COURSE IMPLEMENTATION DATE:	Sept 2008
COURSE REVISED IMPLEMENTATION DATE:	May 2010
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 053	**Upgrading and University Preparation**	**1.5**
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Fundamental English Level IV	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is designed to build on the reading, writing, oral communication, and learning skills introduced in ENGL 052. It focuses on increasing reading fluency and expanding reading, listening, and speaking vocabulary. Students will expand their paragraph writing skills, as well as the oral communication skills required in classroom and workplace settings. In addition, students will develop the study and learning techniques necessary for independent learning.

Note: ENGL 053 is not designed for English as a second language students.

PREREQUISITES: ENGL 052 or UUP department permission (assessment may be required)
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: **English 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: One per semester
(every semester, annually, every other year, etc.)

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

Course designer(s): **CCP Department English Working Group**		
Department Head: **Susan Brigden**	Date approved:	**March 2010**
Supporting area consultation (Pre-UPAC)	Date of meeting:	**April 16, 2010**
Curriculum Committee chair: **Susan DeLong**	Date approved:	**March 2010**
Dean/Associate VP: **Karen Evans**	Date approved:	**March 2010**
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	**April 23, 2010**

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 varying readability levels
2. demonstrate comprehension monitoring techniques through dialogue journals and note taking
3. expand vocabulary by through structural analysis of root words, suffixes and prefixes
4. identify the rhetorical purpose of a variety of reading passages (e.g. narration, exposition)
5. identify and summarize subject, main ideas, details, and sequence in a variety of reading passages
6. use appropriate terms (plot, setting, character, and theme) needed to describe and discuss and understand stories
7. use basic critical thinking techniques to evaluate written and spoken language (e.g. distinguish between fact and opinion, literal, and inferential meanings etc)
8. write complete simple sentences and use coordination to join simple sentences
9. identify parts of speech in simple sentences
10. write short narrative and expository paragraphs
11. apply writing process techniques (e.g. prewriting, drafting and proofreading)
12. demonstrate standard usage in their written English (e.g. capitalization, contractions, end punctuation etc.)
13. use common regular and irregular verbs in the simple past, present, conditional, and future tenses
14. participate effectively in whole and small group class discussions
15. make brief oral presentations to class
16. organize learning materials and meet assignment deadlines independently
17. take basic classroom notes
18. use a computer for basic word processing, internet searches, and email

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. Examples for this course might be:]*

Fry, Edward. *Intermediate Vocabulary Drills*
Goodman, Burton. *Encounters: 15 Stories of the Unexpected*
Binchy, Maeve. *Star Sullivan* (novel from a high-interest, low-readability 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:]*

Student progress will be evaluated based on sentence, paragraph, and journal writings; readings; and quizzes. Student evaluation may also include portfolios, student interviews, presentations, and self-evaluation strategies.

Grammar and spelling tests	25%
Writing samples	25%
Reading comprehension and word attack skills	25%
Speaking and listening skills	25%

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

1. Direct instruction in reading techniques using a variety of fiction and non-fiction passages. Depending on assessed student need, individuals may be required to complete a program such as REWARDS to increase reading rate and comprehension.
2. Comprehension questions and discussions on assigned reading material
3. Evaluating and thinking critically about reading passages
4. Writing instruction and practice
5. Student presentations on issues relevant to course content
6. Instruction in use of computers for writing and information access
7. Instruction in study skills and organizational techniques for learning