

COURSE IMPLEMENTATION DATE:	May 1990
COURSE REVISED IMPLEMENTATION DATE:	September 2010
COURSE TO BE REVIEWED:	February 2014
(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 105	Faculty of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Academic Writing	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is a guided workshop for students whose programs require the ability to write university-level non-fiction prose. Selected readings from an essay anthology help students explore the principles and practice of writing clear and effective sentences, paragraphs, and essays. There will be an introduction to academic research and argumentation. The course is designed to prepare students for university-level scholarship and writing in a variety of disciplines.

PREREQUISITES: One of the following: English 12 or English Literature 12 with a final grade of C+; UFV CMNS 099 or ENGL 099 with a grade of C or better; UFV ENGL 081 or 091 with a grade of C+ or better; UFV ESL WG84 with a grade of C+ or better; success in previous university transferable English or Communications course; CPT score of 48 or better; LPI score of 30/40 or level 5 or better in the essay section; TOEFL (Test of English as a Foreign Language) score of 570 or better (or 230 if computer-based score), plus a minimum TWE or essay score of 4.0; or IBT score of 88; MELAB (Michigan English Language Assessment Battery) score of at least 85; CAEL (Canadian Academic English Language) score of at least 70; CanTEST score of at least 4.5 in both Listening and Reading and a score of 4.0 in Writing; Cambridge Proficiency Examination – competence level of C; IELTS (International English Language Testing System) score of at least 6.5 with no band less than 6.0; completion of Level II of UFV's University Foundation certificate program; UFV English language assessment – results equivalent to UFV's University Foundation certificate program Level 2 compulsory ESL core courses or articulated equivalent.

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 23

Expected frequency of course offerings: Every 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): Various - Reviewed by Hilary Turner

Department Head: John Carroll

Date approved: February 5, 2010

Supporting area consultation (Pre-UPAC)

Date of meeting: February 12, 2010

Curriculum Committee chair: John Carroll

Date approved: February 12, 2010

Dean/Associate VP: Jacqueline Nolte

Date approved: February 12, 2010

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: February 26, 2010

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Identify and use various argumentative strategies (e.g. deduction, examples, causality, analogy, statistics, testimony)
2. Critique published arguments, identifying strategies, strengths, and weaknesses
3. Summarize and paraphrase the arguments of other writers
4. Correctly quote from and cite the work of other writers in MLA format
5. Produce a thesis statement that announces a unified argument
6. Write summaries, responses to, and critiques of published essays
7. Locate appropriate sources for a research essay and create a bibliography
8. Write an argumentative essay with grammatical correctness, credible use of sources, and overall coherence

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

Lecture, facilitated discussion, student-led discussion, peer-led workshops, peer response and instructor consultation.

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. Examples for this course might be:]

The usual practice is to prescribe one composition handbook and one anthology of readings. Suggestions:

The Broadview Guide to Writing (5th ed.)
The Little Brown Handbook (11th ed.)
Conversations: Reading for Writing (7th ed.)
They Say/ I Say: The Moves that Matter in Academic Writing
The Norton Field Guide to Writing, With Readings (2nd ed.)
The Seagull Reader: Essays (2nd ed.)

Alternatively, instructors may choose a short scholarly text (e.g. the current *Massey Lecture*, and supplement it with a composition manual, or a course pack.

SUPPLIES / MATERIALS:

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

Test on syntax, paragraphing, or essay structure	5%
In-class essay, analyzing a prescribed text	10%
Sample thesis statement and opening paragraph	5%
Argumentative essay on an issue discussed in class	15%
Midterm test: summarizing an argumentative essay	15%
Proposal for research essay	5%
Research essay (2000 words)	25%
Final exam	20%

There should be no fewer than four graded assignments (totalling 4,000 words), one of which must be written under supervision, and one which must have a demonstrable research and documentation component. A final examination is mandatory.

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

- Week 1 Review of syntax and punctuation
Week 2 Library orientation; distinguishing between popular and scholarly sources; identifying main ideas
Week 3 The principles of readable sentences and paragraphs
Week 4 Components of the argumentative essay; reading and critiquing the argumentative essay
Week 5 Coordination and subordination; strategies for creating emphasis; introductions and conclusions
Week 6 The thesis statement; the topic sentence; outlining and brainstorming the academic essay
Week 7 Summary and paraphrase, using two or three sample essays
Week 8 Critical readings and responses (responding to examples of essays)
Week 9 Practice with summary and paraphrase; workshop on the thesis statement
Week 10 The art of quoting: in-text and blocked quotations; MLA format for citation
Week 11 Peer workshop on thesis statements, introductions, and outlines
Week 12 Critiquing argument
Week 13 Review of key terms, preparing for the exam