

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: Academic Writing															
Faculty: Faculty of Humanities		Department (or program if no department): English													
Calendar Description: Students learn the theory and practice of academic writing by designing and carrying out a structured research project. Reflective writing helps students develop transferable knowledge of writing processes and situations. Academic conventions are contextualized by subject matters such as storytelling and Indigenous ways of knowing, language variation, and genre theory across contexts.															
Prerequisites (or NONE):		(C+ or better in English Studies 12 or English First Peoples 12) or evidence of meeting the Degree/diploma-level English language proficiency standard: www.ufv.ca/calendar/current/General/EnglishProficiency.htm .													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	20							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	25														
Tutorials/workshops	20														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: April 1, 2022													
Faculty Council approval		Date of meeting: June 3, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: November 25, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Demonstrate skill in research practices, ethical use of sources, and strategies for persuasive writing in a self-designed, scaffolded research project.
2. Analyze a range of genres to understand writing as a situated social and rhetorical activity.
3. Apply Indigenous ways of knowing to various writing situations (e.g., *First Peoples Principles of Learning*, Younging's *Elements of Indigenous Style*).
4. Identify different varieties of English and engage with the colonial history and cultural significance of English as a world language.
5. Develop a productive, individualized writing process that includes brainstorming, choosing tools and research methods, collaboration and feedback, and attention to rhetorical situation.
6. Use reflective practice that draws on prior experience and learning to develop an identity as a writer and transferable knowledge of writing that can be applied in academic and non-academic contexts.
7. Repurpose content for different modes and media with consideration of audience, purpose, and power relations.
8. Assess relevant social situations and power dynamics to make informed decisions about following or breaking genre conventions.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	90%	Portfolio:	10%		%
	%		%		%

Details:

Literacy narrative: 20%

Research proposal: 10%

Annotated bibliography: 15%

Reflective journal/homework assignments: 15%

Research paper: 20%

Multimodal assignment: 10%

Final reflective portfolio: 10%

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. OER book	Various	Writing Spaces Vols 1-4 (writingspaces.org)	2011-2021
2. Textbook	Jack and Pryal	How Writing Works	2016
3. Textbook	Miller-Cochran and Rodrigo	Cengage Guide to Research, 3 rd ed	2016
4. Indigenous knowledge	Younging	Elements of Indigenous Style	2018
5. Indigenous knowledge	Tortell et al	Selections from "Memory"	2018

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Course Content and Topics

Module 1: Introduction to critical literacy and reflective practice

Module 2: Genre and rhetorical analysis

Module 3: Rhetorical invention: picking research topics

Module 4: Secondary research and Indigenous methods

Module 5: Reporting research findings: genre theory, multimodality, and cross-cultural communication

Module 6: Reflecting on the semester's learning