UNIVERSITY
OF THE **FRASER VALLEY**

COURSE IMPLEMENTATION DATE: September 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.
<mark>Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor</mark>

ENGL 062	**Upgrading and University Preparation**	**1.5**
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Fundamental-Level English V	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course develops skills and strategies for reading and responding to a variety of written materials. Students will also develop basic paragraph writing, oral communication, and critical thinking skills.

Note: ENGL 062 is not designed for English as a second language students.

PREREQUISITES: ENGL 051, ENGL 053, or UUP department permission (assessment may be required).
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):   <mark>**SERVICE COURSE TO:**</mark> *(department/program)*
(a)   Replaces: **ENGL 061**
(b)   Cross-listed with:
(c)   Cannot take: for further credit.

TOTAL HOURS PER TERM: 45   TRAINING DAY-BASED INSTRUCTION:
<mark>**STRUCTURE OF HOURS:**</mark>   Length of course:
Lectures: **30**   Hrs   Hours per day:
Seminar: **15**   Hrs

Laboratory: Hrs	**OTHER:**
Field experience: Hrs	Maximum enrolment: **20**
Student directed learning: Hrs	Expected frequency of course offerings: 1 per semester
Other (specify): Tutored Hrs	*(every semester, annually, every other year, etc.)*

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

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. write effective sentences and paragraphs
2. use basic grammar and spelling strategies
3. employ basic reading strategies to extended readings
4. recognize fiction, non-fiction, and different purposes for reading
5. use skills and strategies for individual and group learning
6. use basic word processing skills
7. express, infer, support, and draw conclusions
8. recognize and write simple, compound, and complex sentences
9. use punctuation such as apostrophes, commas, periods, and quotation marks
10. summarize main ideas after reading and discussion
11. write an 8-10 sentence paragraph in proper format
12. use the process of writing that includes prewriting, outlining, editing
13. identify and correct fragments and run-ons
14. use subject-verb agreement
15. use consistent verb tense
16. demonstrate effective study skills (e.g., homework, time management, goal-setting, and test-writing strategies)
17. use learning styles concepts and strategies
18. use critical thinking skills while listening to others or viewing media
19. give concise sequential oral instructions
20. use basic word processing skills and internet search strategies

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

Journal entries on a variety of subjects; class instruction; one-to-one instruction; tutoring; computer supplements; independent text study; group activities; guest speakers.

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):

TEXTBOOKS, REFERENCES, MATERIALS:

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

- Gage Canadian Dictionary (A thesaurus is also helpful)
- <u>Building Vocabulary 504 Absolutely Essential Words</u> by Bomberg, Liebb, Traiger
- <u>The Least You Should Know about English</u>, 2nd Canadian Edition by Glazier, Wilson, Wagner
- <u>Reading Drills</u> - Middle Level by Fry, Edward B.
- Discoveries <u>17 Stories of Discovery and Decision</u> by Goodman, Burton.Glencoe/McGraw-Hill. Ohio, 2003
- <u>Spellbound</u> by Rak, Elsie T. (***Optional*** for those who want or need to improve spelling)

SUPPLIES / MATERIALS:

Binder, loose-leaf paper, page dividers; pocket folder for journals; USB (aka Flashdrive, Thumb Drive, Store n' Go); $5-$10 photocopy card; highlighters and pens.

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 (5 to 7 paragraphs, journals, in-class writing)	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. Expository readings from a variety of fiction and non-fiction sources
2. Comprehension questions - main idea, details, and sequence
3. Introduction to critical thinking – inferences, supported opinions, and conclusions
4. Word analysis, vocabulary development, and spelling strategies
5. Grammar, sentence variety, and punctuation development
6. Pre-writing, outlining, writing, editing and rewriting strategies
7. Writing and expressing main idea summaries after reading and discussion
8. 8-10 sentence paragraph format
9. Class discussion and student presentation
10. Study skills, learning style concepts, goal setting
11. Word processing skills, internet searches
12. Class discussion and student presentations