OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: _____
COURSE REVISED IMPLEMENTATION DATE: September 2012
COURSE TO BE REVIEWED: March 2018
(six 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

ESL WG84	Access and Open Studies/English as a Second Language	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

ESL Writing and Grammar Bridge
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course further develops writing and grammar skills for academic writing assignments at the undergraduate level. Students will learn how to understand the requirements of a writing assignment, how to research topics, incorporate sources, create reference pages and bibliographies, and present written work for evaluation. Students will learn to revise their work for content as well as for style and tone and will practice strategies for editing.

PREREQUISITES: ESL WG74 or placement by ESL assessment
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: **90**

STRUCTURE OF HOURS:

Lectures:	**42**	Hrs
Seminar:	**34**	Hrs
Laboratory:	**14**	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course: _____
Hours per day: _____

OTHER:
Maximum enrolment: **20**
Expected frequency of course offerings: **3 times a year**
(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): _____

Department Head:	Maria Bos-Chan	Date approved:	**30/11/11**
Supporting area consultation (Pre-UEC)		Date of meeting:	**16/12/11**
Curriculum Committee chair:	**Vicki Grieve**	Date approved:	**17/02/12**
Dean/Associate VP:	Sue Brigden	Date approved:	**17/02/12**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**02/03/12**

LEARNING OUTCOMES:

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

- integrate knowledge of English grammar, sentence structure, and mechanics to produce a range of correct sentence types and paragraphs using a variety of strategies and structures
- write extended compositions that are free of major grammatical, structural, or mechanical errors and that show appropriate use of tone, mood, and stylistic conventions
- write clearly developed short essays to a variety of essay prompts using various forms of development
- demonstrate knowledge of English grammar, phrasing, and structure patterns appropriate to writing at the post-secondary level
- produce a 1500-word library research paper that will include selecting and applying a range of research and writing strategies

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

A process- approach to writing which may include pre-writing strategies, revising, editing, and publishing.
Group and individual instruction including regular student/teacher conferences
Group discussions, critiques, and editing
Online components for practice exercises, research activities, and collaborative activities
Audio and video instructional material

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:]

Fournier, P. *Blueprints: A Guide to Correct Writing*
Maurer, J. *Focus on Grammar (5). An Integrated Skills Approac*h. 3rd edition
Dollahite, N. & Haun, J. *Sourcework*: Academic Writing From Sources 2nd edition.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

The total letter grade may be the composite of:

Writing Portfolio	30%
Mid-term examination (essay)	20%
Research Paper	30%
Grammar Final examination	20%

COURSE CONTENT:

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

Writing

- Identifying or narrowing a suitable (academic) topic
- Selecting sources through library and online research
- Creating and revising thesis statements
- Outlining the Research Essay to incorporate a variety of paragraph types as needed
- Taking the Research Essay through multiple drafts and making improvements to the writing and grammar based on self-identification of error as well as feedback from peers and the instructor
- Creating sections or paragraphs of introduction and conclusion that are suitable to the topic and for academic writing

Course content continued:

- Producing a word-processed research paper formatted properly for academic work, including:
- Working towards a deadline and time management for both in-class essay writing and take-home assignments
- Analyzing and creating multiple ways to express an idea and determining which is most appropriate in style and tone for a given audience and purpose
- Writing summaries and/or creating an annotated bibliography (can be part of the Research Essay process)
- Typical format of a formal summary in paragraph form
- Review and practice of focused paragraph types learned at lower levels (comparison/contrast, cause/effect, etc) by writing short essays in response to a prompt
- Proof-reading and editing of one's own work
- Using secondary source material
- Multiple ways to cite a source within a sentence
- Relationship of the in-text citations to the References page
- How to use and cite graphic source material (ex. illustrations, maps, charts)
- How to cite a source within a source
- How to manage "missing" bibliographic information, such as "no date"
- How to create a properly formatted References page that is consistent with in-text citations
- Writing an email message suitable for academic or career purposes
- Avoiding "text speak"
- Writing to persuade and/or inform
- Review and practice of well-developed paragraph structure learned at lower levels with an emphasis on
    - longer paragraphs
    - levels of specificity
- Suitability of content for different purposes, such as
    - facts, statistics, and quotations used as minor supporting details for larger or more general points
- Developing and using of clear transition phrases and sentences between and within paragraphs with an emphasis on
    - why single-word transitions are often weak or unclear
    - how and when to incorporate a very short paragraph as transition
- Setting criteria for evaluation and writing a convincing analysis or evaluation based on those criteria
- Using causal chain to express more complicated cause/effect relationships
- Decoding a topic from a given writing prompt or question in both timed and take-home writing situations to show
- An understanding of the intended audience and purpose and an ability to identify the appropriate paragraph type(s) required to respond effectively

Grammar

- Effective understanding and application of characteristics of academic writing:
    - Passive voice
    - Reported speech
    - "Vagueness"
    - Use of the third person POV
- Using prepositions accurately, especially with adjectives and verbs
- Review and practice of clause structures learned at lower levels with an emphasis on
- Advanced skills, such as
    - Noun clauses as objects and prepositions
    - Accurate use of subordinating word and phrases to show complicated relationships
- How and when to vary clause and sentence structure for fluency, for example
    - Complex sentence used as a paragraph topic sentence to transition from previous idea (subordinate/dependent clause) to current idea (main/independent clause)
- Creating sentence variety, interest, and fluency by reducing clauses to phrases
- Using all verb forms accurately with a clear understanding of the meaning and purpose of different tenses, including
    - How and when to shift verb tenses logically and effectively
    - Using passive voice and reported speech accurately,
    - How and when to shift voice logically and effectively
- Understanding and using accurately in a variety of in-class timed and take-home assignments:
    - Writing Mechanics