

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.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<b>ENGL 063</b>	<b>Upgrading and University Preparation</b>	<b>1.5</b>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	<b>Fundamental-Level English VI</b>	
	COURSE DESCRIPTIVE TITLE	

**CALENDAR DESCRIPTION:**

This course further develops skills and strategies for reading and analyzing a variety of written materials, including short stories and poetry. Students will expand on sentence structure and paragraph writing skills developed in ENGL 062. They will also strengthen oral communication and critical thinking skills.

Note: ENGL 063 is not designed for English as a second language students.

PREREQUISITES: ENGL 062 or UUP department permission (assessment may be required).

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **ENGL 061**
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** **45**

**STRUCTURE OF HOURS:**

Lectures:	<b>30</b>	Hrs
Seminar:	<b>15</b>	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.)

**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: **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 paragraphs using a process that includes prewriting, outlining, and editing
2. recognize and write simple, compound, and complex sentences to produce a coherent expanded paragraph
3. edit for fragments, run-ons, subject-verb agreement, consistent verb tense, and punctuation
4. use spelling and vocabulary development strategies
5. distinguish between colloquial and standard language; give concise, purposeful explanation
6. employ reading strategies to extended readings, such as reading for point of view and purpose, recognizing fiction and non-fiction, describing character roles in short fiction
7. discuss and summarize short stories and articles presented from a variety of media
8. express, infer, support, and conclude opinions by recognizing and using critical thinking skills and strategies such as fact, logic, cause and effect, compare and contrast, and opinion in reading and writing
9. use critical thinking skills to determine validity of information
10. demonstrate effective study skills (e.g., homework, time management, goal-setting, and test-writing strategies)
11. establish a purpose for listening, writing or viewing
12. give concise sequential oral instructions
13. write a business letter.
14. use basic word processing skills, save and print documents, and use 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.

## 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)
- Building Vocabulary 504 Absolutely Essential Words by Bomberg, Liebb, Traiger
- The Least You Should Know about English, 2<sup>nd</sup> Canadian Edition by Glazier, Wilson, Wagner
- Reading Drills - Middle Level by Fry, Edward B.
- Sterling Stories, 12 Great Short Stories. Yvonne, Collioud, Sisko. Pearson Education Inc., 2008
- Spellbound by Rak, Elsie T.

## SUPPLIES / MATERIALS:

Binder, loose-leaf paper, page dividers; pocket folder for journals; USB (aka Flashdrive); \$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