

COURSE IMPLEMENTATION DATE:	May 1990
COURSE REVISED IMPLEMENTATION DATE:	January 2014
COURSE TO BE REVIEWED:	January 2020
(six years after UEC 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	College of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
<b>Academic Writing</b>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course helps you understand and develop university-level writing and reading practices which will serve you in any academic discipline. You will analyze writing and writing situations, critically think about writing, and develop and present ideas in essays.

**PREREQUISITES:** **One of the following:** English 12 or English Literature 12 with a minimum final grade of C+ or better; 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; a minimum grade of C- in a university level English or Communications course; CPT score of 48 or better; LPI score of 30 (level 5); 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, with no section below 20; 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; UFV English as a Second Language assessment results equivalent to completion of the 80-level of UFVs ESL writing and grammar.

**COREQUISITES:**  
**PRE or COREQUISITES:**

**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:	_____	Hrs
Seminar:	<b>5</b>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	<b>5</b>	Hrs
Other (specify): workshop, lecture/discussion	<b>35</b>	Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: **23**

Expected frequency of course offerings: Each 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 Rhonda Schuller

Department Head: John Pitcher

Date approved: September 2013

Supporting area consultation (CWC)

Date of meeting: n/a

Curriculum Committee chair: Amanda McCormick

Date approved: September 13, 2013

Dean/Associate VP: Jacqueline Nolte

Date approved: September 13, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: September 27, 2013

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

1. Identify and use techniques of argument and persuasion that meet the expectations of scholarly readers,
2. Summarize and paraphrase the arguments of other writers,
3. Analyze and critique published arguments,
4. Write argumentative essays and a research paper in a recognized style sheet,
5. Demonstrate competence in writing processes, including generating ideas, drafting, soliciting feedback, revising, editing, and proofreading,
6. Demonstrate competence in scholarly conventions of syntax, grammar, punctuation, and spelling,
7. Demonstrate competence with a variety of technologies of writing and research, and
8. Demonstrate an awareness of how scholarly situations shape scholarly conventions of writing.

**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 to be determined on a case-by-case basis  
☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. Examples of texts for this course might be:]

Devitt, Amy, et alia. *Scenes of Writing: Strategies for Composing with Genres*. Pearson/Longman, 2004.  
Graff, Gerald and Cathy Birkenstein. *They Say, I Say: Moves That Matter in Academic Writing*. Norton, 2009.

**SUPPLIES / MATERIALS:**

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

Summary/analysis/critique of texts (3 x 5%)	15%
Argumentative essays (3 x 15%)	45%
Scholarly research essay	20%
Final exam	20%

There should be no fewer than four graded assignments (totalling a minimum of 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. Additional assignments, graded or ungraded, are at the instructor's discretion.

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

Week 1	Introduction, academic writing, scenes, situations, genres	
Week 2	Discussion of oral and written language conventions/contrasts	
	<b>In-class essay</b>	<b>Essay One</b>
Week 3	Discussion of essay conventions, scholarly readers, purposes	
	Discussion of brief genre models, comparing scholarly to general-reader texts	
Week 4	Read-around, workshop	<b>Revision of Essay One</b>
	Conventions of academic writing	
Week 5	Rhetorical analysis/discussion of an academic research paper	
	Summary workshop	<b>Summary One</b>
Week 6	No class	
	Discussion of Essay Two expectations	<b>Revision of Summary One</b>
Week 7	Discussion of audience expectations for research essays	<b>Essay Two</b>
	Interviewing workshop	<b>Summary Two</b>
Week 8	Discussion of research conventions of ethos/authority	
	Discussion of research conventions of claims/evidence	
Week 9	Discussion of primary research/interview protocols	
	Read-around, workshop	<b>Essay Three</b>
Week 10	Research citation workshop	
	Online library assignment: <a href="http://temple.ufv.ca/library/first_year">http://temple.ufv.ca/library/first_year</a>	
	Rhetorical analysis of research essays	<b>Summary Three</b>
Week 11	Research workshop in library	
	Discussion/comparison of various purposes for research essays	
Week 12	Research essay workshop	
	Workshop research sources/uses/integration	
Week 13	Read around, discussion of research essay reading	<b>Research Essay</b>
	Discussion, rhetorical analysis of scenes/situations of research essays	
Week 14	Discussion of time-pressured writing strategies	