

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENGL 105		Number of Credits: 3 Course credit policy (105)																			
Course Full Title: Academic Writing																					
Course Short Title (if title exceeds 30 characters):																					
Faculty: Faculty of Humanities		Department (or program if no department): ENGL																			
Calendar Description: <p>Students learn the theory and practice of university-level reading and writing across academic disciplines. In a workshop setting, students will analyze writing situations, think critically about writing, and present ideas and arguments in essays.</p>																					
Prerequisites (or NONE):		(C+ or better in English 12 or English Literature 12) or (CPT score of 48 or better) or (evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm).																			
Corequisites (if applicable, or NONE):		NONE																			
Pre/corequisites (if applicable, or NONE):		NONE																			
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																			
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Student directed learning</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	30	Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Student directed learning		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Other contact hours:																					
Total	45																				
		Maximum enrolment (for information only): 26 Expected frequency of course offerings (every semester, annually, every other year, etc.): Each semester																			
Department / Program Head or Director: Hilary Turner		Date approved: October 14, 2016																			
Faculty Council approval		Date approved: October 14, 2016																			
Campus-Wide Consultation (CWC)		Date of posting: November 18, 2016																			
Dean/Associate VP: Jacqueline Nolte		Date approved: October 14, 2016																			
Undergraduate Education Committee (UEC) approval		Date of meeting: November 25, 2016																			

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.
8. Demonstrate an awareness of how scholarly situations shape scholarly conventions of writing.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

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

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Devitt, Amy, et alia	Scenes of Writing: Strategies for Composing with Genres	<input type="checkbox"/>	Pearson/Longman	2004
2. Graff, Gerald and Cathy Birkenstein	They Say, I Say: Moves That Matter in Academic Writing	<input type="checkbox"/>	Norton	2009

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	80%	Midterm exam:	%	Total:	100%
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Details (if necessary):

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 (totaling 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.

Typical Course Content and Topics

Week 1	Introduction, academic writing, scenes, situations, genres	
Week 2	Discussion of oral and written language conventions/contrasts	
	In-class essay	Essay One
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	Revision of Essay One
	Conventions of academic writing	
Week 5	Rhetorical analysis/discussion of an academic research paper	
	Summary workshop	Summary One
	Discussion of Essay Two expectations	Revision of Summary One
Week 6	Discussion of audience expectations for research essays	
	Interviewing workshop	Essay Two
		Summary Two
Week 7	Discussion of research conventions of ethos/authority	
	Discussion of research conventions of claims/evidence	
Week 8	Discussion of primary research/interview protocols	
	Read-around, workshop	Essay Three
Week 9	Research citation workshop	
	Online library assignment: http://temple.ufrv.ca/library/first_year	
	Rhetorical analysis of research essays	Summary Three
Week 10	Research workshop in library	
	Discussion/comparison of various purposes for research essays	
Week 11	Research essay workshop	
	Workshop research sources/uses/integration	
Week 12	Read around, discussion of research essay reading	Research Essay
	Discussion, rhetorical analysis of scenes/situations of research essays	
Week 13	Discussion of time-pressured writing strategies	