scores
2. expand vocabulary by learning skills to acquire and remember generalized high frequency words
3. apply dictionary skills for the development of new vocabulary
4. develop comprehension monitoring techniques by answering questions about simple reading passages
5. identify subject, main ideas, details, and sequence in a variety of reading passages
6. apply basic critical thinking techniques to written and spoken language (e.g., distinguish between fact and opinion)
7. write complete simple sentences
8. identify parts of speech in simple sentences
9. identify topic sentences and supporting
10. write short narrative paragraphs of six to eight sentences
11. apply writing process techniques at a beginning level (e.g., prewriting and drafting)
12. employ standard usage in written English (e.g., capitalization, contractions, end punctuation etc.)
13. use common regular and irregular verbs in the simple past, present, and future tenses
14. participate in whole and small group class discussions
15. make brief oral presentations to small groups
16. organize learning materials and meet assignment deadlines independently
17. develop basic computer skills such as word processing and basic internet searching

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

Combination of short lectures, small group, and individualized instruction.

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:]

Fry, Edward. *Introductory Vocabulary Drills*
Goodman, Burton. *Shocks: 15 Stories to Thrill and Delight*
Banville, Vincent. *An Accident Waiting to Happen* (novel from a high-interest, low-readibility series)
Instructor created Course Pack for supplemental grammar and writing materials
Archer, Gleason et.al. *REWARDS* (Reading Excellence: Word Attack and Rate Development Strategies) student workbook

SUPPLIES / MATERIALS:

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 053.

COURSE CONTENT:

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

1. Direct instruction in reading techniques (a program such as REWARDS may be used to increase reading rate and fluency and the acquisition of new vocabulary)
2. Comprehension questions and discussions on assigned reading material
3. Introduction to evaluating and thinking critically about reading passages
4. Writing instruction and practice
5. Brief student presentations on issues relevant to course content
6. Introduction to use of computers in writing and information access
7. Introduction to study skills and organizational techniques for learning