# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| | |
|---|---|
| **Course Code and Number:** UNIV 102 | **Number of Credits:** 1 credit, with the option to move to variable credits if appropriate following pilot Course credit policy (105) |

**Course Full Title:** University Studies Tutorial

**Course Short Title:**

*(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)*

| | |
|---|---|
| **Faculty:** Faculty of Social Sciences | **Department (or program if no department):** Arts Studies |

**Calendar Description:**

This tutorial builds intellectual modes of inquiry needed for university success. In small tutorial working groups, students will practice a variety of learning, reading, conceptualizing, planning, and text deconstructing strategies that they can use to comprehend assignment expectations and develop a systematic approach to working through learning materials for courses they are registered in.

Note: Credit for the tutorial cannot be used towards credit in a program and will result in additional credits beyond credential requirements.

| | |
|---|---|
| **Prerequisites (or NONE):** | Permission of Arts Studies department head. |
| **Corequisites (if applicable, or NONE):** | At least one course 100-level or above. |
| **Pre/corequisites (if applicable, or NONE):** | |

**Antirequisite Courses** *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Dual-listed with:

Equivalent course(s):

*(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.)*

**Special Topics** *(Double-click on boxes to select.)*

This course is offered with different topics:

☒ No  ☐ Yes *(If yes, topic will be recorded when offered.)*

**Independent Study**

If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*

☒ No  ☐ Yes,  repeat(s)  ☐ Yes, no limit

**Transfer Credit**

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☒ No  ☐ Yes

Submit outline for (re)articulation:

☒ No  ☐ Yes *(If yes, fill in transfer credit form.)*

**Typical Structure of Instructional Hours**

| | |
|---|---|
| Lecture/seminar hours | |
| Tutorials/workshops | 12 |
| Supervised laboratory hours | |
| Experiential (field experience, practicum, internship, etc.) | |
| Supervised online activities | 3 |
| Other contact hours: | |
| **Total hours** | **15** |

Labs to be scheduled independent of lecture hours: ☐ No  ☐ Yes

**Grading System**

☐ Letter Grades  ☒ Credit/No Credit

**Maximum enrolment (for information only):** 36

**Expected Frequency of Course Offerings:**

Every semester *(Every semester, Fall only, annually, etc.)*

| | | |
|---|---|---|
| **Department / Program Head or Director:** Linda Pardy | **Date approved:** | May 2021 |
| **Faculty Council approval** | **Date approved:** | May 2021 |
| **Dean/Associate VP:** Jacqueline Nolte | **Date approved:** | May 2021 |
| **Campus-Wide Consultation (CWC)** | **Date of posting:** | June 4, 2021 |
| **Undergraduate Education Committee (UEC) approval** | **Date of meeting:** | June 18, 2021 |

**Learning Outcomes:**

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

- Decode assignment guidelines.
- Use assignment guidelines to break down assignments into manageable units of work.
- Practice receiving and implementing feedback.
- Create a reading and coursework plan to manage workload and ensure that assignments meet instructor expectations.
- Demonstrate effective use of strategic reading skills to decode different text types and read for a specific purpose.
- Demonstrate the use of discussion strategies for active class participation and contribution to class discussions.
- Compare exemplars of successful and unsuccessful assignments.
- Reflect on course learning and explain how learning will be applied in future courses and assignments.

**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.)*

Small group discussion, collaborative group work, project-based learning.

**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. | | ☐ | | |
| 2. | | ☐ | | |
| 3. | | ☐ | | |
| 4. | | ☐ | | |
| 5. | | ☐ | | |

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

**Typical Evaluation Methods and Weighting**

| Final exam: | % | Assignments: | 25% | Field experience: | % | Portfolio: | 75% |
|---|---|---|---|---|---|---|---|
| Midterm exam: | % | Project: | % | Practicum: | % | Other: | % |
| Quizzes/tests: | % | Lab work: | % | Shop work: | % | Total: | 100% |

**Details (if necessary):** To receive a grade for the tutorial students must receive 80%. Completion and quality work will be evaluated using a portfolio system that includes self-evaluation, reflection and a transfer of learning plan.

**Typical Course Content and Topics**

- Academic inquiry review and guiding principles practice. Reading for specific purposes, selecting and applying effective reading strategies. Practice receiving feedback, proof reading and planning to meet deadlines.
- Discussion strategies: Using texts as a focus for discussion, creating discussion questions and leading a discussion, substantiating opinion with textual evidence, responding to texts and questions.
- Analyzing assignments: Analyzing assignment guidelines to identify instructor expectations, identifying key components of common assignment types.
- Student success: Identifying characteristics of successful and unsuccessful assignments, breaking down assignments to manage workload, creating a work plan to manage workload and foster accountability.
- Reflection and self-evaluation: Transfer of learning planning.