AGENDA
COLLEGE OF ARTS COUNCIL
April 5, 2013 1:00 pm
Abbotsford campus, Room D136

1. FOR APPROVAL
   1.1. Adopt the College of Arts Council Agenda for April 5, 2013
   1.2. Approve the College of Arts Council minutes of March 1, 2013

2. GUESTS
   2.1. Copyright: What You Need to Know - Library
   2.2. Reflection of Practices - Interdisciplinary Disability Profile Committee

3. NOMINATIONS & ELECTIONS COMMITTEE
   3.1. Election of CACC Representatives:
       • One Faculty at Large Representative
       • One Creative Arts Representative

4. CHAIR & VICE-CHAIR REPORT

5. REPORT FROM THE DEAN'S OFFICE - K. Brealey

6. SENATE SUBCOMMITTEE REPORTS
   6.1. Senate Governance
   6.2. Senate Budget Committee
   6.3. UEC
   6.4. APPC
   6.5. GSC

7. FOR INFORMATION
   7.1. Expressions of Interest: Senate Awards and Honours Committee
   7.2. The following items were approved at the College of Arts Curriculum Committee:
       History:
       • Changes to the Early Modern Studies Certificate
       • New Course: HIST 161

Geography:
• New Course: GEOG 364, 464, 466
• New Course and Crosslist: GEOG / CMNS 257
• Changes to BA, Geography major

English:
• Course Revisions: ENGL 105, 302, 303, 313, 315, 317, 377, 378, 381, 401, 403
• New Course: ENGL 405

7.3. History Program Review accepted by Senate
FOR APPROVAL

1.1 Adopt the College of Arts Council Agenda for March 1, 2013

MOTION:
The CAC Agenda of March 1, 2013 was adopted as presented
D. Thomson / M. LaFever

1.2 Approve the College of Arts Council Minutes of February 1, 2013

MOTION:
The College of Arts Council minutes of February 15, 2013 were approved as presented
S. Piper / G. Ramsden
APPROVED

2. GUESTS

2.1 Internationalization - O. Steyn

Ora Steyn, the Acting Director of UFV International gave CAC members a brief presentation on Internationalization, and the opportunities that are available.

Internationalization is a popular topic, and is front and centre within our institution, our province, country and the rest of the world; mainly because we are living in a global society and everyone needs awareness of other countries and cultures.

We are responsible for supporting internationalization, and the deans will be presented with a webinar on the subject in the coming weeks. UFV Internationals role is to support internationalization and provide a revenue source, but support is needed from the institution as a whole.

Members of the UFV community can support internationalization by being aware of other cultures, integrating different cultures into the classroom, considering faculty exchanges, visiting scholars; collaborative teaching and considering
opportunities abroad.

UFV International supports internationalization in many ways, including, but not limited to the recruitment of international students, study abroad opportunities, partnerships, faculty exchanges, development projects, inter-cultural communications, internationalization fund, and the visiting scholar fund as well as providing support and workshops to the UFV community.

If you have an idea for creating revenue, are able to provide support or need support from the department please contact Ora Steyn.

2.2 Mumbai - T. Carolan

Trevor Carolan (English) recently visited Mumbai where he was able to further develop relations with the Indo-Canadian Centre at the University of Mumbai, Kalina Campus. While there, he was invited to present a lecture on the role of "Traditional Asian Wisdom in the Ecological Poetics of Allen Ginsberg and Gary Snyder".

Following the lecture, a meet-and-greet reception was held for both Indian and visiting international post-graduate students, including a visiting Indo-Canadian doctoral candidate from Victoria, BC. Professor Rambhau Badode of the English department at the University of Mumbai has expressed interest in a reciprocal visit in Fall 2013.

Trevor also participated in the Mumbai International Literature Festival where he was able to take part in four feature events including three public panel discussions and a reading with popular Indian poets.

In a boost to our university commitment to fostering enhanced research engagement with India, our UFV literary representative has since been invited to submit recommendations for Canadian contributors to Mumbai’s 2013 International Festival. Accordingly, Trevor is in consultation with faculty colleagues and with Rex Weyler, UFV’s incoming Writer-in-Residence during the winter 2013 semester, regarding an ecologically-focused proposal.

Additionally, John Potts (Manager of International Partnerships) recently returned home from a conference in Mumbai. UFV’s partnership with the Centre for Indo Canadian Studies in Mumbai is long standing. If members of CAC would like to find out more about how they can be involved, please contact John Potts or Satwinder Bains.

3. CHAIR & VICE-CHAIR REPORT

VP Research and Integrated Planning:
The dean congratulated Vlada Dvoracek on being the successful candidate for the Associate VP of Research and Integrated Planning.

Space Management Policy:
The Space Management policy was distributed to department heads, who are encouraged to circulate the policy among their respective areas.

**Program Prioritization:**
Department heads discussed the increasing emphasis on program prioritization and the relationship between program reviews and program planning. This discussion is also taking place at APPC and is related to how seriously we take on the role of governance at Senate committees.

**Budget:**
The Senate Budget Committee was given some broad recommendations and a reminder that finance is a month behind in the budget process due to some complicated challenges. The final budget recommendation should be available at the end of March.

J. Nolte provided members with a brief overview of the student FTE by fiscal year. We are down to 101.3% utilization. Members were also given a brief overview of university-wide budget directions:
- **New Revenues:** These will come from an increase of non-mandatory fees, rentals and sponsorships
- **New Programming:** Primarily targeted at international students but other priorities include degree audit; FOIPOP, Safety & Risk Management, and 2 new Canadian Research Chairs (externally funded).
- **Contract Management:** Savings through efficiencies and effective purchasing practices.
- **Expense Reductions:** Reductions to discretionary expenses in various accounts across the institution (supplies, travel, photocopying etc.)
- **Program Re-Alignment Savings:** Reallocating sections, reduction of funding for low enrolment, modification of writing requirements, clustering of departments to develop a school
- **Service Realignment:** Consulting Integrating Planning office; moving to e-notifications / e-magazines; copyright compliance and part time staff reductions.

**BGS Site Visit:**
The BGS site visit will take place on March 12, 2013. The review committee has asked for faculty who would be willing to speak about their knowledge of the BGS. If CAC members are willing to speak at the visit please let Ken Brealey or Jacqueline Nolte know.

4. **SENATE SUBCOMMITTEE REPORTS**

4.1 **Senate Governance**

The Final Grade Appeals Policy has been revised by the policy subcommittee of Governance and came to SGC for discussion where further revisions were made. The policy will be presented at the next Senate meeting.

J. Nolte encouraged members of CAC to familiarize themselves with this policy, as there are tight timelines at various points in the process.

4.2 **Senate Budget Committee**
See budget information in the Dean's Report.

Additionally, it was mentioned by a member of the Senate Budget Committee that one of the areas of reduction will be to library funding. The library is fundamental, but is barely mentioned in the ed plan and is now at risk of reduction.

4.3 UEC

Everything on the CAC agenda for information was passed, as well as wording to the BA and BFA programs that will provide a clear distinction between the two.

4.4 APPC

The online plan was discussed and passed at APPC and will be going on to Senate.

C. Marlor recommended that all members of CAC become familiar with the Online Plan. The goal of this plan is that by 2017, 80% of UFV courses have an online and/or hybrid version offered online at least once in a three year cycle. There were some concerns that budgets are allocated based on institutional plans.

Members of CAC were concerned that our students are our priority, and there is no data to show that our students want to see the majority of courses offered in an online format. Attendees at Senate will make a case for wanting to see data on the subject prior to making a decision.

4.5 GSC

Nothing new to report.

5. FOR DISCUSSION

5.1 MA in Migration and Citizenship - N. Mooney / S. Bains

Nicola Mooney and Satwinder Bains gave a brief presentation on the interdisciplinary MA in Migration and Citizenship which comes out of the Diaspora Exchange Project that happened in 2011 and 2013.

The international partnerships established at that time have expressed interest in potentially working on a joint / dual degree program.

A preliminary budget review shows that this program would be revenue generating.

If you would like further information regarding the MA in Migration and Citizenship, please contact Nicola Mooney or Satwinder Bains.

6. FOR INFORMATION
6.1 The following items were approved at the College of Arts Curriculum Committee

Psychology:
- Declaration policy for majors and extended minors
  J. Nolte drew attention to the PSYC declaration policy.
  Students were declaring with no intention of completing this credential. The Psychology department identified core courses that are needed to move on successfully in the program, and built a declaration policy around this. Other departments may be interested in creating similar policies in their areas.
- Revisions: PSYC 101; PSYC 102

Communications:
- Course revisions: CMNS / MACS 480
MEMORANDUM

To: Chairs, Faculty Councils and College Council
From: Al Wiseman, University Secretary and Registrar
Date: March 26, 2013
Re: Membership on Senate standing committees – expressions of interest

Expressions of interest are being sought for four faculty members to serve on the Senate Awards and Honours Committee. Terms of office are two years (August 1, 2013 to July 31, 2015).

Non-Senate faculty members on Senate standing committees are to be determined by the college or faculty councils in a manner that the council deems appropriate.

The Senate Governance Committee welcomes a maximum of two recommendations from the councils for each Senate standing committee position identified above. The Senate Governance Committee will consider nominations and make recommendations to Senate. It will attempt to ensure that the committee composition reflects, in order of priority, the experience, and interest of candidates to ensure relevance to the standing committee, and the diversity of disciplines at the university.

Information on Senate Awards and Honours Committee can be found at http://www.ufv.ca/senate/standing-committees/senate-awards-and-honours-committee/.

Chairs and faculty members, please complete the attached expression of interest form, and submit the form, along with supporting information, to Lisa Tassone, Assistant to the University Secretary, room B303 or via email to lisa.tassone@ufv.ca no later than 4:00pm on April 16, 2013.
Expressions of Interest

Non-Senate faculty members on Senate standing committees are to be determined by the college or faculty councils in a manner that the council deems appropriate.

The Senate Governance Committee welcomes a maximum of two recommendations from the councils for the four faculty positions on the Senate Awards and Honours Committee.

The College or Faculty Council of _____________________, recommends_____________________

(candidate’s name)
to serve a two year term on the Senate Awards and Honours Committee.

College or Faculty Council Chair’s Signature: __________________________

Candidate’s agreement

I agree to stand for the above position and agree to the terms as outlined in the Rules for the Conduct of Business http://www.ufv.ca/senate/standing-committees/senate-standing-committees-ruleprocedures/. If nominated, I intend to serve the full term of the position.

Candidate’s Signature: __________________________ Date: __________________

Department: __________________________

Phone: __________________________ Email: __________________________

To assist Senate in its decision, it is highly recommended that candidates provide the following supporting information:

➢ Statement of interest outlining reason for wanting to sit on the committee and relevant supporting information (e.g. curriculum vitae and relevant offices held by the candidate at UFV).

The Senate Governance Committee welcomes nominations and will make recommendations to Senate for approval. It will attempt to ensure that the committee composition reflects, in order of priority, the experience, and interest of candidates to ensure relevance to the standing committee, and the diversity of disciplines at the university.

Please send this form and supporting information to Lisa Tassone, Assistant to the University Secretary in B303, Abbotsford campus or via email attachment (lisa.tassone@ufv.ca), before 4 pm on April 16, 2013.
MEMO

To: College of Arts Curriculum Committee  
From: History Department  
Date: 31/01/2013  
Re: Early Modern Studies Certificate: Revisions to Electives

The Early Modern Studies Curriculum Committee proposes the following revisions to the Early Modern Studies Certificate to take effect January 2013:

Proposal:

1. Add ENGL 216 and ENGL 312 to the list of electives, and  
2. Add PHIL 251A and PHIL 251B to the list of electives, and  
3. Remove PHIL 251 from the list of electives, and  
4. Change the upper level requirements from, at least two upper level courses to, at least two 4-credit upper level courses.

Rationale:

1. ENGL 216 and ENGL 312  
2. PHIL 251 was split into PHIL 251A and PHIL 251B, requiring the need to include these two courses in list of electives.  
3. PHIL 251 is no longer a current course and has been replaced by PHIL 251A and PHIL 251B.  
4. The inclusion of one 3 credit upper level course in the list of electives created the possibility that students could complete all the courses required for the certificate but not achieve the required number of credits. This solution eliminates that possibility.

Budget Implications:

1. These changes have no direct implications for the budget.
Memo

To: Dean – Jacqueline Nolte

From: English Department Head, John Pitcher

Date: March 6, 2013

Subject: Revision of existing courses ENGL 401 and 403

Changes and Rationales:

1. Summary of substantive changes:
   a) Title: the change in title of ENGL 403 from Seminar in Major Author to Seminar in Literature to address problems of enrolment stemming from the narrow focus on the current course.

   b) Calendar Description: small change to ENGL 403 description to broaden the scope of the course.

   c) Structure of Hours: reflects the department’s commitment to offering students an experience with the seminar format without formal lectures.

   d) Learning Outcomes: elements of the learning outcomes from ENGL 403 incorporated into ENGL 401 to establish more common ground in the 400-level seminars.
Items to be addressed in rationale if applicable

A. Budget and Learning outcome Issues
1. How does your course address the UFV Learning Outcomes?
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
3. What consideration has been given to indigenizing the curriculum?
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)
5. If this course is not eligible for PLAR, explain why.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
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

<table>
<thead>
<tr>
<th>ENGL 401</th>
<th>Faculty College of Arts - English</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
</tr>
<tr>
<td>Seminar in Rhetoric and Literary Theory</td>
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</table>

CALENDAR DESCRIPTION:

This advanced seminar investigates a topic, school of thought, debate, or historical period in Rhetoric or Literary Theory. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently-researched final paper or project. Note: The specific focus of study is denoted with a letter designation (i.e. ENGL 401C). Students may take ENGL 401 twice for credit as long as the letter designation differs, but may not take it more than twice to meet English major, minor, or extended minor requirements.

PREREQUISITES: Any two 300-level English courses
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: 60

TRAINING DAY-BASED INSTRUCTION:

| Lectures: | 20 Hrs |
| Seminar: | 6040 Hrs |
| Laboratory: | |
| Field experience: | |
| Student directed learning: | |
| Other (specify): | |

OTHER:

Maximum enrolment: 20
Expected frequency of course offerings: Every other 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): Hilary Turner
Department Head: John Carroll Pitcher
Date approved: February 5, 2010
Campus-Wide Consultation (CWC)
Date of meeting: February 12, 2010
Curriculum Committee chair: John Carroll Tetsuomi Anzai
Date approved: February 12, 2010
Dean/Associate VP: Jacqueline Nolte
Date approved: February 12, 2010
Undergraduate Education Committee (UEC) approval
Date of meeting: February 26, 2010
LEARNING OUTCOMES:

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

1. Identify and discuss the key terms of the critical discourse on which the seminar focuses
2. Demonstrate independence in critical reading and thinking.
3. Identify and discuss the key terms of the critical discourse on which the seminar focuses.
4. Locate these terms and their arguments in a historical context.
5. Write analytically about theoretical concepts and texts.
6. Negotiate interpretive disagreement assertively and respectfully in the class context and in writing.
7. Effectively present a research paper and respond to questions.
8. Ask relevant questions about someone else's presentation.

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

Lecture, facilitated discussion, student-led discussion, student presentations, individual assistance in producing a seminar, and a research essay.

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:]

- Good Night and Good Luck (dir. George Clooney) 2005.
- Course Pack with additional primary and secondary sources.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Textual analysis 20%
Seminar presentation 20%
Written summary 10%
Research essay 40%
Class participation 10%

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

**ENGL 401C - Rhetoric Focus:**
- Week 1 Introduction to the course; “Oratory” (538-547) and “Public Speaking” (640-646) in the *Encyclopedia of Rhetoric*; and Pericles, the “Funeral Oration” and Demosthenes, “On the Crown.”
- Week 2 The Revolutionary War (Readings from John Hancock, Patrick Henry, George Washington, Benjamin Franklin)
- Week 3 The Colonial Period: the sermon as oratory. (Readings from Thomas Hooker, Richard Mather, Jonathan Edwards)
- Week 4 Written Rhetoric: Citizenship and the Constitution (The United States Constitution, and readings from Thomas Jefferson, John Adams)
- Week 5 The “Indian Wars” (Red Jacket, Chief Joseph, Sitting Bull, Leonard Peltier)
- Week 6 The Anti-Slavery Debate (Readings from Angelina Grimké Weld, Henry Highland Garnet, Abraham Lincoln, William Seward, John Brown)
- Week 7 African-American Voices (Readings from Sojourner Truth, Frederick Douglass, Ida B. Wells, Mary Church Terrell)
- Week 8 The Private Citizen and the State: the advent of mass media (Supreme Court Decision: Buck vs Bell, 1927)
- Week 9 The Citizen as Spectator, Collaborator, and Consumer (Franklin Delano Roosevelt’s “A Date Which will Live” and his “Fireside Chats,” Richard Nixon’s “Checkers Speech,” John F. Kennedy’s “Inaugural Address”)
- Week 10 Who Owns Public Discourse? (Readings from Wendell Phillips, Oliver Wendell Holmes; *Good Night and Good Luck* (dir. George Clooney, 2005))
- Week 11 The Civil Rights Movement (Readings from Martin Luther King, Jr., John F. Kennedy, Malcolm X, Lyndon B. Johnson, Robert F. Kennedy)
- Week 12 Contemporary American Rhetoric (video of recent speeches by Ronald Reagan, George W. Bush, Hillary Clinton, Barack Obama)

**ENGL 401D - Theory Focus:**
- Week 1 Introduction to the course. Defining Postcolonialism/The Postcolonial Condition (Readings from *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, 1989)
- Week 4 Decolonizing Africa (Reading: Fanon, Franz. *Black Skin, White Masks*, 1952)
- Week 6 Decolonizing the Indian Subcontinent (Reading: half of Bhabha, Homi. *The Location of Culture*, 1994)
- Week 7 Decolonizing the Indian Subcontinent (Reading: the rest of Bhabha, Homi. *The Location of Culture*, 1994)
- Week 8 Post-Imperial England and the Postcolonial Diaspora (Reading: Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*, 1996)
- Week 11 Settler Colonialism I (Reading: Smith, Linda Tihuwai, *Decolonizing Methodologies: Research and Indigenous Peoples, 1999*)
- Week 12 Settler Colonialism II (Coombes, Annie. *Rethinking Settler Colonialism: History and Memory in Australia, Canada, New Zealand and South Africa, 2006*)
- Week 13 Course Conclusions
History

ufv.ca/history

Early Modern Studies certificate

This five course, 17-19 credit certificate is designed for those who wish to understand the early modern period (roughly 1350-1789) from an interdisciplinary perspective. The certificate encourages students to make connections among literature, art, theatre, philosophy, and history in this period. It also allows critical reflection on the label “early modern,” seen in a global context. It will be useful for those who teach related subjects at school, for those planning graduate study in a related discipline (including museum studies), and for those whose work involves written and/or visual communication. With the development of the nation state, increased global interactions through trade and the beginnings of colonialism, print culture, increased literacy, changes in mapping, philosophical and religious changes, and a new level of reflection about autobiography and the self, the early modern period is crucial to the present moment.

Entrance requirements

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

This certificate is intended for students who wish to complete it at the same time as they pursue another program, but students may be admitted directly if they choose. Students must ensure that they meet course prerequisites.

New students should apply to the Arts Studies program path. Students will be required to meet the admission requirements for Arts Studies as well as meet course prerequisites.

Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.

When to apply

Students are encouraged to consider completion of this certificate early in their UFV program, in order to plan their program appropriately, and to benefit from the meaningful, coherent cluster of knowledge and skills constructed via the certificate. Students may apply to graduate from this program at any time after completion of the requirements, or at the same time as they graduate from a degree program at UFV.

Fees and additional costs

See the Fees and Other Costs section. Other than the $25 graduation fee, there are no additional fees for the certificate.

Program requirements

Five courses (17-19 credits) are required.

Required course
### Elective courses

Four additional courses are to be chosen from the list below. Courses must be chosen from at least three different disciplines, and at least two courses must be upper-level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AH 311</td>
<td>Studies in Renaissance Art</td>
<td>4</td>
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<tr>
<td>AH 312</td>
<td>Studies in Baroque Art and Architecture</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>The English Renaissance</td>
<td>3</td>
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<tr>
<td><strong>ENGL 216</strong></td>
<td><strong>Introduction to Shakespeare</strong></td>
<td><strong>3</strong></td>
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<tr>
<td>ENGL 226</td>
<td>Renaissance Literature in Translation</td>
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<tr>
<td>ENGL 254</td>
<td>Women’s Writing 1000 to 1660</td>
<td>3</td>
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<tr>
<td>ENGL 309</td>
<td>Topics in Renaissance Literature</td>
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<tr>
<td>ENGL 310</td>
<td>Early Modern Drama</td>
<td>4</td>
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<tr>
<td>ENGL 312</td>
<td>Shakespeare</td>
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<tr>
<td>ENGL 316</td>
<td>Milton</td>
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<tr>
<td>ENGL 318</td>
<td>Major Authors of the Restoration and Eighteenth Century</td>
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<tr>
<td>ENGL 319</td>
<td>The Eighteenth-Century Novel</td>
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<tr>
<td>ENGL 403C</td>
<td>Seminar in a Major Author (Shakespeare)</td>
<td>4</td>
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<tr>
<td>HIST 109</td>
<td>History of Britain, 1066-1688</td>
<td>3</td>
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<td>HIST 208</td>
<td>European History, 1300-1789: The Rise and Decline of the Ancien Regime</td>
<td>3</td>
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<tr>
<td>HIST 261</td>
<td>Latin America: The Colonial Experience</td>
<td>3</td>
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<tr>
<td>HIST 308</td>
<td>European Culture and Ideas, 1400-1789</td>
<td>4</td>
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<tr>
<td>HIST 309</td>
<td>Witches, Whores, and Midwives: Women in Early Modern Europe</td>
<td>4</td>
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<tr>
<td>HIST 311</td>
<td>The Reformation</td>
<td>4</td>
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<tr>
<td>HIST 358</td>
<td>African Slavery and the Americas</td>
<td>4</td>
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<tr>
<td>HIST 412</td>
<td>Louis XIV and His Court at Versailles</td>
<td>4</td>
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<tr>
<td>HIST 414</td>
<td>Tudor-Stuart England</td>
<td>4</td>
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<tr>
<td>POSC 312</td>
<td>Order, Liberty, and Equality: Western Political Thought from the 17th Century to 1900</td>
<td>3</td>
</tr>
<tr>
<td><strong>PHIL 251</strong></td>
<td><strong>History of Western Philosophy: Descartes to Kant</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>PHIL 251A</strong></td>
<td><strong>Rationalism and Early Modern Philosophy</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>PHIL 251B</strong></td>
<td><strong>Empiricism and Early Modern Philosophy</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>THEA 315</td>
<td>Shakespeare in Performance</td>
<td>4</td>
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<tr>
<td>THEA 399</td>
<td>Intermediate Practicum in Theatre</td>
<td>4</td>
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<tr>
<td>THEA 499</td>
<td>Advanced Practicum in Theatre</td>
<td>4</td>
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</tbody>
</table>
Students are required to take at least three courses through UFV.

Graduation requirements

Students are required to have a completion GPA of at least 2.33 in the courses counted toward the certificate.

Course listings

For complete details on courses see the course descriptions section.
Memo

To: Amanda Grimson, UEC Committee Assistant, Jacqueline Nolte, Dean College of Arts, Susan Fisher, Associate Dean of Students – Arts, Cheryl Dahl, Program Development Coordinator

From: Alisa Webb, History Department Head

Date: February 8, 2013

Subject: Proposal for a new course – HIST 161: Aztecs, Mayas, and Spaniards

A. New course: HIST 161: Aztecs, Mayas, and Spaniards
   1. HIST 161 replaces HIST 261 (which will be removed from the Academic Calendar and no longer offered. HIST 161 seeks to reach incoming students, tapping into their education in Civilizations 12 in the High School system, which explores both the Aztecs and the Mayas. As a 100-level course, the offering should appeal to incoming students. In addition, the course designer, Geof Spurling, has built within the course outcomes significant attention to historical skills as well as those associated with writing for History. The course, then, will serve as an excellent introductory course for students entering UFV and the History Department.
   2. HIST 161 replaces an existing lower-level offering in the Americas breadth area in the History Department. It replaces HIST 261. This means that we will still have 2 lower-level Latin American offerings, but one will now be a 100-level course and one with be a 200-level course.
   3. No new discipline designation is required.

B. Budget and Learning outcome Issues
   1. The course satisfies several UFV learning outcomes, including:
      a. Demonstrate information competency – students will work with a range of sources, gathering and synthesizing information from a variety of perspectives
      b. Analyze critically and imaginatively
      c. Use knowledge and skills proficiently
      d. Initiate inquiries and develop solutions to problems – done via historical exercises, problem-based inquiry, etc.
      e. Communicate effectively – the course emphasizes written and oral communication, with significant time devoted to developing students’ writing skills
      f. Pursue self-motivated and self-reflective learning
      g. Engage in respectful and professional practices
   2. HIST 161 is a new course, so therefore not required by any other programs. The course will be linked to Indigenous Studies as well as Latin American Studies.
   3. The course draws heavily on the experiences of Indigenous peoples in Latin American, including contact narratives.
   4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
      a. Credit value: 3 credits
b. Class size limit: 36 students  
c. Frequency of offering: Every year  
d. Resources required (labs, equipment): None  
e. Because HIST 161 replaces HIST 261, there are no budgetary implications for the department.

5. If this course is not eligible for PLAR, explain why.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
   a. Field trips are not required.

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
   a. Tuition = $425 plus student fees  
   b. Texts = approximately $110
### ENGLISH 403

#### COURSE NAME/NUMBER

**Seminar in Major Authors Literature**

#### FACULTY/DEPARTMENT

Faculty of Arts - English

#### UFV CREDITS

4

### CALENDAR DESCRIPTION:

This advanced seminar focuses on the work of a period, genre, issue or a major author in light of a selected set of theoretical or historical issues. Readings are chosen from the author's work and related texts in order to best pursue the course topic. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently researched final paper.

Note: The specific focus of study is denoted with a letter designation (i.e. ENGL 403c). Students may take ENGL 403 twice for credit as long as the letter designation differs, but may not take it more than twice to meet English major, minor or extended minor requirements.

#### PREREQUISITES:

Any two 300 level English courses.

#### SYNONYMOUS COURSE(S):

(a) Replaces:
(b) Cross-listed with:
(c) Cannot take:

#### TOTAL HOURS PER TERM: 60

<table>
<thead>
<tr>
<th>STRUCTURE OF HOURS:</th>
<th>TRAINING DAY-BASED INSTRUCTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: 20 Hrs</td>
<td>Length of course:</td>
</tr>
<tr>
<td>Seminar: 4060 Hrs</td>
<td>Hours per day:</td>
</tr>
<tr>
<td>Laboratory:</td>
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</tr>
<tr>
<td>Field experience:</td>
<td>Maximum enrolment: 20</td>
</tr>
<tr>
<td>Student directed learning:</td>
<td>Expected frequency of course offerings: Every other year</td>
</tr>
<tr>
<td>Other (specify):</td>
<td>(every semester, annually, every other year, etc.)</td>
</tr>
</tbody>
</table>

#### OTHER:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)  
Yes [ ]  No [ ]

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)  
X Yes [ ]  No [ ]

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:  
[ ]

### SUPPORTING AREA CONSULTATION (CWC)

Curriculum Committee chair: [John Carroll Tetsuomi Anzai]

Dean/Associate VP: [Jacqueline Nolte]

### Fecha de aprobación: March 8, 2013

### Course designer(s):

[Melissa Walter]

### Department Head:

[John Carroll Pitcher]

### Date approved:

March 8, 2013
LEARNING OUTCOMES:

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

1. Demonstrate independence in critical reading and thinking.
2. Identify and discuss the key terms of the critical discourse on which the seminar focuses.
3. Negotiate interpretive disagreement assertively and respectfully in the class context and in writing.
4. Position their literary arguments in the existing national and international critical discourse.
5. Write sophisticated analyses of literary texts.
6. Demonstrate advanced research and writing skills.
7. Effectively present a research paper or project and respond to questions.
8. Ask relevant questions about someone else’s presentation.
9. Lead a class discussion.

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

Lecture, facilitated discussion, student-led discussion, student presentations; individual assistance in producing a seminar and a research essay.

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:]

- Individual texts or selected plays in Arden, Oxford, or other scholarly edition.
- Course Pack with additional primary and secondary sources.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short textual analysis paper</td>
<td>20%</td>
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<tr>
<td>Seminar presentation</td>
<td>20%</td>
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<tr>
<td>Research essay</td>
<td>50%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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</table>

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be]
ENGL 403 Seminar in Major Authors Literature (continued):

English 403d – John Milton

Week 1: Milton’s pastoral poetry – “Lycidas”
Week 2: Milton’s masque – Comus
Week 3: Milton’s divorce tracts – (Political prose)
Week 4: Milton as republican – (Eikonoklastes, The Tenure of Kings and Magistrates – political prose)
Week 5: Milton against censorship – (Areopagitica)
Weeks 6-10: Paradise Lost
Week 11: Paradise Regained
Week 12: Sampson Agonistes
Week 13: Course conference

English 403e – Salman Rushdie

Week 1: Writing “Home”: Midnight’s Children
Week 2: Midnight’s Children
Week 3: Imaginary Homelands – Essays
Week 4: Shame
Week 5: Multi-Ethnic Britain: The Satanic Verses
Week 6: The Satanic Verses
Week 7: Step Across This Line – Essays
Week 8: Projecting America’s Future: Fury
Week 9: Transnationality: East, West – short stories
Week 10: Shalimar the Clown
Week 11: Shalimar the Clown
Week 12: The Enchantress of Florence
Week 13: The Enchantress of Florence / Course conference

English 403f – Margaret Atwood: Novelist, Poet, Essayist

Week 1: Introduction
Weeks 2, 3: Urban comedies: Lady Oracle and selected short stories from Dancing Girls
Weeks 4, 5, 6: Histories: Alias Grace, The Journals of Susanna Moodie
Weeks 8 & 9: Natural Histories: Survival and The Malevolent North – plus selected poems, and stories from Wilderness Trips
Weeks 10, 11, 12: Dystopias: The Handmaid’s Tale and Oryx and Crake
Week 13: Course conference

English 403d Postcolonial Literature

Week 1: Introduction
Week 2: Language Politics
Week 3: Tsitsi Dangarembga, Nervous Conditions
Week 4: Anita Desai, In Custody
Week 5: Derek Walcott, Pantomime
Week 6: Colonial and Postcolonial Violence
Week 7: Chinua Achebe, Arrow of God
Week 8: Bapsi Sidhwa, Cracking India
Week 9: Chimamanda Ngozi Adichie, Half of a Yellow Sun
<table>
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<tr>
<th>Week 10</th>
<th>Politics of Indigeneity: New Zealand and Australia</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Alan Duff, Once were Warriors</td>
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<tr>
<td>Week 12</td>
<td>Doris Pilkington, Rabbit Proof Fence</td>
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<tr>
<td>Week 13</td>
<td>Seminar Conference</td>
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</tbody>
</table>

English 403e Literature of 1930s

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction: Fascism, War, Empire</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Commitment and Spanish Civil War; Ernest Hemingway, For Whom the Bell Tolls</td>
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<tr>
<td>Week 3</td>
<td>Ernest Hemingway, For Whom the Bell Tolls</td>
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<tr>
<td>Week 4</td>
<td>Selected Poems of W H Auden, Christopher Caudwell</td>
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<td>Week 5</td>
<td>Working Class</td>
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<td>Week 6</td>
<td>Walter Greenwood, Love on the Dole</td>
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<td>Week 7</td>
<td>George Orwell, Road to Wigan Pier</td>
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<td>Week 8</td>
<td>Dystopias</td>
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<td>Week 9</td>
<td>Katharine Burdekin, Swastika Night</td>
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<tr>
<td>Week 10</td>
<td>Aldous Huxley, Brave New World</td>
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<td>Week 11</td>
<td>Decadence: Christopher Isherwood, Goodbye to Berlin</td>
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<td>Week 12</td>
<td>Empire and Identity: Jean Rhys, Voyage in the Dark</td>
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<tr>
<td>Week 13</td>
<td>Seminar Conference</td>
</tr>
</tbody>
</table>
Memo

To: Dean – Jacqueline Nolte

From: English Department Head, John Pitcher

Date: March 6, 2013

Subject: New Course, ENGL 405: Seminar in Creative Writing

A. New course:
   1. Rationale for new course: The course is designed to give English major, and Creative Writing Concentration students in particular, an opportunity to work on individual, advanced creative writing projects in a seminar format.

   2. How new course fits into program(s): The English Department currently offers two 400-level seminars: ENGL 401 and 403. While these seminars make an upper-level seminar experience available to students interested in rhetoric, literary theory, and literature, ENGL 405 offers a similar experience to students interested in advanced work in Creative Writing.

   3. If a new discipline designation is required, explain why.

B. Budget and Learning outcome Issues
   1. How does your course address the UFV Learning Outcomes?
   2. Is this course required by any program beyond the discipline? No. If so, how will this change affect that program or programs?
   3. What consideration has been given to indigenizing the curriculum? The course would be suitable for students working in this area, as it requires students to choose issues and genres on which they will focus.

   4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
      a. Credit value: 4 credits is typical of our other 400-level seminars
      b. Class size limit: 20 students is typical of our other 400-level seminars
      c. Frequency of offering: Every other year. The course will be offered in rotation with the other two seminar.
      d. Resources required (labs, equipment): None

   5. If this course is not eligible for PLAR, explain why.
   6. Are field trips required for this course? No. Will the dates be announced in the timetable? How are the trips funded?

   7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. $50
**HIST 161**  
History  
3

**COURSE NAME/NUMBER**  
**FACULTY/DEPARTMENT**  
**UFV CREDITS**  
Aztecs, Mayas, and Spaniards

**COURSE DESCRIPTIVE TITLE**  

**CALENDAR DESCRIPTION:**
This course examines the complex societies and cultures of the Maya and the Aztecs, the forging of the Aztec Triple Alliance Empire, the unification of Spanish monarchies following centuries of Muslim and Christian rule, the origins of European imperial expansion, and the confrontation of Aztecs, Mayas, and Spaniards in the invasion of Mexico. In analyzing the Indigenous and European past, and the ‘conquest’ as history and myth, the course places particular emphasis on the distinct—and compelling—accounts found in Aztec, Maya, and Spanish sources.

Note: This course is offered as HIST 161 and LAS 161. Students may only take one of these for credit.

**PREREQUISITES:** None  
**COREQUISITES:**  
**PRE or COREQUISITES:**  

**SYNONYMOUS COURSE(S):**
(a) Replaces:  
(b) Cross-listed with: LAS 161  
(c) Cannot take: LAS 161  
for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45  
**TRAINING DAY-BASED INSTRUCTION:**  
Length of course:  
Hours per day:  

**STRUCTURE OF HOURS:**  
Lectures: 30 Hrs  
Seminar: 15 Hrs  
Laboratory: Hrs  
Field experience: Hrs  
Student directed learning: Hrs  
Other (specify): Hrs

**OTHER:**  
Maximum enrolment: 36  
Expected frequency of course offerings: Every 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 ☑
<table>
<thead>
<tr>
<th><strong>Course designer(s):</strong></th>
<th><strong>Dr. Geoffrey Spurling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Head:</strong></td>
<td><strong>Dr. Alisa Webb</strong></td>
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<td><strong>Date approved:</strong></td>
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<td><strong>Campus-Wide Consultation (CWC)</strong></td>
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<td><strong>Date of meeting:</strong></td>
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<tr>
<td><strong>Curriculum Committee chair:</strong></td>
<td><strong>Tetsuomi Anzai</strong></td>
</tr>
<tr>
<td><strong>Date approved:</strong></td>
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<tr>
<td><strong>Dean/Associate VP:</strong></td>
<td><strong>Dr. Jacqueline Nolte</strong></td>
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<tr>
<td><strong>Date approved:</strong></td>
<td></td>
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<tr>
<td><strong>Undergraduate Education Committee (UEC) approval</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date of meeting:</strong></td>
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LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
- define and analyze key developments in Aztec, Maya, and Spanish history
- identify major elements of sixteenth-century Aztec, Maya, and Spanish cultural practices and world views
- define and assess sixteenth-century Aztec and Maya sociopolitical and economic organization
- define and describe the historical trajectory of Spanish imperial expansion
- critically assess the events, conflicts, and alliances in the Spanish invasion of Mexico
- critically assess conquest histories and myths through the analysis of Indigenous and European primary sources
- define and evaluate the legacies of early European colonialism in Mexico and the Maya region

The weekly exercises, in addition to the other course assignments, will introduce writing and historical skills to students, improving their ability to:
- communicate their ideas with clarity and concision, both in writing and in class discussions
- develop critical thinking skills
- critically read, interpret, and assess primary sources
- identify the thesis and major arguments in a secondary source
- write an introduction to a paper with a well-defined thesis
- develop a sense of historical and cultural context
- coherently develop and support an argument
- recognize and avoid forms of plagiarism
- effectively incorporate direct quotes and/or paraphrase, with appropriate citations in the Chicago style
- recognize and correct common writing problems
- conduct basic library searches for monographs and journal articles with effective search strategies
- write a short analysis of a primary source, with a thesis, a substantiated argument, and a conclusion

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Teaching methods will include the use of lectures, augmented with online and audio/visual materials (film and still images), weekly discussion periods, and in-class exercises (in addition to assignments completed outside of class time).

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
X 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:]

History 161 Coursepack, made up of selections from the following:


**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

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

- Mid-Term Exam 20%
- Final Exam 20%
- Writing and Historical Skills Exercises 30%
- Short Paper—Analysis of Primary Sources 20%
- Participation 10%

**COURSE CONTENT:**

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

In addition to the historical content noted below, there will be weekly writing/skills exercises and assignments designed to achieve the learning outcomes listed above.

- **Week 1:** Introduction to the course / The Emergence of Complex Societies in Mesoamerica
- **Week 2:** Maya Origins and History / Culture, Calendrics, and Cosmology
- **Week 3:** Maya Political Organization / The ‘Classic Maya Collapse,’ the Postclassic, and Relations with Central Mexico
- **Week 4:** Teotihuacan, the Toltecs, and the Aztec Triple Alliance Empire / Aztec Economic Organization,
Politics, and Imperial Strategies
Week 5: Aztec Ritual, Sacrifice, and Warfare
Week 6: Aztec Daily Life / Gender, Social Distinctions, and Hierarchy / Literature, Music, and Sculpture
Week 7: Mid-Term Exam
Week 8: Spain Under Christian and Muslim Rule / Early Iberian Imperial Expansion / Columbus’ Voyages, First ‘Contacts,’ and Colonization in the Caribbean
Week 9: Spanish, Aztec, and Maya Versions of the Invasion of Mexico and Yucatan
Week 10: Spanish, Aztec, and Maya Versions of the Invasion of Mexico and Yucatan II
Week 11: Alliances, Gender, Politics, and Religion
Week 12: ‘Conquest’ History and Myth
Week 13: Colonial Legacies
As part of our program review process, the History Department is committed to a full curriculum review. As part of this review, there are courses in our program that need to be deleted from the course calendar. The list of courses and supporting rationale is below:

HIST 220: Seeing Canada’s History
- Insufficient student interest exists for this course and, as such, it has rarely been offered.

HIST 226: History of Indigenous-Settler Relations in Canada
- In its previous guise, Scott Sheffield taught this as a third-year course. Ongoing enrollment issues, however, saw him move this course to the 200-level in hopes of reaching a wider audience. The course has continued to struggle; the last time it was offered, only 12 students took the course out of a possible 36 (33% utilization). After much discussion, we determined it best to remove the course from our offerings. The content remains, however, but under different numbers. All Canadianists teaching 101 and 102 cover Indigenous-Settler relations in Canada. Scott will continue to offer 327, which compares experiences in Canada and New Zealand.

HIST 243: American Foreign Relations in the Twentieth Century
- This course remains orphaned given the departure of Bob Smith from the History Department. The content also overlaps significantly with HIST 242.

HIST 261: Latin America, the Colonial Experience
- This course has struggled for enrollment in recent years. The course will be replaced with a first-year course that explores Aztecs, Mayas, and Spaniards – a topic sure to be popular with incoming students.

HIST 308: European Culture and Ideas, 1400-1789
- This course is orphaned given the departure of Eric Davis from the History Department. It falls outside of the expertise of remaining faculty members and has not been offered in a long time.
HIST 319: France Since 1789
- This course is orphaned given the departure of Eric Davis from the History Department. It has been offered in recent years by various sessionals, but we have no permanent faculty members interested in teaching the course, meaning its offering is sporadic. It should, therefore, not be included in the calendar as a regularly scheduled course.

HIST 329: Canadian Family History
- This course is orphaned given the departure of Bonnie Huskins from the History Department. It has been offered in recent years by various sessionals, but we have no permanent faculty members interested in teaching the course, meaning its offering is sporadic. It should, therefore, not be included in the calendar as a regularly scheduled course.

HIST 375: The US Since 1945
- The content of this course overlaps with HIST 242. Further, the History Department is moving away from chronological narratives at the upper level in favour of thematic offerings.

HIST 390: European Socialism from the First to the Third International
- This course is orphaned given the departure of Eric Davis from the History Department. It falls outside of the expertise of remaining faculty members and has not been offered in a long time.

HIST 410: The Industrialization of European Society
- This course is orphaned given the departure of Jack Gaston from the History Department. It falls outside of the expertise of remaining faculty members and has not been offered in a long time.

HIST 424: Modernism in Canada, 1900-1945
- HIST 424 will be removed in favour of an expanded HIST 324. Currently HIST 324 covers Canadian Culture since 1945, with HIST 424 covering the earlier period. After a revision, HIST 324 will cover 20th century Canadian culture.

HIST 428: Social and Economic History of Canada
- This course is orphaned given the departure of Bonnie Huskins from the History Department. It has been offered in recent years by various sessionals, but we have no permanent faculty members interested in teaching the course, meaning its offering is sporadic. It should, therefore, not be included in the calendar as a regularly scheduled course.

HIST 436: History of BC
- This course has an equivalent currently offered at the 100-level: HIST 105: BC from Pre-Contact to the Present. The course makes more sense as a lower-level offering and the upper-level version of the course has not been offered in a long time.

HIST 484: Gender in Canada
- This course is orphaned given the departure of Bonnie Huskins from the History Department. It has been offered in recent years by various sessionals, but we have no permanent faculty members interested in teaching the course, meaning its offering is sporadic. It should, therefore, not be included in the calendar as a regularly scheduled course.
HIST 485: La Belle Epoque: Sex, Psyche, and Society

- This course is orphaned given the departure of Eric Davis from the History Department. Alisa Webb's new offerings have essentially replaced this course. HIST 485 has not been offered in a long time.
# ENGL 405: Seminar in Creative Writing

## Course Description:
This course allows students to work on individual, advanced creative writing projects. Students engage in genre-based critical discourse, give a presentation on the work of a contemporary author, and also produce a completed manuscript. Revision is an essential component with students significantly redrafting their work to produce the final project by the end of the course.

### Prerequisites:
Any two 300 level English courses to include one of the following: ENGL 302, 303, 311, 313, 315, 317, 377, 378, 381.

### Structure of Hours:
- **Lectures:** 60 hours
- **Seminar:** 60 hours
- **Laboratory:** 0 hours
- **Field experience:** 0 hours
- **Student directed learning:** 0 hours
- **Other (specify):** 0 hours

### Training Day-Based Instruction:
- **Length of course:**
- **Hours per day:**

### Other:
- **Maximum enrolment:** 20
- **Expected frequency of course offerings:** Every other year (every semester, annually, every other year, etc.)

### Transfer Credit:
- **Will transfer credit be requested? (lower-level course only):**
- **Will transfer credit be requested? (upper-level requested by department):**
- **Transfer credit exists in BCCAT transfer guide:**

### Course Designer(s):
- Andrea MacPherson

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**COURSE IMPLEMENTATION DATE:** September 2013  
**COURSE REVISED IMPLEMENTATION DATE:** September 2019  
**COURSE TO BE REVIEWED:** (six years after UEC approval)  
**COURSE TO BE REVIEWED:** (month, year)

---

**Course designer(s):** Andrea MacPherson  
**Department Head:** John Pitcher  
**Date approved:** March 8, 2013  
**Campus-Wide Consultation (CWC):**

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**Curriculum Committee chair:** Tetsuomi Anzai  
**Dean/Associate VP:** Jacqueline Nolte  
**Date of meeting:**

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**Undergraduate Education Committee (UEC) approval:**
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Identify and discuss the key genre-based terms and concepts on which the seminar focuses
2. Write analytically about texts and creative writing concepts
3. Write a detailed project proposal
4. Write a complete manuscript
5. Use revision techniques and strategies required for the manuscript
6. Critique and evaluate peer work assertively and respectfully
7. Give a presentation on the work of a contemporary author

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Facilitated discussion, student-led discussion, student presentations, a complete manuscript.

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:]
A sample Anthology might include:
The New Canon (ed. Starnino)
The Art of the Short Story (ed. Gioia & Gwynn)
A sample craft coursepack might include:
“Revising”, A Passion for Narrative (Hodgins)
“Preparing Your Poems for Performance & Publication”, Creative Writing: A Practical Guide (Casterton)
“Putting It All Together: The Whole Poem”, Mooring Against the Tide (ed. Knorr)
“Developing Your Narrative”, Creative Writing: A Practical Guide (Casterton)
“Structure: The Architecture of Fiction”, A Passion for Narrative (Hodgins)
“Doing Your Research”, Creative Writing: A Practical Guide (Casterton)
“Style, Tone & Voice”, Mooring Against the Tide (ed. Knorr)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Short textual analysis paper 20%
Seminar Presentation 20%
Participation, Student-led discussions 20%
Manuscript 40%
COURSE CONTENT:

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

Week 1: Introduction to the course
Defining the project: manuscripts

Week 2 - 3: Theme: Manifestation and Representation
Genre-specific elements; means of approach

Weeks 4 - 6: Form and Function
The roles of voice & style
Narrative traditions, experimental form

Weeks 7 - 8: The Scope of the Project: Research and Authenticity
Research techniques, the responsibility of the author

Weeks 9 - 10: Cohesion
Plot structures, sub-plots and the denouement

Weeks 11 – 12: Revision
Redrafting and reimagining the manuscript

Week 13: Course Conference, Manuscript Presentation
MEMO

To: CAC and UEC
From: Michelle Rhodes, Head, Geography Department
Date: March 12, 2013
Re: New course—GEOG 364—for approval/Removal of Course—GEOG 341

Proposed

We are requesting the following changes to the Geography course offerings:

- Removal of GEOG 341: World Cities
- Addition of GEOG 364: International Planning and Development: Adapting to climate change

Rationale

These changes represent an ‘updating’, of sorts, of the planning portion of the Geography program. GEOG 341 is an old course, and the request is to replace this course with one that is more targeted to specific links between planning, development, and climate change (GEOG 364). It is believed that this latter course is one that not only has greater currency in the language of planning today, but that it is also one with a high degree of ‘marketability’ to planners and other professionals, in addition to UFV students.

GEOG 364 will also replace GEOG 341 in all elements of the program where GEOG 341 is currently a requirement or option for a requirement. This includes within the International Studies concentration and the Urban Studies concentration.

Budget Implications

1. How does your course address the UFV Learning Outcomes?
   This course addresses most if not all of the ILOs, notably Initiative Inquiries and Develop Solutions (#4); Engage in Collaborative Leadership (#7); Engage in Respectful and Professional Practices (#8); and Contribute Regionally and Globally (#9). This course’s focus on the connection between climate change, the practice of planning, and case studies in development will provide students greater exposure to and training in practical tools, collaborative experiences, and engagement in problem-solving exercises related to a critical issue in urban and rural development. Further, the strong component developed around scientific practice (climate modeling) will provide greater interdisciplinary training to students who may well continue into professions where single field training will be insufficient for tackling complex webs of issues associated with rapid urban growth occurring in conjunction with climate change.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

1
This course is not required by any other program. It will be included in a concentration within the Global Development Studies program and as an option in the Environmental Studies degree (in development).

3. **What consideration has been given to indigenizing the curriculum?**
   This course does not specifically address the needs of indigenous groups as a separate topic. However, the case studies used will draw from examples where indigenous groups are disproportionately affected by climate change, potentially in Canada, but more likely in non-Canadian locales.

4. **If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:**

   There are no budget implications to introducing GEOG 364, as it replaces GEOG 341 in the schedule. The retirement of 341 is in line with the introduction of 364.
   
   a. **Credit value:** 4.0 credits  
   b. **Class size limit:** 28  
   c. **Frequency of offering:** every other  
   d. **Resources required (labs, equipment):** none specifically; course likely delivered through on-line format, so Blackboard needed

5. **If this course is not eligible for PLAR, explain why.**
   It is eligible.

6. **Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**
   Full class field trips are not anticipated for this course, although students may be expected to complete self-guided field trips.

7. **Please provide an estimate of the typical costs for this course, including textbooks and other materials.**
   Costs for students will typically include a textbook and/or a custom courseware package, plus the costs associated with individual travel for self-guided field trips. Costs are likely to average between $80 and $120.
**COURSE NAME/NUMBER** | **FACULTY/DEPARTMENT** | **UFV CREDITS**  
--- | --- | ---  
GEOG 364 | Geography | 4

**COURSE DESCRIPTIVE TITLE**  
International Planning and Development: Adapting to Climate Change

**CALENDAR DESCRIPTION:**  
This course explores urban and rural development strategies within the changing context of climate change, a globalized economy, technological change, demographic shifts and environmental degradation. It is intended for students interested in pursuing a career in planning and development and also current professional staff from government agencies and NGOs desiring to upgrade or develop a specialism. Students will be introduced to climate change management techniques important for development planning, projects and policy.

**PREREQUISITES:**  
One of: GEOG 201, GEOG 211, GEOG 240 or GEOG 242.

**TOTAL HOURS PER TERM:** 60  
**STRUCTURE OF HOURS:**  
- Lectures: 18 Hrs  
- Seminar: 30 Hrs  
- Laboratory: Hrs  
- Field experience: 12 Hrs  
- Student directed learning: Hrs  
- Other (specify): Hrs  

**TRAINING DAY-BASED INSTRUCTION:**  
Length of course:  
Hours per day:  
Maximum enrolment: 30

**OTHER:**  
Expected frequency of course offerings: Once every other 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 ☒

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**Course designer(s):**  
Cherie Enns, Lionel Pandolfo and Steven Marsh  

**Department Head:**  
Michelle Rhodes  

**Supporting area consultation (Pre-UPAC):**  
Tetsoumi Anzai  

**Curriculum Committee chair:**  
Jacqueline Nolte  

**Dean/Associate VP:**  
Jacqueline Nolte  

**Undergraduate Program Advisory Committee (UPAC) approval:**  
Date approved: October 4, 2012  
Date of meeting: November 16, 2012  
Date approved: February 15, 2013  
Date of meeting:
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Apply core geographic concepts to the study of and impact of planning techniques and climate change in non-western world.
- Assess theories and historical approaches to planning and development in varied cultural contexts.
- Think innovatively about alternative planning and policy approaches to improve both processes and outcomes of communities.
- Explain and critique the economic, environmental, political and cultural processes shaping and influencing sustainability of urban form in the non-western world.
- Critically appraise and apply conceptual, empirical, and methodological approaches to vulnerability assessment and climate adaptation planning.
- Think innovatively about alternative planning and policy approaches to improve both processes and outcomes of communities.
- Appreciate the need to understand local circumstances in transferring best practices across countries and cities.
- Apply skills essential for 'climate-proofing' development and planning initiatives in the international context.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
This course includes critique and discussion of readings, international reports and relevant media related to the field of international planning and climate change. Course delivery consists of a combination of lectures by the instructor, seminar discussion, applied projects and the presentation of case studies by students. The course will be designed for an on-line or hybrid learning platform and will require mutual and collaborative learning.

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:]
A range of international reports from United Nations Habitat and World Bank will be assessed on-line and comprise the reading list. Selected references are also included below.


European Communities. 2006. EU Action Against Climate Change: Helping Developing Countries to Cope with Climate Change. Luxemburg: Office for Official Publications of the European Communities.


Group III to the Fourth Assessment Report.


SUPPLIES / MATERIALS:

There may be fees associated with field work required for this course. Students will require access to internet and a computer that can view YouTube videos and other media sources.

STUDENT EVALUATION:

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

Final grades are based on the completion of the following,

- Self Guided Field Trip Reports 20%
- Seminar Participation 10%
- Research Paper 30%
- Applied Group Project 25%
- Personal Planning Perspective 15%

COURSE CONTENT

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

Lecture and seminar topics include:

Week 1 Planning in non-western context: reality in global world
Week 2 Planning and climate change: a primer
Week 3 Understanding vulnerabilities to climate change
Week 4 Decision analysis for mitigation of risks and hazards posed by climate change
Week 5 Administrative levels at which development and land use planning takes place.
Week 6 Mid-term
Week 7 Ethic of climate change considering critical themes of gender, environmental justice and participatory practices
Week 8 Policy, internal actors in development, land use, decentralization, poverty, urban-rural linkages, and corruption all considered in relationship to planning
Week 9 Tools and strategies for mitigation; climate proofing development projects
Week 10 Link between planning power and legitimacy and impact on marginalized groups.
Week 11 External actors and impact on settlement form; selected case studies
Week 12-13 Group presentations of applied planning and climate change projects
Week 14 Final
To: CAC and UEC
From: Michelle Rhodes, Head, Geography Department
Date: March 12, 2013
Re: New Directed Studies Course—GEOG 464

Proposed

We are requesting the following changes to the Geography course offerings:

- Addition of GEOG 464: Community Planning and Development Studio

Rationale

GEOG 464 is the first of two proposed studio courses, a course type that is not currently offered in Geography, but which is quite common in planning. Studio courses are applied project courses that often draw on a wide skillset within a particular field—in this case, planning. These related courses are essentially a way to formalize the type of teaching currently delivered in GEOG 460, a planning practicum course. As GEOG 460 has been redesigned to be nothing but a practicum course (rather than a practicum-project combo), a new course was needed to embody the current practice within 460. Thus, 464 was created.

This course will provide an additional option for students completing specific requirements in the Urban Studies concentration. It also provides an option for students completing general human geography requirements within their program.

Budget Implications

1. How does your course address the UFV Learning Outcomes?
   This course addresses most if not all of the ILOs, notably Initiative Inquiries and Develop Solutions (#4); Engage in Collaborative Leadership (#7); Engage in Respectful and Professional Practices (#8); and Contribute Regionally and Globally (#9). This course’s focus is on the learning of applied, professional skills in planning. Work conducted within this course is collaborative by nature (students work on single, class projects), and the process of planning involves students working alongside communities to develop solutions to identified needs.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   This course is likely to be an option in a concentration within the Global Development Studies degree.

3. What consideration has been given to indigenizing the curriculum?
This course does not specifically address the needs of indigenous groups as a separate topic. However, the course may be offered in conjunction with a community that is either indigenous or is addressing indigenous population needs.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

GEOG 464 is planned as a course that will be delivered through Independent Studies. We recognize that this is not a cost-free option for course delivery. However, this course will be offered in the schedule in place of GEOG 460, a practicum course that has functionally been run as a studio course for the past several years.

a. Credit value: 4.0 credits
b. Class size limit: 6
c. Frequency of offering: every other year
d. Resources required (labs, equipment): none specifically at this time. However, the Geography department will be in discussions with Abbotsford’s planning department about the potential for shared resources. If such an agreement can be forged, then there would be space needed, likely at the Clearbrook campus, for drafting tables. This is very preliminary at this point.

5. If this course is not eligible for PLAR, explain why.
It is eligible.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
This course is field-based by nature, involving regular travel within the community for which the studio project is being designed. Field trips are posted no later than 30 days in advance of the start of classes. Students are responsible for their travel expenses.

The course could also be offered off-campus, pending policy development around this method of delivery. If so, additional costs would be met through course-specific fees.

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
Costs for students will typically include a textbook and/or a custom courseware package, plus the costs associated with travel. Costs are likely to average between $80 and $250, provided the course is offered on campus. Costs will increase if the course can be offered off-campus (e.g. in Whistler), and these would depend on location.
Community Planning and Development Studio

CALENDAR DESCRIPTION:
This directed studies urban planning studio provides an introduction to planning practice based on real-world neighbourhood planning, from problem definition to data collection and analysis concluding with client presentation. Analyses and recommendations are presented in oral presentations and written reports. Under the supervision of faculty and community professionals, studio participants collaboratively develop planning solutions to real situations confronted by communities, local government and public service organizations with limited technical assistance resources.

Field trips outside of class time are required. Refer to departmental website for information on dates and times of travel.

PREREQUISITES: One of GEOG 344, 360, 362, 364, or 440

SYNONYMOUS COURSE(S):
(a) Replaces: ____________________________
(b) Cross-listed with: ____________________________
(c) Cannot take: ____________________________ for further credit.

TOTAL HOURS PER TERM: 80

TRAINING DAY-BASED INSTRUCTION:
Length of course: ____________________________

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ____________________________

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ____________________________

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ____________________________

Course designer(s): Cherie Enns, MCIP

Supporting area consultation (Pre-UPAC)
Curriculum Committee chair: Tetsuomi Anzai
Dean/Associate VP: Jacqueline Nolte
Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: November 16, 2012

Date approved: October 4, 2012

Date of meeting: February 15, 2013

Date approved: ____________________________

Date approved: ____________________________
LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. Plan for the needs of a particular population or community in a specific geographic setting.
2. Collect, analyze and synthesize information from fieldwork and secondary sources to discern trends in population, employment, and health in a community.
3. Critically analyze interaction among the economy, transportation, health and human services, and land-use regulation.
4. Describe the legal foundation for land use regulation.
5. Identify the social and environmental impact of planning decisions on communities.
6. Work with the public, and articulate planning issues to a wide variety of audiences.
7. Manage a large multi-disciplinary planning project under tight deadlines.
8. Produce a deliverable presentation that meets professional standards of content
9. Present a deliverable report to clients and project stakeholders.

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

Planning is an integrated practice that incorporates many of the technical, theoretical, and analytical skills offered in geography, including GIS, landscape analysis, and regional and urban studies. In this applied, project-based studio course, students will apply these geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Examples of themes or planning problems include place making in underutilized public spaces, revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior community. Course may be offered in either a term-long or condensed (e.g. 4-week) format, and as an Independent Studies. Field trips outside of class time are required

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)  x Portfolio assessment  xInterview(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:]

SUPPLIES / MATERIALS:

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]
- 30% LITERATURE REVIEW
- 10% MID TERM PRESENTATION
- 40% FINAL PROJECT
• 10% FINAL PRESENTATION
• 10% PARTICIPATION in STUDIO/FIELD WORK

COURSE CONTENT:

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

The course content will vary according to project theme and case study.

If this course is held at UFV, the following components will be included:

• Unit 1 (Weeks 1-3): Project Preparation
  o Project Background
  o Community and Cultural Orientation
  o Devising the Planning Questions and Identifying Data Collection Strategies
  o Ethics Review
• Unit 2 (Weeks 4-9): Data Collection
  o "Reading" the Community and its Built Landscape
  o Demographic and Policy Data Collection
  o Assessment/Stakeholder Engagement
  o Identifying Stakeholder Interests
  o Planning Vision
• Unit 3 (Weeks 10-11): Compilation and Analysis
• Unit 4 (Weeks 12-14): Project Presentation and Feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

• (pre-term) Pre-Trip Orientation and Trip Preparation
• Unit 1: Project Preparation
  o Project Background
  o Community and Cultural Orientation
  o Devising the Planning Questions and Identifying Data Collection Strategies
  o Ethics Review
• Unit 2: Data Collection
  o "Reading" the Community and its Built Landscape
  o Demographic and Policy Data Collection
  o Assessment/Stakeholder Engagement
  o Identifying Stakeholder Interests
  o Planning Vision
• Unit 3: Compilation and Analysis
• Unit 4: Project Presentation and Feedback
## 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.

<table>
<thead>
<tr>
<th>GEOG 466</th>
<th>Geography</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
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<tr>
<td>International Community Planning and Development Studio</td>
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### CALENDAR DESCRIPTION:

This is an international project-based studio course presenting students with the opportunity to address a particular planning challenge at the community level. This studio course is held outside of Canada in less developed in a context where climate change, poverty, and uncontrolled development pose unique planning challenges. Students will work with planning professionals and community leaders to produce a community planning and development report on a particular issue. Geography 466 will usually be offered as a short semester intensive field experience run as an independentDirected Studies. Please refer to department website for more information on course scheduling.

### PREREQUISITES:

One of GEOG 344, 360, 362, 364, or 440

### COREQUISITES:

### SYNONYMOUS COURSE(S):

(a) Replaces:
(b) Cross-listed with:
(c) Cannot take:

### SERVICE COURSE TO:

(department/program) for further credit.

### TOTAL HOURS PER TERM: 120

### TRAINING DAY-BASED INSTRUCTION:

Length of course:

### STRUCTURE OF HOURS:

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<th>Lectures:</th>
<th>10 Hrs</th>
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<tbody>
<tr>
<td>Seminar:</td>
<td>10 Hrs</td>
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<tr>
<td>Laboratory:</td>
<td>Hrs</td>
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<tr>
<td>Field experience:</td>
<td>90 Hrs</td>
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<tr>
<td>Student directed learning:</td>
<td>Hrs</td>
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<tr>
<td>Other (specify): on-line seminar</td>
<td>10 Hrs</td>
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</tbody>
</table>

### OTHER:

Maximum enrolment: 6

Expected frequency of course offerings: Every 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 [ ]

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Course designer(s): Cherie Enns, MCIP

Department Head: Dr. Michelle Rhodes

Supporting area consultation (Pre-UPAC) Date approved: October 4, 2012

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Dr. Jacqueline Nolte

Undergraduate Program Advisory Committee (UPAC) approval Date approved: November 16, 2012

Date of meeting: February 15, 2013

Date of meeting:
LEARNING OUTCOMES:

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

1. Plan for the needs of a particular population or community in a specific geographic setting.
2. Collect, analyze and synthesize information from fieldwork and secondary sources to discern trends in population, employment, and health trends in a community.
3. Critically analyze interaction among the economy, transportation, health and human services, and land-use regulation.
4. Describe the legal foundation for land use regulation.
5. Identify the social and environmental impact of planning decisions on communities.
6. Engage the public through consultation and articulate planning issues to a wide variety of audiences.
7. Manage a large multi-disciplinary planning project under tight deadlines.
8. Produce a deliverable presentation that meets professional standards of content.
9. Present a deliverable report to clients and project stakeholders.

METHODS:

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

Course is offered as an intensive 3-4 week or 1-2 month session in international locale. Course participants will work collectively as well as in smaller working groups on a particular project. Emphasis is placed on engaging the community through consultation and in computer lab use for compiling maps and other visual materials. A seminar on planning practice, context, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies.

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:]


SUPPLIES / MATERIALS:
Supplies required are specific to research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

**STUDENT EVALUATION:**

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

- 30% LITERATURE REVIEW/FIELD WORK
- 10% MID TERM PRESENTATION
- 40% FINAL PROJECT
- 10% FINAL PRESENTATION
- 10% PARTICIPATION in STUDIO

**COURSE CONTENT:**

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

Seminar content will vary according to locale and project focus. In general, the course content will include:

- (pre-term) Pre-Trip Orientation, Ethics Review, Trip Preparation and Project Background
- Unit 1: Project Preparation (Weeks 1-4)
  - Project Context
  - Further Community and Cultural Orientation
  - Devising the Planning Questions and Identifying Data Collection Strategies
  - Ethics Review
- Unit 2: Data Collection (Weeks 4-9)
  - “Reading” the Community and its Built Landscape
  - Demographic and Policy Data Collection
  - Assessment/Stakeholder Engagement
  - Identifying Stakeholder Interests
  - Planning Vision
- Unit 3: Compilation and Analysis (Weeks 9-12)
- Unit 4: Project Presentation and Feedback (Weeks 12-13)
MEMO

To: CAC and UEC
From: Michelle Rhodes, Head, Geography Department
Date: March 12, 2013
Re: New Directed Studies Course—GEOG 466

Proposed

We are requesting the following changes to the Geography course offerings:

- Addition of GEOG 466: International Community Planning and Development Studio

Rationale

GEOG 466 is the second of two proposed studio courses, a course type that is not currently offered in Geography, but which is quite common in planning. Studio courses are applied project courses that often draw on a wide skillset within a particular field—in this case, planning. These related courses are essentially a way to formalize the type of teaching currently delivered in GEOG 460, a planning practicum course. As GEOG 460 has been redesigned to be nothing but a practicum course (rather than a practicum-project combo), a new course was needed to embody the current practice within 460. Thus, 464, and subsequently 466, were created.

This course will provide an additional option for students completing specific requirements in the International Studies and the Urban Studies concentrations. It also provides an option for students completing general human geography requirements within their program.

Budget Implications

1. How does your course address the UFV Learning Outcomes?
   This course addresses most if not all of the ILOs, notably Initiative Inquiries and Develop Solutions (#4); Engage in Collaborative Leadership (#7); Engage in Respectful and Professional Practices (#8); and Contribute Regionally and Globally (#9). This course’s focus is on the learning of applied, professional skills in planning. Work conducted within this course is collaborative by nature (students work on single, class projects), and the process of planning involves students working alongside communities to develop solutions to identified needs. As this course is also designed to be held in an international location, it will also specifically tackle the ninth learning outcome through partnerships with local agencies in need of planning assistance.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   This course is likely to be an option within a proposed concentration in the Global Development Studies degree.
3. **What consideration has been given to indigenizing the curriculum?**
   This course does not specifically address the needs of indigenous groups as a separate topic. However, the course may be offered in conjunction with a community that is either indigenous or is addressing indigenous population needs.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

   GEOG 466 is planned as a course that will be delivered through Independent Studies. We recognize that this is not a cost-free option for course delivery. However, this course will be offered in the schedule in place of GEOG 460, a practicum course that has functionally been run as a studio course for the past several years, and in lieu of GEOG 470, a study tour course that is designed as a capstone course that has a different set of OCOs. This latter course was run once while a studio course was in development.

   a. **Credit value:** 5.0 credits
   b. **Class size limit:** 6
   c. **Frequency of offering:** annually
   d. **Resources required (labs, equipment):** none specifically at this time. However, depending on the planning project, students may need to draw on department resources, such as the use of GPS units and mapping software.

   One note: The course developer has been working with Continuing Studies to offer this course through them as well as for academic credit. The goal is to market the course to planning professionals who can take courses like this in order to remain current in their accreditation.

5. If this course is not eligible for PLAR, explain why.
   It is eligible.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
   This course is field-based by nature, involving regular travel within the community for which the studio project is being designed. Field trips are posted no later than 30 days in advance of the start of classes. Students are responsible for their travel expenses.

   The course is designed to be offered off-campus, pending policy development (and/or dean’s approval) around this method of delivery. If so, additional costs would be met through course-specific fees.

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
   Costs for students will typically include a textbook and/or a custom courseware package, plus the costs associated with travel and travel-related supplies. Costs will vary depending on location and exchange rate, but will generally involve (in addition to tuition) a trip fee of between $1000-$1500.
Proposed

We are requesting the following changes to the Geography and Communications course offerings:

- Addition of GEOG 257: Environment: Science and Communications

Rationale

This new course, CMNS/ GEOG 257, grows from Geography’s review of their learning outcomes in 2011. Geography faculty identified effective communications, particularly with general audiences and with visual media, as one of the critical skills that students were not being fully prepared in. Conversations with Communications identified science communications as an area for development within their program as well, following the hire of a specialist in the field, Dr. Michelle Riedlinger.

In addition to being crosslisted, sections of the course will be team-taught in a collaborative manner by one CMNS instructor and one GEOG instructor. Faculty in both departments have been consulted and commit to providing instructors to ensure the course fulfils its collaborative and interdisciplinary goals.

GEOG 257 is a blended course, introducing students to the fundamentals of environmental science, and then using these through different exercises in and methods of communication. In doing so, students in Communications, Geography, and other programs will broaden their scientific literacy for use in environmental fields and for disseminating information to academics and the general public.

Budget Implications

1. How does your course address the UFV Learning Outcomes?
   
   This course addresses most if not all of the ILOs, notably Demonstrate Information Competency (#1); Use Knowledge and Skills Proficiently (#3); Communicate Effectively (#5); Engage in Respectful and Professional Practices (#8); and Contribute Regionally and Globally (#9). This course is designed to improve communications skills in sciences, as well as build knowledge and skills in environmental science. Both are important for those seeking to contribute, in the capacity of citizens and
professionals, to environmental management and protection; natural hazards communications; and related fields.

2. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?**
This course will be required by the BSc, Physical Geography major, and by the Environmental Studies concentration within the BA, major in Geography. It will also be used in the Environmental Studies degree (in development) and within the BA, GDS major—concentration in Environment and Planning (in development). It also fits within an emerging Science Communication concentration in CMNS.

3. **What consideration has been given to indigenizing the curriculum?**
This course does not specifically address the needs of indigenous groups as a separate topic.

4. **If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:**
There are some small savings in introducing GEOG 257, as it replaces GEOG 211 in the Geography rotation. Geography and Communications have each committed to fund one section a year. Both departments have committed to offering this course for 3-5 years to start, with review of the course after the first year. Any excess capacity currently available in the course should soon be filled as it will attract more Communications students.

   a. **Credit value:** 3.0 credits
   b. **Class size limit:** 36
   c. **Frequency of offering:** twice annually
   d. **Resources required (labs, equipment):** none specifically; Blackboard may be needed

5. **If this course is not eligible for PLAR, explain why.**
It is eligible.

6. **Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**
An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. ( Likely, students will be expected to meet instructors at location at start of class.)

7. **Please provide an estimate of the typical costs for this course, including textbooks and other materials.**
Costs for students will typically include texts (~$130) and small costs (~$20) for field trip fees (if required).
Feedback from consultation

Hi Michelle and Nicole,

I have a couple of changes to suggest for the official course outline of this course:

Please include a note in the Calendar Description section to alert students who have previously completed GEOG 211 that they cannot complete this course for further credit - as per the Synonymous Course section.

Please list out the specific Lab Science courses that both depts will allow to meet the prerequisites. I expect that students will ask about many different and/or obscure courses being acceptable based on the current wording. If the list will be too long and cumbersome, maybe something along the lines of "Courses that will satisfy the BA Lab Science requirement."

Thanks,
Rhonda

*Please note GEOG 257 originally went to CWC as GEOG 214.*
COURSE NAME/NUMBER  FACULTY/DEPARTMENT  UFV CREDITS
GEOG 257  Geography  3

CALENDAR NAME/NUMBER  FACULTY/DEPARTMENT  UFV CREDITS
Environment: Science and Communications  

COURSE DESCRIPTIVE TITLE

ENVIRONMENT: SCIENCE AND COMMUNICATIONS

PREREQUISITES:
One of: CMNS 125, CMNS 155, CMNS 175, or ENG 105; plus any first-year lab science course

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: 
(b) Cross-listed with: CMNS 214
(c) Cannot take: GEOG 211 for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:
Lectures: 21 Hrs
Seminar: 21 Hrs
Laboratory: Hrs
Field experience: 3 Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:
Maximum enrolment: 36
Expected frequency of course offerings: Twice each 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): Michelle Riedlinger; Michelle Rhodes; David Thomson; Lionel Pandolfo
Department Head: Michelle Rhodes/ Geography
Supporting area consultation (Pre-UPAC)
Curriculum Committee chair: Tetsuomi Anzai
Dean/Associate VP: Jacqueline Nolte
Undergraduate Program Advisory Committee (UPAC) approval

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

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: September 2018
(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

COURSE DESIGNER(S):

COURSE RECOMMENDED FOR:

COURSE OBJECTIVES:

COURSE OUTLINE:

COURSE CONTENT:

COURSE VARIATIONS:

COURSE ASSESSMENT:

COURSE RESOURCES:

COURSE READING:

COURSE ATTENDANCE:

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: September 2018 (six years after UPAC approval)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

COURSE DESIGNER(S):

COURSE RECOMMENDED FOR:

COURSE OBJECTIVES:

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COURSE CONTENT:

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OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

COURSE DESIGNER(S):

COURSE RECOMMENDED FOR:

COURSE OBJECTIVES:

COURSE OUTLINE:

COURSE CONTENT:

COURSE VARIATIONS:

COURSE ASSESSMENT:

COURSE RESOURCES:

COURSE READING:

COURSE ATTENDANCE:

COURSE IMPLEMENTATION DATE:
COURSE REVISED IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: September 2018 (six years after UPAC approval)
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Describe the science that underlies local, regional, and global environmental issues and challenges.
- Work collaboratively to identify the possible solutions to environmental problems, and the barriers to their implementation.
- Identify principles and practices of effective visual, oral, and written communication of scientific data and ideas for different audiences.
- Interpret and critique the use of quantitative data and cartographic representations in environmental science.
- Work collaboratively to devise strategies for addressing and communicating environmental challenges.
- Produce written materials and deliver presentations to inform generalist and expert audiences on specific issues.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Course format will include lectures delivered by instructors from Geography and Communications, discussion groups, student presentations, and field study. Case studies will support student-directed learning and teaching. There may be a mandatory local field trip that will support one or more case studies.

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:]
Supplemental text may include:

SUPPLIES / MATERIALS:
A field-trip fee may be required.

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Writing assignment 10%
Midterm exam 20%
Annotated Bibliography 15%
Research Poster 20%
Oral Presentation 10%
Final project 25%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
Each week will match a chapter in an introductory environmental science text, with the approaches and issues associated with communicating those issues. The following is a sample outline.
1 Introduction to course and themes in environmental science and environmental communications
2 Science as a way of knowing: Environmental history, economics, sustainability and human values
3 Risk analysis and environmental hazards
4 Decision-makers, media, stakeholders, and the science community
5 Ecosystems—functions and evolution
6 Human population change and the environment
7 Energy
8 Air and air pollution; global atmospheric changes
9 Water, water pollution, and freshwater resources
10 The ocean and global fisheries
11 Soils, minerals, and land resources
12 Agriculture and food resources
13 Solid and hazardous wastes; course conclusion
This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor.

<table>
<thead>
<tr>
<th>CMNS 257</th>
<th>Communications</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
</tr>
<tr>
<td>Environment: Science and Communications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OFFICIAL COURSE OUTLINE:
This is a cross-listed course. Please refer to GEOG 257 for the official course outline.

CALENDAR DESCRIPTION:
Environmental science and communications, while different fields, are both essential for addressing contemporary environmental problems. This course, team-taught by faculty in Geography and Communications, introduces the student to the methods of scientific inquiry, and the principles of effective communication in environmental science. Application of the scientific method to case studies of environmental issues will highlight challenges and possible solutions at local, regional, and national scales, while exploring the interface between science, politics, and popular perceptions. Specific consideration will be given to developing strategies for communicating with various audiences, including stakeholder groups, other scientists, policy makers, and the general public. A field trip outside of class time may be required. Please refer to Department of Geography website for scheduling information.

PREREQUISITES:
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: 
(b) Cross-listed with: GEOG 214 
(c) Cannot take: GEOG 211 for further credit.

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 BCAT TRANSFER GUIDE:  
☐ Yes  ☐ No

Course designer(s): Michelle Riedlinger; Michelle Rhodes; David Thomson; Lionel Pandolfo

Department Head: David Thomson  
Date approved: November 1, 2012

Campus-Wide Consultation (CWC)  
Date of meeting:

Curriculum Committee chair:  
Date approved:

Dean/Associate VP:  
Date approved:

Undergraduate Education Committee (UEC) approval  
Date of meeting:
MEMO

To: CACC
From: Dr. Michelle Rhodes, Chair, Geography Department
Date: March 5, 2013
Re: Proposal

For Approval (BA, Geography major)
- Addition of GEOG 318, GEOG 335, GEOG 364, GEOG 412, GEOG 464, GEOG 466, and GEOG 419 in the BA Geography concentrations
- Addition of GEOG 396 and GEOG 398 as option within the Geography BA degree requirement
- Removal of GEOG 341, GEOG 401, GEOG 444, and GEOG 445
- Removal of 250 as a program requirement from calendar copy

For Approval (BSc, Physical Geography major)
- Addition of GEOG 318, GEOG 335, GEOG 364, GEOG 412, GEOG 464, GEOG 466, and GEOG 419 in the BSc Geography program
- Addition of GEOG 396 and GEOG 398 as option within the degree requirement
- Removal of GEOG 341, GEOG 401, GEOG 444, and GEOG 445

1. Proposal: The proposed changes are ones that integrate changes that have taken place or are taking place at the course-level into the full curriculum:
   - GEOG 335 and GEOG 419 were approved last year, and are being added here
   - GEOG 318, GEOG 364, GEOG 412, GEOG 464, and GEOG 466 are courses that are moving through the curriculum approval process at this time
   - GEOG 396 and GEOG 398 are broadening program requirement options
   - GEOG 341 is being removed this year
   - GEOG 401 and GEOG 444 have not been offered for several years, and are retired. GEOG 401 still is listed in the BSc degree; GEOG 444 is listed in both
   - GEOG 445 is being removed from calendar for the time being due continued low enrolment, but may be brought back at a later date
   - GEOG 250 is no longer a requirement option within the degree (it exists as an elective), and this change is a calendar update
For Approval BA

2. Proposed changes to the Geography programs:
2.1 Bachelor of Arts, Geography major and major concentrations:

Geography Major
(for Bachelor of Arts degree students)

This section specifies the Geography major (no concentration) requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td></td>
</tr>
<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Introduction to Geographic Techniques</td>
<td></td>
</tr>
<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.

Upper-level requirements: 301-34 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>One course:</td>
<td>Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)</td>
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<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
<td>4</td>
</tr>
<tr>
<td>One of</td>
<td>GEOG 396 Global Development Studies: Canada Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 398</td>
<td>Global Development Studies: International Internship</td>
<td>4-6</td>
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</tbody>
</table>
Bachelor of Arts, Geography major concentrations

Environmental Studies concentration

Lower-level requirements: 29-30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 211</td>
<td>Environmental</td>
<td></td>
</tr>
<tr>
<td>or BIO 210</td>
<td>Introduction to Ecology</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.
## Upper-level requirements: 301-3367 credits

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 311</td>
<td>Global Resources and the Environment</td>
<td>4</td>
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<tr>
<td>GEOG 312</td>
<td>Political Ecology: Nature, Culture, and Place</td>
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<tr>
<td>or GEOG 343</td>
<td>Geography of Transitional Societies</td>
<td>4</td>
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<tr>
<td>One of:</td>
<td>GEOG 303, 307, 308, 317</td>
<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 314, 315, 318, 353, 364, 410, 411, 412, 421, 453, 454; ANTH 468/SOC 468; ECON 361; PHIL 318</td>
<td>3–4</td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 396, Global Development Studies: Canada Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 398</td>
<td>Global Development Studies: International Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 452</td>
<td>Field Methods and Techniques</td>
<td></td>
</tr>
<tr>
<td>GEOG 470</td>
<td>Field Studies in Geography</td>
<td>4–6</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 314, 315, 353, 364, 410, 411, 412, 421, 453, 454; ANTH 468/SOC 468; ECON 361; PHIL 318</td>
<td>3–4</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>Geography 300/400-level course(s)</td>
<td>4–10</td>
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</table>

## International Studies concentration

## Lower-level requirements: 29 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
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</tr>
<tr>
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<td>Human Geography</td>
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</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 240</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td></td>
</tr>
<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Introduction to Geographic Techniques</td>
<td>-</td>
</tr>
<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.
Note 2: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 3: As of September 2013, STAT 104 or STAT 106 will be required.

Upper-level requirements: 32 – 37 credits

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 312, 340, 343, 447</td>
<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 314, 362, 421, 443, 464, 466; HIST 314, 357, 385, 464; LAS 312; ANTH/LAS/SOC 310, 363, 463</td>
<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 311, 323, 344-346, 364</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
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</tr>
<tr>
<td>One of:</td>
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<td>GEOG 398</td>
<td>Global Development Studies: International Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 452</td>
<td>Field Methods and Techniques</td>
<td></td>
</tr>
<tr>
<td>GEOG 470</td>
<td>Field Studies in Geography</td>
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</tr>
<tr>
<td>Elective(s)</td>
<td>Geography 300/400-level course(s)</td>
<td>8-128</td>
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</table>

Physical Geography concentration

Lower-level requirements: 29 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
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<td>Human Geography</td>
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</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology (see Note 1)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 211</td>
<td>Environmental Science</td>
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<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
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<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
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</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
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</table>

Note 1: GEOG 202 is required for GEOG 302, 304, 402.
Note 2: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.
Note 3: As of September 2013, STAT 104 or STAT 106 will be required.

Upper-level requirements: 32-334 credits

<table>
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<th>Course</th>
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<th>Credits</th>
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<tr>
<td>GEOG 353</td>
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<td>One of:</td>
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<td>GEOG 303, 307, 308</td>
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<tr>
<td>GEOG 398</td>
<td>Global Development Studies: International Internship</td>
<td></td>
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<tr>
<td>GEOG 452</td>
<td>Field Methods and Techniques</td>
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<tr>
<td>GEOG 470</td>
<td>Field Studies in Geography</td>
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Urban Studies concentration

Lower-level requirements: 258-2630 credits

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
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<tr>
<td>GEOG 140</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td>3</td>
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<tr>
<td>GEOG 252</td>
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<td>4</td>
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<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
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<tr>
<td>Two of:</td>
<td>GEOG 201, 202, 211</td>
<td>4-6</td>
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</table>

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.
Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.
Note 3: As of September 2013, STAT 104 or STAT 106 will be required.

Upper-level requirements: 302-347 credits
### Course Title Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of:</td>
<td>GEOG 360, 460, 464, 466</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Introduction to Regional and Community Planning</td>
<td></td>
</tr>
<tr>
<td>or GEOG 460</td>
<td>Practicum in Planning</td>
<td></td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 452</td>
</tr>
<tr>
<td>GEOG 470</td>
</tr>
</tbody>
</table>

One of:

- GEOG 314, 318, 341, or 362, or 364
- GEOG 344, 440, 444, SOC 325/ANTH 325
- GEOG 303, 307, 308, 335, 317, 417, 419
- GEOG 433 | Geography of Selected Regions | 4 |

<table>
<thead>
<tr>
<th>One of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 396</td>
</tr>
<tr>
<td>GEOG 398</td>
</tr>
<tr>
<td>GEOG 452</td>
</tr>
<tr>
<td>GEOG 470</td>
</tr>
</tbody>
</table>

Elective(s) Geography 300/400-level course(s) 48-812

### 2.2 Bachelor of Arts, Geography Honours:

#### Lower-level requirements: 26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td></td>
</tr>
<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Introduction to Geographic Techniques</td>
<td>-</td>
</tr>
<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Note 1: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.
**Upper-level requirements: 475-5449 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 354</td>
<td>Approaches in Human Geography</td>
<td>4</td>
</tr>
<tr>
<td>One course:</td>
<td>Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 401, 402, 410, 417, 419)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
<td>4</td>
</tr>
<tr>
<td><strong>One of:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 396</td>
<td>Global Development Studies: Canada Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 398</td>
<td>Global Development Studies: International Internship</td>
<td></td>
</tr>
<tr>
<td>GEOG 452</td>
<td>Field Methods and Techniques</td>
<td></td>
</tr>
<tr>
<td>GEOG 470</td>
<td>Field Studies in Geography</td>
<td>4-65</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Honours Research Design and Data Collection (see Note 1)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 492</td>
<td>Honours Research Project</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Upper-level Geography (two to three courses)</td>
<td>8-12</td>
</tr>
<tr>
<td><strong>Plus:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three upper-level Arts/Sciences courses to be completed in a single discipline, such as biology, history, sociology, etc. (see Note 2)

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: Students planning to apply for a Bachelor of Arts Geography Honours should consult carefully with the Arts Advice Centre to ensure they satisfy any lower-level prerequisites for upper-level courses they expect to take to satisfy this requirement.

Note 3: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.
For Information – BSc - Proposed changes to the Geography programs:

3.1 Bachelor of Science, Physical Geography major:

**Bachelor of Science, Physical Geography major**
**Lower-level requirements: 49 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 211</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>STAT 270</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introductory General Physics: Mechanics and Fluids</td>
<td></td>
</tr>
<tr>
<td>or PHYS 111</td>
<td>Mechanics</td>
<td>5</td>
</tr>
</tbody>
</table>

**Upper-level requirements: 32-33 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 302</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 304</td>
<td>Coastal Geomorphology</td>
<td></td>
</tr>
</tbody>
</table>

**One of:**

| GEOG 303 | Principles of Hydrology                   | 4       |
| GEOG 307 | Urban Climatology                         |       |
| GEOG 308 | Climate Change and Variability            |       |

**One of:**

| GEOG 315 | Soil Process or Function                  | 4       |
| or GEOG 317 | Biogeography                             |         |
| GEOG 353 | GIS Applications                          | 4       |
| GEOG 354 | Approaches in Human Geography             | 4       |

**One of:**

| GEOG 402 | Quaternary Geology and Geomorphology      | 4       |
### Bachelor of Science, Geographical Science major:

#### Lower-level requirements: 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

#### Upper-level requirements: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOG 353</td>
<td>GIS Applications</td>
<td>4</td>
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Two of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 302</td>
<td>Fluvial Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 303</td>
<td>Principles of Hydrology</td>
<td></td>
</tr>
<tr>
<td>GEOG 304</td>
<td>Coastal Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 307</td>
<td>Urban Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 308</td>
<td>Climate Change and Variability</td>
<td></td>
</tr>
<tr>
<td>GEOG 315</td>
<td>Soil Process and Function</td>
<td></td>
</tr>
<tr>
<td>GEOG 317</td>
<td>Biogeography</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: No more than eight credits may be in directed studies/directed readings (GEOG 480, 482, 483, 484).

### 3.2 Bachelor of Science, Physical Geography minor:

#### Lower-level requirements: 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
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</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.
One of:

- GEOG 402 Quaternary Geology and Geomorphology
- GEOG 410 Plant Ecology
- GEOG 417 Wetlands
- GEOG 419 Paleoecology

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

### 3.3 Bachelor of Science, Physical Geography honours:

#### Lower-level requirements: 49 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Introduction to Human Geography</td>
<td>3</td>
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<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td>4</td>
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<tr>
<td>GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
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<td>GEOG 211</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>STAT 270</td>
<td>Introduction to Probability and Statistics</td>
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</tr>
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<td>PHYS 101</td>
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<td></td>
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<tr>
<td>or PHYS 111</td>
<td>Mechanics</td>
<td>5</td>
</tr>
<tr>
<td><strong>One pair of:</strong></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Introductory Biology I</td>
<td></td>
</tr>
<tr>
<td>and BIO 112</td>
<td>Introductory Biology II</td>
<td></td>
</tr>
<tr>
<td>or CHEM 113</td>
<td>Principles of Chemistry I</td>
<td></td>
</tr>
<tr>
<td>and CHEM 114</td>
<td>Principles of Chemistry II</td>
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#### Upper-level requirements: 52-56 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOG 302</td>
<td>Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 304</td>
<td>Coastal Geomorphology</td>
<td></td>
</tr>
<tr>
<td><strong>One of:</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEOG 303</td>
<td>Principles of Hydrology</td>
<td></td>
</tr>
</tbody>
</table>
GEOG 307  Urban Climatology
GEOG 308  Climate Change and Variability

GEOG 315  Soil Process or Function  4
or GEOG 317  Biogeography
GEOG 353  GIS Applications  4
GEOG 354  Approaches in Human Geography  4

One of:

GEOG 402  Quaternary Geology and Geomorphology
GEOG 410  Plant Ecology
GEOG 417  Wetlands

GEOG 419  Paleoecology
GEOG 453  Remote Sensing of the Environment
GEOG 433  Geography of Selected Regions  4
One of:

- GEOG 396  Global Development Studies: Canada Internship
- GEOG 398  Global Development Studies: International Internship
- GEOG 452  Field Methods and Techniques  4-6
- GEOG 470  Field Studies in Geography
- GEOG 491  Honours Research Design and Data Collection (see Note 1)  4
- GEOG 493  Honours Research Project in Physical Geography/GIS  4
- STAT 315  Applied Regression Analysis (see Note 2)  3

One course

Elective in:  401, 402, 410, 417, 419, 453

Plus:

Electives  Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, computer science, physics) (see Notes 3 and 4)  9-12

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 400G, 400J, 402, 410, 417, 419 or 458.

Note 2: Students choosing Mathematics as their breadth requirement cannot include MATH 315 as one of their breadth courses.

Note 3: Students planning to apply for a Bachelor of Science, Physical Geography Honours, with a view to pursuing graduate studies should expect, in consultation with their honours supervisor, to take any additional Mathematics courses deemed applicable to their area of study.
MEMORANDUM

To: College of Arts Curriculum & Undergraduate Education Committees
From: John Pitcher, Dept. Head
Date: March 6, 2013
Re: Revisions to English 105: Academic Writing

A. Course revision: ENGL 105: Academic Writing
   1. Rationale for change: The course has been revised to reflect current best practices and learning outcomes in writing studies.
   2. Summary of substantive changes: include Calendar Description, Hours, Learning Objectives, Textbooks, Evaluation, and Course Content (see attached outline).

B. New course:
   1. Rationale for new course
   2. How new course fits into program(s)
   3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues
   1. How does your course address the UFV Learning Outcomes?

LEARNING OUTCOMES: English 105

Upon successful completion of this course, students will:

1. Demonstrate an ability to identify and use techniques of argument and persuasion that meet the expectations of scholarly readers, 2, 3, 5, 8

2. Demonstrate an ability to summarize and paraphrase the arguments of other writers, 1, 3, 5

3. Demonstrate an ability to analyze and critique published arguments, 1, 2, 3, 5, 8

4. Demonstrate an ability to write argumentative essays and a research paper in recognized stylesheet format, 1, 2, 3, 4, 5, 6, 8
5. Demonstrate competence in writing processes, including generating ideas, drafting, soliciting feedback, revising, editing, and proofreading, 1, 2, 3, 4, 5, 6, 8

6. Demonstrate competence in scholarly conventions of syntax, grammar, punctuation, and spelling, 3, 5

7. Demonstrate competence with a variety of technologies of writing and research, and 1, 2, 3

8. Demonstrate an awareness of how scholarly situations shape scholarly conventions of writing. 2

1.
2. Is this course required by any program beyond the discipline? Yes. If so, how will this change affect that program or programs? The English Department surveyed the departments that require ENGL 105, and the feedback was incorporated into the revised learning outcomes.

3. What consideration has been given to indigenizing the curriculum? The ENGL 105 Committee is currently collecting resources for instructors. Some of these resources may include materials that facilitate indigenization.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: No changes in these areas.
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

5. If this course is not eligible for PLAR, explain why.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? No

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. $100
**Discussion Summary: Engl 105**

Prerequisites were left off of the original submission in error. The discussion below is for the most part speculation as to how prerequisites could be dealt with. The department's main response is Item number 5. Finally, the department has no objections to having the wording updated as per Elaine Harris's observations. In item number 6.

<table>
<thead>
<tr>
<th></th>
<th>From: <a href="mailto:cwconsult-bounces@ufv.ca">cwconsult-bounces@ufv.ca</a> [mailto: <a href="mailto:cwconsult-bounces@ufv.ca">cwconsult-bounces@ufv.ca</a>] On Behalf Of Lesley Poh</th>
</tr>
</thead>
</table>
| 1 | **Sent:** March-08-13 3:22 PM  | **To:** cwconsult  
|   | **Cc:** Rachael Letkeman; Ashley Hoogendoorn  | **Subject:** [CWC] Course Revision: English 105 Academic Writing  |
|   | Please find attached a course revision memo and course outline for English 105 Academic Writing.  |
|   | Thanks & best regards,  |
|   | **Lesley Poh**  |

<table>
<thead>
<tr>
<th></th>
<th>From: <a href="mailto:cwconsult-bounces@ufv.ca">cwconsult-bounces@ufv.ca</a> [mailto: <a href="mailto:cwconsult-bounces@ufv.ca">cwconsult-bounces@ufv.ca</a>] On Behalf Of Elaine Harris</th>
</tr>
</thead>
</table>
| 2 | **Sent:** Tuesday, March 12, 2013 12:27 PM  | **To:** Lesley Poh; cwconsult  
|   | **Cc:** Rachael Letkeman; Ashley Hoogendoorn  | **Subject:** Re: [CWC] Course Revision: English 105 Academic Writing  |
|   | Hi  |
|   | I'm not sure what happened to the prerequisites for ENGL 105 in the course outline, but referring students to the language policy will not work for a prerequisite. The current policy, called the English language proficiency requirement, does not state the prerequisites for ENGL 105 (the old language entrance policy did, but not the revised version). See http://www.ufv.ca/media/assets/secretariat/policies/English-Language-Proficiency-Requirement-(99).pdf  |
|   | The values that meet the language entrance proficiency are listed in the calendar at http://www.ufv.ca/calendar/2012_13/General/Admissions.htm#ELPS  |
|   | I don't think you could want to simply refer to that list, either, because this list is designed to meet general entrance proficiency for post-secondary programs, and not to meet ENGL 105 prerequisites. However, the specific items that are comparable to the original ENGL 105 prerequisites could be taken from the list – they would be items 4-13, and 15-18. (Items 1-3 are less concrete and would not have met your requirements in the past, item 14 refers to meeting prerequisites for ENGL 105 or CMNS 155, so it does not make sense to include it, and item 19, Accuplacer, had not been accepted for ENGL 105 in the past.  |
|   | Some of the wording has been improved, clarified and/or shortened, so rather than just keeping with the old wording, my suggestion is to use the appropriate items listed here, using the same wording e.g.:  |
|   | One of the following: TOEFL score of at least 570 (or 230 if computer-based score), plus a minimum TWE (essay) score of 4.0, or IBT score of 88 with no subsection lower than 20; IELTS  |
Academic format score of at least 6.5., with no band score less than 6.0; UFV CPT score of 48 or higher; MELAB score of at least 85.; 8. CAEL score of at least 70; CanTEST overall score of 4.5 in Listening and Reading, and 4.0 in Writing; Cambridge Proficiency Examination competence level of C; LPI essay score of 30 (level 5); UFV English as a Second Language Assessment results equivalent to completion of the 80-level of UFVs ESL writing and grammar; English 12 (or equivalent course) with a minimum grade of C; a minimum grade of C- in a first-year English or Communications course; **ENGL 099** or **CMNS 099** with a C or better; **ENGL 081** or **ENGL 091** with a C+ or better; **ESL WGB4** with a C+ or better.

Now, if you really dislike listing all of these items, the one other suggestion I have is that possibly we could re-arrange the list of English language proficiency standards to specifically group the items that would meet the ENGL 105 prerequisite, and then refer students to this list in the calendar. There may be a few drawbacks to doing this, the CMNS department would have to be consulted, and the time is short for the next calendar. The list in the calendar would then look something like this:

**English language proficiency standards**

Someone who meets one or more of the criteria listed here meets the UFV English language entrance requirement:

1. Applicants whose first language is English.
2. Applicants who have studied for at least two years in and have graduated from a secondary school in which English is the language of instruction.
3. Graduation from a degree or two-year diploma program, or successful completion of two years of study at the university level with a 2.0 CGPA, at a post-secondary institution recognized by UFV in which English is the primary language of instruction.
4. Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.
5. Completion of one of the prerequisites for ENGL 105, ENGL 120, CMNS 125 or CMNS 155 (see below) or ENGL 120 (see course description).

**Test scores and courses that meet the prerequisite for  ENGL 105, **ENGL 120, **CMNS 125 or **CMNS 155:**

a) TOEFL (Test of English as a Foreign Language) – score of at least 570 (or 230 if computer-based score), plus a minimum TWE (essay) score of 4.0, or IBT score of 88.

b) IELTS (International English Language Testing System) Academic format– score of at least 6.5., with no band score less than 6.0.

c) UFV CPT (Composition Placement Test) – score of 48 or higher.

d) MELAB (Michigan English Language Assessment Battery) – score of at least 85.

e) CAEL (Canadian Academic English Language) – score of at least 70.

f) CanTEST – overall score of 4.5 in Listening and Reading, and 4.0 in Writing.

g) Cambridge Proficiency Examination – competence level of C.
h) LPI (Language Proficiency Index) – essay score of 30 (level 5).

i) UFV English as a Second Language Assessment results equivalent to completion of the 80-level, of UFVs ESL writing and grammar.

j) English 12 (or equivalent course) with a minimum grade of C+. The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International baccalaureate English A (standard level or higher level), Advanced Placement English.

k) Completion of any course or test score with grades that meet the prerequisites for **ENGL 105, ENGL 120, CMNS 125**, or **CMNS 155**.

l) A minimum grade of C- for a course transcripted at UFV as first-year English or Communications.

m) **ENGL 099** or **CMNS 099** with a C or better.

n) **ENGL 081** or **ENGL 091** with a C+ or better.

o) **ESL WGB4** with a C+ or better.

I’m not quite sure how the prerequisite could then be worded, but maybe something like “See the English language proficiency standards in the calendar for a list of test scores and courses that meet the prerequisite”. The prerequisite information is little less direct that way, and does require re-organizing this section of the calendar, but that might still be possible for next year, if we act quickly. I think the order and presentation could be modified from the way it was originally presented, as long as the individual values are not changed. By publishing these prerequisite in the admission section of the calendar, though, it might appear to remove the control of course prerequisites from the course outline/department to the institution/senate (which approves the list of values), so that may be the downside for your department.

Elaine

<table>
<thead>
<tr>
<th>3 From: Simon Xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent: March-13-13 8:41 AM</td>
</tr>
<tr>
<td>To: Elaine Harris; Lesley Poh; cwconsult</td>
</tr>
<tr>
<td>Cc: Rachael Letkeman; Ashley Hoogendoorn</td>
</tr>
<tr>
<td>Subject: RE: Course Revision: English 105 Academic Writing</td>
</tr>
</tbody>
</table>

Hi,

I agree with Elaine that if English and CMNS courses refer to English language proficiency standards for a list of pre-requisites, we need to differentiate between those that meet the UFV English language entrance requirement and those to be used as pre-requisites. Then, are all first-year ENGL and CMNS courses going to adopt this wording? Some courses may require different letter grade like ENGL 12 B for ENGL 120.

Many programs simply use pre-requisites for ENGL 105 or CMNS 125 as part of the entrance requirements.

I hope the list of pre-requisites will still be listed in the course description area in the calendar and the timetable for quick and easy reference.
<table>
<thead>
<tr>
<th>From: Elaine Harris</th>
<th>Sent: Wednesday, March 13, 2013 9:46 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: Simon Xi; cwconsult; Lesley Poh</td>
<td>Cc: Rachael Letkeman; Ashley Hoogendoorn; Samantha Pattridge</td>
</tr>
<tr>
<td>Subject: RE: Course Revision: English 105 Academic Writing</td>
<td></td>
</tr>
<tr>
<td>Hi Simon has made a good point, that it is useful to provide the full list of prerequisites in the timetable and course description for easy reference. If the prerequisite wording simply refers to the list from the English language proficiency standards, we would have to manually add in the specific list for the prerequisites to appear in the timetable. We could do both – group the prerequisites within the language proficiency standards, AND include the specific list in the prerequisite statement for the course. Although it makes for a long prerequisite statement, I think there is more benefit than downside to including the full list in the prerequisite statement. Thanks, Simon, for reminding me that the list I proposed should not indicate that these prerequisites meet ENGL 120, which has different prerequisites than ENGL 105. However, the prerequisites for ENGL 120 were stated as meeting language proficiency policy. So, in my first email (below) I’ve revised how it would appear if we wish to present the ENGL 105 prerequisites as a group. I will also need to consult with CMNS about whether this list works for CMNS 155 and 125. The current CMNS 155 prerequisite states “CPT score of 48 or better, or evidence of any accepted test score or course grade listed under the English Language Proficiency Standards” so it seems to imply that the Accuplacer scores would be included, but this was not previously accepted for CMNS prerequisites (and I don’t think it has been added to the prerequisites in Banner). Elaine</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>From: Lesley Poh</th>
<th>Sent: March-13-13 10:28 AM</th>
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</thead>
<tbody>
<tr>
<td>To: Elaine Harris; Simon Xi; cwconsult</td>
<td>Cc: Rachael Letkeman; Ashley Hoogendoorn; Samantha Pattridge; John Pitcher</td>
</tr>
<tr>
<td>Subject: RE: Course Revision: English 105 Academic Writing</td>
<td>Importance: High</td>
</tr>
<tr>
<td>Hello All, Please accept the apologies of me and the department. It was not our intent to create this much discussion and speculation. The absence of prerequisites on the English 105 course outline was completely an oversight. There will be no changes to either the prerequisites themselves or the format for them on the English 105 outline as per approval of the course at</td>
<td></td>
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</tbody>
</table>
our dept meeting.
I have appended the existing prerequisites below for your reference as well as a replacement course outline. Please disregard the previous one you all received.
The changes to the Engl 105 course outline include the following items:

Calendar description
Structure of hours
Learning outcomes
Textbooks
Student evaluation
Sample course content

- **Current Prerequisites (to be retained):**
  One of the following: English 12 or English Literature 12 with a final grade of C+; 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; success in previous university transferable English or Communications course; CPT score of 48 or better; LPI score of 30/40 or level 5 or better in the essay section; 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; 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; completion of Level II of UFV’s University Foundation certificate program; UFV English language assessment – results equivalent to UFV’s University Foundation certificate program Level 2 compulsory ESL core courses or articulated equivalent.

Sorry for the confusion,
Lesley Poh
Department Assistant | English, Linguistics, & Music
Office: D3001 (Abbotsford Campus) | Phone: 604-557-4036

From: Elaine Harris
Sent: Wednesday, March 13, 2013 4:32 PM
To: Lesley Poh; Simon Xi; cwconsult
Cc: Rachael Letkeman; Ashley Hoogendoorn; Samantha Pattridge; John Pitcher
Subject: RE: Course Revision: English 105 Academic Writing

Hi
I know you have probably had about enough on this topic, but I’d like to ask you to consider the revised wording similar to what I suggested. This seems a good time to improve the wording.

The wording that was originally used in the ENGL 105 prerequisites was taken directly from the wording in the old English language proficiency policy. When that policy was revised, the wording used for the values that met the policy were cleaned up to make them understandable and measurable. The new wording contains essentially the same elements, but eliminates the vagueness of some of the old wording in several elements, including:

- “success in previous university transferable English or Communications course” is now...
worded “a minimum grade of C- in a first-year English or Communications course”

- “completion of Level II of UFV’s University Foundation certificate program” – this is not defined at UFV, has never been checked, and has been eliminated from the language proficiency standards. The one core course in level I, ESL WG 84, meets the prerequisite in its own right, so this was seen as redundant

- “UFV English language assessment – results equivalent to UFV’s University Foundation certificate program Level 2 compulsory ESL core courses or articulated equivalent” is now worded “UFV English as a Second Language Assessment results equivalent to completion of the 80-level of UFVs ESL writing and grammar”

- “LPI score of 30/40 or level 5 or better in the essay section” – the current wording is clearer, since the only score used is the essay score – “LPI essay score of 30 (level 5)”

- IELTS – it has been clarified that only the Academic format is accepted. Current wording is “IELTS Academic format score of at least 6.5., with no band score less than 6.0”

If you want to go for the updated wording, I think you will find the prerequisites easier to explain (and to implement effectively). I will double check all the items listed above to make sure I haven’t omitted anything, but it would read something like this:

One of the following: English 12 or English Literature 12 with a minimum grade of C+; a minimum grade of C- in a first-year English or Communications course; ENGL 099 or CMNS 099 with a C or better; ENGL 081 or ENGL 091 with a C+ or better; ESL WGB4 with a C+ or better; TOEFL (Test of English as a Foreign Language) paper-based score of at least 570 (or 230 if computer-based score), plus a minimum TWE (essay) score of 4.0, or IBT score of 88 with no subsection lower than 20; IELTS Academic format score of at least 6.5., with no band score less than 6.0; UFV CPT score of 48 or higher; MELAB score of at least 85.; 8. CAEL (Canadian Academic English Language) score of at least 70; CanTEST overall score of 4.5 in Listening and Reading, and 4.0 in Writing; Cambridge Proficiency Examination competence level of C; LPI essay score of 30 (level 5); UFV English as a Second Language Assessment results equivalent to completion of the 80-level of UFVs ESL writing and grammar.

Elaine

7

From: Lesley Poh
Sent: Wednesday, March 13, 2013 4:41 PM
To: Elaine Harris; Simon Xi; cwconsult
Cc: Rachael Letkeman; Ashley Hoogendoorn; Samantha Pattridge; John Pitcher
Subject: RE: Course Revision: English 105 Academic Writing

We have no problem with these amendments. We only ask that the order of prerequisites remain the same as in the course outline.
COURSE NAME/NUMBER  FACULTY/DEPARTMENT  UCFV CREDITS
Engl ENGL 105  Faculty College of Arts - English  3

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. It is a guided workshop for students whose programs require the ability to write university-level non-fiction prose. Selected readings from an essay anthology help students explore the principles and practice of writing clear and effective sentences, paragraphs, and essays. There will be an introduction to academic research and argumentation. The course is designed to prepare students for university-level scholarship and writing in a variety of disciplines.

PREREQUISITES: One of the following: English 12 or English Literature 12 with a minimum final grade of C+; 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 WGB4 with a grade of C+ or better; success in previous university transferable a minimum grade of C in a university level English or Communications course; CPT score of 48 or better; LPI score of 30/40 or (level 5) or better in the essay section; 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; 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; completion of Level II of UFV's University Foundation certificate program; UFV English language assessment – results equivalent to UFV's University Foundation certificate program Level 2 compulsory ESL core courses or articulated equivalent; UFV English as a Second Language assessment results equivalent to completion of the 80-level of UFV's ESL writing and grammar.

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION:
Length of course: 

SERVICE COURSE TO: (department/program)

OTHER:
Maximum enrolment: 23
Expected frequency of course offerings: Every Other semester (every semester, annually, every other year, etc.)
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Date Approved</th>
<th>Date of Meeting</th>
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</thead>
<tbody>
<tr>
<td>Course designer(s)</td>
<td>Various</td>
<td></td>
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</tr>
<tr>
<td>Reviewer(s)</td>
<td>Hilary Turner Rhonda Schuller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Head</td>
<td>John Carroll Pitcher</td>
<td>February 8, 2013</td>
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<tr>
<td>Supporting area consultation (CWC)</td>
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<tr>
<td>Curriculum Committee chair</td>
<td>John Carroll Tetsuomi Anzai</td>
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<tr>
<td>Dean/Associate VP</td>
<td>Jacqueline Nolte</td>
<td></td>
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<tr>
<td>Undergraduate Committee (UEC) approval</td>
<td></td>
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<td>February 26, 2010</td>
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<td>Supporting area consultation (CWC)</td>
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<tr>
<td>Curriculum Committee chair</td>
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</table>
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Demonstrate an ability to identify and use techniques of argument and persuasion that meet the expectations of scholarly readers,
2. Demonstrate an ability to summarize and paraphrase the arguments of other writers,
3. Demonstrate an ability to analyze and critique published arguments,
4. Demonstrate an ability to write argumentative essays and a research paper in a recognized stylesheet,
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.
Upon successful completion of this course, students will be able to:
1. Identify and use various argumentative strategies (e.g., deduction, examples, causality, analogy, statistics, testimony)
2. Critique published arguments, identifying strategies, strengths, and weaknesses
3. Summarize and paraphrase the arguments of other writers
4. Correctly quote from and cite the work of other writers in MLA format
5. Produce a thesis statement that announces a unified argument
6. Write summaries, responses to, and critiques of published essays
7. Locate appropriate sources for a research essay and create a bibliography
8. Write an argumentative essay with grammatical correctness, credible use of sources, and overall coherence

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

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. Examples of texts for this course might be:]
The Broadview Guide to Writing (5th ed.)
The Little Brown Handbook (14th ed.)
Conversations: Reading for Writing (7th ed.)
They Say / I Say: The Moves that Matter in Academic Writing
The Norton Field Guide to Writing, With Readings (2nd ed.)
The Seagull Reader: Essays (2nd ed.)
Alternatively, instructors may choose a short scholarly text (e.g. the current Massey Lecture, and supplement it with a composition manual, or a course pack.

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%
Test on syntax, paragraphing, or essay structure 5%
In-class essay, analyzing a prescribed text 10%
Sample thesis statement and opening paragraph 5%
Argumentative essay on an issue discussed in class 15%
Midterm test: summarizing an argumentative essay 15%
Proposal for research essay 6%
Research essay (2000 words) 25%
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.

ENGL 105 Academic Writing (Page 3)

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
Week 3 Discussion of essay conventions, scholarly readers, purposes
Week 4 Read-around, workshop  Revision of Essay One
Week 5 Rhetorical analysis/discussion of an academic research paper
Week 6 No class
Week 7 Discussion of audience expectations for research essays  Essay Two
Week 8 Discussion of research conventions of ethos/authority
Week 9 Discussion of primary research/interview protocols
Week 10 Research citation workshop
Week 11 Research workshop in library
Week 12 Research essay workshop
Week 13 Read around, discussion of research essay reading  Research Essay
Week 14 Discussion of time-pressured writing strategies

Week 1 Review of syntax and punctuation
Week 2 Library orientation; distinguishing between popular and scholarly sources; identifying main ideas
Week 3 The principles of readable sentences and paragraphs
Week 4 Components of the argumentative essay; reading and critiquing the argumentative essay
Week 5 Coordination and subordination; strategies for creating emphasis; introductions and conclusions
Week 6 The thesis statement; the topic sentence; outlining and brainstorming the academic essay
Week 7 Summary and paraphrase, using two or three sample essays
Week 8—Critical readings and responses (responding to examples of essays)
Week 9—Practice with summary and paraphrase; workshop on the thesis statement
Week 10—The art of quoting: in-text and blocked quotations; MLA format for citation
Week 11—Peer workshop on thesis statements, introductions, and outlines
Week 12—Critiquing argument
Week 13—Review of key terms, preparing for the exam
MEMORANDUM

To: College of Arts Faculty Curriculum & UE Committees

From: John Pitcher, Department Head (English)

Date: 6 March 2013

Re: Revision of Upper level Creative Writing courses as follows:
Engl 302 CrWr: Advanced Short Fiction; Engl 303 CrWr: Writing Historical Fiction; Engl 313 CrWr: Advanced Poetry; Engl 315 CrWr: Writing Children's Literature; Engl 317 CrWr: Experimental Poetics; Engl 377 CrWr: Film Adaptations; Engl 378 CrWr: Advanced Screenwriting; Engl 381 CrWr: Advanced Playwriting

A. Course revision:
   Engl 302 CrWr: Advanced Short Fiction; Engl 303 CrWr: Writing Historical Fiction; Engl 313 CrWr: Advanced Poetry; Engl 315 CrWr: Writing Children's Literature; Engl 317 CrWr: Experimental Poetics; Engl 377 CrWr: Film Adaptations; Engl 378 CrWr: Advanced Screenwriting; Engl 381 CrWr: Advanced Playwriting
   1. Rationale for change: Scheduled revision
   2. Summary of substantive changes:

The English department proposes to change the prerequisites and update learning outcomes for the above named 300-level creative writing classes.

Current prerequisites for these courses:

**ENGL 302** - Prerequisite(s): Any 200-level English course or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended.

**ENGL 303** - Prerequisite(s): Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.

**ENGL 313** - Prerequisite(s): Any two 200-level English course or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended.

**ENGL 315** - Prerequisite(s): Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.

**ENGL 317** - Prerequisite(s): Any two 200 level English courses.

**ENGL 377** - Prerequisite(s): ENGL 211 or 212, or permission of instructor. FILM 110 or 120 recommended.

**ENGL 378** - Prerequisite(s): Any two 200-level English courses or permission of the instructor. One of ENGL 211, 212, 213, or 215 and one of FILM 110 or 120 are recommended.

**ENGL 381** - Prerequisite(s): Any two 200-level English courses. ENGL 211 recommended.

New prerequisites for all these courses will read:

**Two 200-level English courses to include one of: ENGL 208, 211, 212, 213, or 215.**

*Note 1: Engl 377 & 378 will retain "One of FILM 110 or 120 also recommended."
*Note 2: Engl 381 will retain "ENGL 211 recommended."
A. **New course:** *(A ‐ not applicable. See Item “B” below)*
   1. Rationale for new course
   2. How new course fits into program(s)
   3. If a new discipline designation is required, explain why.

B. **Budget and Learning outcome Issues:**
   1. How does your course address the UFV Learning Outcomes?
      *Students in these Creative Writing courses learn to “analyze critically and imaginatively” (#2) by meeting the learning objectives of the course.*
   2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
   3. What consideration has been given to indigenizing the curriculum?
      *The Creative Writing Committee will address this issue in a future meeting.*
   4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: **No changes.**
      a. Credit value
      b. Class size limit
      c. Frequency of offering
      d. Resources required (labs, equipment)
   5. If this course is not eligible for PLAR, explain why. **N/A PLAR accepted**
   6. Are field trips required for this course? **N/A**
      Will the dates be announced in the timetable? How are the trips funded?
   7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
      *Text - $100.00 (approx.)*
CWC Feedback:

-----Original Message-----
From: Samantha Pattridge
Sent: Wednesday, March 13, 2013 5:42 PM
To: Lesley Poh
Cc: Rhonda Colwell; cwconsult
Subject: Re: [CWC] Course Revision - Creative Writing Upper Level Courses

Sorry everyone, that I didn't see Lesley's response. No need for the changed implementation date then. I think we have compiled plenty of evidence today of our need for a better consultation system than email! :) It is difficult to keep up with the volume of messages.

Samantha

On Mar 13, 2013, at 2:20 PM, "Lesley Poh" <Lesley.Poh@ufv.ca wrote:

Rhonda, et al,

Using Engl 302 as an example of all is misleading in that the memo contains a clerical error because the information for the prerequisites in the memo was taken from the course outline section of the 2011/12 calendar where the prereqs were incorrectly stated. All other iterations of the course on official outline forms which appear on the course outline pages indicate “Any two 200 level English courses.” So, we are not making it more difficult for students to access these courses, but rather fixing a typo or inconsistent information.

All other upper level CrWr courses with the exception of Engl 377, require two 200 level courses.

ENGL 302 - Prerequisite(s): Any two 200-level English courses or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended.

ENGL 303 - Prerequisite(s): Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.
ENGL 313 - Prerequisite(s): Any two 200-level English course or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended.
ENGL 315 - Prerequisite(s): Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.
ENGL 317 - Prerequisite(s): Any two 200 level English courses.
ENGL 377 - Prerequisite(s): ENGL 211 or 212, or permission of instructor. FILM 110 or 120 recommended.
ENGL 378 - Prerequisite(s): Any two 200-level English courses or permission of the instructor. One of ENGL 211, 212, 213, or 215 and one of FILM 110 or 120 are recommended.
ENGL 381 - Prerequisite(s): Any two 200-level English courses. ENGL 211 recommended.

We are aiming for conformity in all of our CrWr prerequisites. I have attached a copy of our 381 with (Engl 211 recommended) corrected as well as a link to the official outline on the drive.

http://www.ufv.ca/calendar/CourseOutlines/PDFs/ENGL/ENGL381-20071123.pdf

Again, thanks for catching my slip.
Lesley

From: Rhonda Colwell
Sent: Wednesday, March 13, 2013 1:59 PM
To: Lesley Poh; cwconsult
Cc: Rachael Letkeman; Tetsuomi Anzai; Ashley Hoogendoorn
Subject: RE: [CWC] Course Revision - Creative Writing Upper Level Courses

I have read this proposal and I have a few comments/suggestions, as follows:

I notice that the official course outline for all of these courses lists the implementation date as September 2013. I will ask Samantha and Ashley to confirm this, but it is my opinion that this is an increase in prereqs, which requires that we give students notice of this change. My suggestion is to separate the 2 versions (current vs new) with the clause - Effective September 2014, the prerequisites will be.

I will use ENGL 302 as an example – Any 200-level English course or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended. Effective September 2014, the perquisites will be: Two 200-level English courses to include one of the following: ENGL 208, 211, 212, 213, or 215.

The memo indicates that the new prerequisites for all these courses will read: Two 200-level English courses to include one of: ENGL 208, 211, 212, 213, or 215. However, the official course outline for ENGL 377 does not include the full list – only 211 and 212 are noted.

The memo also indicates that ENGL 381 will retain “ENGL 211 recommended.” However, the official course outline has this recommendation crossed out.

Thanks,
Rhonda

From: cwconsult-bounces@ufv.ca<mailto: cwconsult-bounces@ufv.ca>
Sent: Friday, March 08, 2013 3:19 PM
To: cwconsult
Cc: Rachael Letkeman; Tetsuomi Anzai; Ashley Hoogendoorn
Subject: [CWC] Course Revision - Creative Writing Upper Level Courses

Please indulge the English department and allow the re-submission of these courses on one omnibus memo with course attachments. These courses were submitted approximately one year ago and have been languishing on the work-in-progress list for UEC since that time as the proposed prereqs were rejected at that time.
The courses are being resubmitted with very slight changes except for the learning outcomes and prereqs. Please see memo attached.

Attended are the following:
Memo of Changes
English 302 CrWr: Advanced Short Fiction English 303 CrWr: Historical Fiction English 313 CrWr: Advanced Poetry English 315 CrWr: Children’s Literature English 317 CrWr: Topics in Contemporary & Experimental Poetics English 377 CrWr: Film Adaptations of English Literature English 378 CrWr: Advanced Screenwriting English 381 CrWr: Advanced Playwriting

Thanks & best regards,

Lesley Poh
Department Assistant | English, Linguistics, & Music
Office: D3001 (Abbotsford Campus) | Phone: 604-557-4036

[Description: UFV_master_CMYK]
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Abbotsford, B.C.
V2S 7M8

www.ufv.ca/english<http://www.ufv.ca/english>
www.ufv.ca/linguistics<http://www.ufv.ca/linguistics>
www.ufv.ca/music<http://www.ufv.ca/music>
Timetable, transfer guide and forms:
www.ufv.ca/ar<http://www.ufv.ca/ar>
PLEAS NOTE: UFV communicates with students through their UFV-assigned email account
(firstname.lastname@student.ufv.ca<mailto:firstname.lastname@student.ufv.ca>) and myufv. It is every
student's responsibility to regularly read and attend to mail sent to these accounts.
Watch for UFV's new website: February 25, 2013

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# OFFICIAL UNDERGRADUATE COURSE OUTLINE

**COURSE NAME/NUMBER**  ENGL 302  
**FACULTY/DEPARTMENT**  Faculty College of Arts - English  
**UFV CREDITS**  4

## Calendar Description:
This course explores short fiction at an advanced level. Students will produce short fiction which will then be workshopped and redrafted. **Students will study examples of the genre by professional authors will be modeled.** By the end of the term, students will have produced a substantial portfolio.

## Prerequisites:
Any 200-level English course or permission of the instructor. One of ENGL 211, 212, 213, or 215 recommended. Two 200-level English courses to include one of the following: ENGL 208, 211, 212, 213, or 215.

## Corequisites:

## Synonymous Course(s):
(a) Replaces:  
(b) Cross-listed with:  
(c) Cannot take: for further credit.

## Total Hours Per Term:
**60**

### Structure of Hours:
- **Lectures:** 30 Hrs  
- **Seminar:** 10 Hrs  
- **Laboratory:** Hrs  
- **Field experience:** Hrs  
- **Student directed learning:** Hrs  
- **Other (specify): Workshop** 20 Hrs

### Training Day-Based Instruction:
- Length of course:  
- Hours per day:  
- Minimum enrolment: 25

## 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

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**Course designer(s):** Andrea MacPherson  
**Department Head:** John Carroll John Pitcher  
**Date approved:** Jan. 17, 2008  
**Supporting area consultation (CWC):**  
**Date of meeting:** Jan. 25, 2008  
**Curriculum Committee chair:** Tetsuomi Anzai  
**Date approved:** Feb. 15, 2008  
**Dean/Associate VP:** Jacqueline Nolte  
**Date approved:** Feb. 18, 2008  
**Undergraduate Education Committee (UEC) approval:**  
**Date of meeting:** Feb. 29, 2008
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Write short fiction.
2. Recognize and identify specific fiction sub-genres and associated techniques (minimalism, magic realism, stream-of-consciousness) and successfully apply these to their own work.
3. Critique and evaluate peer material as well as revise and edit their own work.
4. Utilize the revision process to significantly reshape and redraft their own stories.
5. Apply the editorial process (substantive editing, close reading, revising, line editing) to their own stories.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
The standard format will involve lectures, discussion, workshopping, and visits by professional writers working in the genre.

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:]
Sample texts might include: Jack Hodgins’ A Passion for Narrative, or Mark Baechtel’s Shaping the Story, or a custom coursepack including samples and writing exercises.

A sample coursepack:
White Shoulders by Linda Svendsen; The Red Convertible by Louise Erdrich; Sitting with the Dead by William Trevor; Everyday Use by Alice Walker; 55 Miles to the Gas Pump by E Annie Proulx; My Mother’s Dream by Alice Munro; White Angel by Michael Cunningham; Girl by Jamaica Kincaid.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Portfolio of 8 short story samples 70%
Writing exercises and assignments, including a short fiction analytical essay 15%
Workshop discussion and participation 15%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
Week 1 Discussion of Short Fiction: Short Fiction – elements and subgenres
Week 2 Inspiration: Autobiography into Fiction
Weeks 3 – 4 Narrative: Style Modes, Traditional vs. Experimental
Weeks 5 – 6 The Scope of the Story: Thematic Content – How to Create a Collection, Linked Stories
Weeks 7 – 8 Language and Plot: Imagery – Stylistic Device or Demon? Necessity of Dialogue
Weeks 9 – 10 Revision: The Editorial Process
Weeks 11 – 12 Revision: Redrafting and Rewriting
Week 13 Manuscript Portfolio Presentation
**Course Name/Number:** ENGL 303  
**Faculty/Department:** Faculty of Arts - English  
**UFV Credits:** 4

**Course Name/Number:** Creative Writing: Historical Fiction  
**Faculty/Department:** Historical Fiction

**Calendar Description:** Historical Fiction is a genre combining traditional fiction elements with historical research and historical content. This course is an introduction to the creative elements and techniques associated with Historical Fiction writing. Works by skilled writers are analyzed and studied as models. As a writing-intensive course, students will experiment with the elements of Historical Fiction to produce their own writing samples, which will be critiqued by the instructor and classmates in the workshops. Students will study examples of the genre by viewing professional authors works.

**Prerequisites:** Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended. Two 200-level English courses to include one of the following: ENGL 208, 211, 212, 213, or 215.

**Corequisites:**
(a) Replaces:  
(b) Cross-listed with:  
(c) Cannot take: for further credit.

**Total Hours Per Term:** 60  
**Training Day-Based Instruction:** Length of course: Hours per day:  
**Other:**  
- Maximum enrolment: 25  
- Expected frequency of course offerings: Once every two years (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 Implementation Date:** September 2007  
**Course Revised Implementation Date:** September 2013  
**Course to Be Reviewed:** September 2019

**Course Designer(s):** Andrea MacPherson

**Department Head:** John Carroll  
**Campus Wide Consultation (CWC):** Tetsuomi Anzai  
**Dean/Associate VP:** Jacqueline Nolte  
**Date Approved:** March 8, 2013

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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.
LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. To develop students’ fiction writing skills identify and discuss the genre-specific devices of historical fiction.
2. To foster an understanding of the creative process from the perspective of the writer. Apply genre-specific writing techniques to individual projects.
3. To develop research skills and apply them to individual writing projects. Write an original piece of historical fiction.
4. To encourage peer critiquing. Critique and evaluate peer material as well as revise and edit their own work.
5. To develop critical reading and analytical skills. Write an analytical paper evaluating a piece of published historical fiction.

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

Lecture/seminar/workshop/exercises/writing assignments.

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:]

Sample texts might include Rhona Martin’s Writing Historical Fiction, Jack Hodgins’ A Passion for Narrative, as well as a selection of historical fiction samples and excerpts. In addition, writers with experience in this genre will be invited to speak and give readings.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Portfolio of 3-5 historical fiction samples 70%
Writing exercises & assignments 20%
Workshop discussion 10%

COURSE CONTENT:

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

A course syllabus might be structured as follows:
Weeks 1: Inspiration: Determining the Story
Weeks 2 & 3: Research: Discovery & Incorporation
Weeks 4 & 5: Narrative: Ebb & Flow
Weeks 6 & 7: Point of View: Whose Story Is It?
Weeks 8 & 9: Creating Authenticity: Language & Character
Weeks 10 & 11: The Arc: Plot, Motivation & Obstacles
Weeks 12 & 13: The Scope of the Story: What Remains?
Creative Writing: Advanced Poetry

**COURSE NAME/NUMBER**  ENGL 313  
**FACULTY/DEPARTMENT**  Faculty College of Arts - English  
**UCFV CREDITS**  4

**COURSE DESCRIPTIVE TITLE**  

**CALENDAR DESCRIPTION:**

This course explores poetry at an advanced level. Students will produce poetry which will then be workshopped and redrafted. Students will study Examples examples of the genre by professional authors will be modeled. By the end of the term, students will have produced a substantial portfolio.

**PREREQUISITES:**

Any two 200 Level English courses, one of ENGL 211, 212, 213, or 215 recommended.

Two 200-level English courses to include one of the following: ENGL 208, 211, 212, 213, or 215.

**COREQUISITES:**

**PRE or COREQUISITES:**

**SYNONYMOUS COURSE(S):**

(a) Replaces: N/A  
(b) Cross-listed with:  
(c) Cannot take: N/A  for further credit.

**SERVICE COURSE TO:**  (department/program)

**TOTAL HOURS PER TERM:**  60  
**TRAINING DAY-BASED INSTRUCTION:**

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<th>STRUCTURE OF HOURS</th>
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<tr>
<td>Seminar</td>
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<td>Field experience</td>
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<td>Hrs</td>
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<td>Student directed learning</td>
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<td>Hrs</td>
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<tr>
<td>Other (specify): Workshop</td>
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<td>Hrs</td>
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</table>

**OTHER:**

Maximum enrolment: 25

Expected frequency of course offerings: Once every 2 years

(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 IMPLEMENTATION DATE:**  September 2008  
**COURSE REVISED IMPLEMENTATION DATE:**  February 2012  

**COURSE TO BE REVIEWED:**  February 2012  (four years after UPAC approval)

**Course designer(s):**  Andrea MacPherson

**Department Head:**  John Carroll, John Pitcher  
**Date approved:**  Jan. 17, 2008

**Supporting area consultation (UPACA1):**  
**Date of meeting:**  Jan. 25, 2008

**Curriculum Committee chair:**  Moira Kloster, Tetsuomi Anzai  
**Date approved:**  Feb. 15, 2008

**Dean/Associate VP:**  Eric Davis, Jacqueline Nolte  
**Date approved:**  Feb. 18, 2008

**Undergraduate Program Advisory Committee (UPAC) approval:**  
**Date of meeting:**  Feb. 29, 2008
LEARNING OUTCOMES:

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

1. Write poems
2. Effectively identify and utilize poetic devices.
3. Critique & evaluate peer material.
4. Apply critical reading & analytical skills to their own work as well as peer material.
5. Apply editorial standards (substantive editing, close reading, revising, line editing) to their own work.
6. Apply the revision process to their own poetry, effectively reshaping the final product.
7. Write a critical analysis paper about a published poetry collection.

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

The format will include lectures, discussion, workshopping, and visits from professional writers working in the genre.

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:]

Sample texts might include Diane Thiel’s *Open Roads: Exercises in Writing Poetry*, or Wendy Bishop’s *Thirteen Ways of Looking for a Poem*, or a custom coursepack including samples and writing exercises.

A sample coursepack:
The *Cinnamon Peeler* by Michael Ondaatje; *Les Beaux Jours* by Stephanie Bolster; *September Letters* by Rachel Rose; *The Waste Land* by T.S. Eliot; *The Light in My Mother’s Kitchen* by Lorna Crozier; *Things That Keep And Do Not Change* by Susan Musgrave; *This is A Photograph of Me* by Margaret Atwood; *North* by Seamus Heaney

SUPPLIES / MATERIALS:

No unusual supplies needed.

STUDENT EVALUATION:

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

- Portfolio of 45 pages: 70%
- Writing exercises & assignments, including an analytical poetry essay: 15%
- Workshop discussion & participation: 15%

COURSE CONTENT:

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

- Week 1: Discussion of Poetry: Elements and styles
- Week 2: Inspiration: Reality into Poetry. Transformation of the Everyday
- Weeks 3 - 4: Stylistic Modes: Traditional vs. Experimental, Form & Free Verse
- Weeks 5 - 6: Narrative Voice: Whose voice is it? Poetry Suites
- Weeks 7 - 8: Line Breaks: Rhythm & Structure. The use of white space
- Weeks 9 – 10: Revision: Editorial Process. Becoming Your Own Editor
- Weeks 11 - 12: Revision: Reimagining the Poem
- Week 13: Presentation of Portfolio
Creative Writing: Writing Children's Literature

**CALENDAR DESCRIPTION:**
A writing/seminar course detailing the elements specific to the genre of Children's Literature. Samples of popular Children's Literature will be used as models. As a writing-intensive course, students will learn techniques to produce successful children's literature in several genres. Writing produced in the class will be critiqued in a workshop setting. Special emphasis will be placed on learning the skill of constructive critical analysis of new writing.

**PREREQUISITES:**
Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.

**TOTAL HOURS PER TERM:** 60

**TRAINING DAY-BASED INSTRUCTION:**
Length of course: Hours per day: 
Lectures: 3530 Hrs 
Seminar: 1 Hrs 
Laboratory: Hrs 
Field experience: Hrs 
Student directed learning: Hrs 
Other (specify): 2520 Hrs 

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

**Course designer(s):** John Carroll (reviewed by Andrea MacPherson)

**Department Head:** Jim Andersen, John Pitcher

**Campus-Wide Consultation (CWC):**

**Curriculum Committee chair:** Moira Kloster Tetsuomi Anzai

**Dean/Associate VP:** Eric Davis, Jacqueline Nolte

**Undergraduate Education Committee (UEC) approval:**

Date approved: March 8, 2013

Date approved: Nov. 23, 2007
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. To further develop students' writing skills.
12. To foster an understanding of the creative process applied to Children's Literature.
23. To apply genre-specific writing techniques to individual writing projects.
34. To develop peer critiquing skills.
45. To develop critical reading and analytical skills.
6. To develop a personal artist's statement.
7. To become familiar with various critical approaches to children's literature.
5. Identify and use key terms in a discussion of critical approaches to children's literature.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Lecture/seminar/workshop/exercises/writing assignments.

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:]
Sample texts might include a coursepack of writing models in various genres, such as selections from Maurice Sendak, Francis Hodgson Burnett, Lucy Maud Montgomery, Robert Munsch, CS Lewis, Enid Blyton, William Steig, Kit Pearson, Wilson Rawls, J.D. Salinger.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Portfolio of writing samples covering several genres (35-50 pages approx.) 60%
Writing exercises & assignments 20%
Workshop discussion 20%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
Week 1: The Tradition: Seeing From a Child's Perspective
Week 4: The Artist Statement. Writing for a Specific Audience.
Week 6: The Draft. The Art of Constructive Critiquing.
Week 7: Genre: Young Adult Literature. The Hero. Adult vs. Adolescent
Week 9: Genre: Fairy Tales and Folk Tales. The Package. Entertainment or Issue?
Week 10: Workshopping. More Art of Constructive Critiquing.
Week 11: Genre: Fantasy Fiction.
Week 12: Critical Perspectives. Social Engineering vs. Captain Underpants.
**ENGL 317**

**Faculty/Department:** College of Arts – English

**UFV Credits:** 4

**COURSE NAME/NUMBER:** Creative Writing: Special Topics in Contemporary & Experimental Poetics

**CALENDAR DESCRIPTION:**
Contemporary and experimental poetics engages with the question of how writers think, in addition to how experimental forms in modern, avant-garde, and contemporary writing can inspire students to understand their own creative potential.

Topics are based on individual themes, genres, or authors.

**PREREQUISITES:** Two 200-level English courses to include one of the following: English 208, 211, 212, 213, 215. Any two 200 level English courses

**COREQUISITES:**

**SYNONYMOUS COURSE(S):**
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take:

**SERVICE COURSE TO:** (department/program) for further credit.

**TOTAL HOURS PER TERM:** 60

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

**STRUCTURE OF HOURS:**

| Lectures: | 35 Hrs |
| Seminar:  | 15 Hrs |
| Laboratory: | Hrs |
| Field experience: | Hrs |
| Student directed learning: | Hrs |
| Other (specify): Workshop | 10 Hrs |

**OTHER:**
Maximum enrolment: 25
Expected frequency of course offerings: Once every other 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

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**Course designer(s):** Dr. Carl Peters

**Department Head:** John Carroll

**Supporting area consultation (CWC):** Tetsuomi Anzai

**Curriculum Committee chair:** Tetsuomi Anzai

**Dean/Associate VP:** Jacqueline Nolte

**Undergraduate Education Committee (UEC) approval**

Date approved: January 9, 2009

Date of meeting: March 23, 2009

Date approved: April 17, 2009

Date of meeting: September 18, 2009

Date approved: October 2, 2009

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**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.

**COURSE IMPLEMENTATION DATE:** January 2010

**COURSE REVISED IMPLEMENTATION DATE:** September 2013

**COURSE TO BE REVIEWED:** October 2013

(six years after UEC approval)

(month, year)
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Demonstrate critical knowledge of selected modern and contemporary literature and poetics.
2. Discuss critically their writing and creativity within a contemporary interdisciplinary context.
3. Analyze critically the creative work of others and their poetic traditions and contexts.
4. Analyze and discuss the interdisciplinary relationship between literature and art.

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

Lectures, guest lecturers (visiting poets, writers, artists from outside and inside UFV ie: Canadian Writers Series), seminars, discussion, and group critiques in addition to on-line forums, exercises, and writing assignments.

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:]

ENGL 317c Avant-Garde Poetics
Gertrude Stein, Tender Buttons
Jonathan Culler, On Deconstruction
Hal Foster, The Anti-Aesthetic
Don Allen (Ed.), The New American Poetry
A coursepack of texts including: manifestos by Hugo Ball, F.T. Marinetti, Tristan Tzara, Apollinaire and Ezra Pound among others; brief critical texts by Roland Barthes, Charles Bernstein, Jean Baudrillard and Paul Virilio; texts by d.a. levy, John Cage, bpNichol, Robert Creeley, George Bowering, Lionel Kearns and Vera Frenkel among others.

What follows is a brief list of various, additional texts which instructors may consider for this course:

ENGL 317d Canadian Contemporary & Experimental Poetics
Fred Wah, Sentenced to Light
George Bowering, Rewriting My Grandfather [His Life]
bill bissett, Sublingual
bpNichol, Zygal: A Book of Mysteries and Translations
Sheila Watson, The Double Hook
Nicole Brossard, Mauve Desert

ENGL 317e American Contemporary & Experimental Poetics
Gertrude Stein, Tender Buttons
John Giorno, Subduing Demons In America: Selected Poems
William Burroughs & Brion Gysin, Exterminator!
Susan Howe, My Emily Dickinson
Lyn Hejinian, Her Life
Ted Berrigan, The Sonnets

ENGL 317f European Contemporary & Experimental Poetics
Italo Calvino, Invisible Cities
Georges Perac, Selected Writings
Oskar Pastior, Many Glove Compartments
Jacques Roubaud, Our Beautiful Heroine
Alain Robbe-Grillet, A New Theory of the Novel
Apollinaire, The Cubist Painters
Antonin Artaud, The Theatre and its Double

ENGL 317g Comparative Contemporary Poetics [Texts on writing by writers]:
Fred Wah, Faking It
bill bissett, What Poetics?
George Bowering, A Magpie Life
Robin Blaser, The Fire: Collected Essays
Susan Howe, My Emily Dickinson
ENGL 317g Comparative Contemporary Poetics [Texts on writing by writers cont'd ]:
Ron Silliman, The New Sentence
Charles Bernstein, A Poetics [My Way, The Politics of Poetic Form]
John Cage, Empty Words
William Carlos Williams, Something Else To Say
Denise Levertov, The Poet in the World
Allen Ginsberg, Composed on the Tongue

SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Two creative writing assignments 50%
Research paper 40%
In-class writing projects and critiques 10%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
An example of course content for ENGL 317 c “Creative Critical Poetics” might be:]
Contemporary and experimental poetics is constructed around questions of how writers think and create experimental forms, genres, and new critical movements. It begins with this important question: what do I need to know to be an artist? The course may focus on a single period, author, or genre including avant-garde or contemporary works. Students will engage with the works through experimenting with their own writing (fiction, creative non-fiction, poetry, script, etc.) in order to understand their own creative potential. Remember: any literary experiment is an experiment in “being” – in why we are here and what we are here for.
WK 1:
INTRODUCTIONS & What Poetics?
“The Reader and You,” George Bowering; “waiting,” bpNichol

WK 2:
Modernism and Postmodernism: Terms and Concepts: Author / Reader / Text?
[BLACK MOUNTAIN POETICS]
Readings: Gertrude Stein, Tender Buttons Creeley, Williams, Bowering, Wah

WK 3:
The Essential Movements and Revolutions: Cubism and Dada Poetry and Prose
Readings: Gertrude Stein, Tender Buttons; “The Death of the Author,” Roland Barthes; the manifestos bill bissett & bpNichol

WK 4:
The Essential Movements and Revolutions: Futurist and Surrealist Poetry and Prose, Imagism and Projective Verse
Readings: selections from Frank O’Hara; “List of Essentials for Modern Prose,” Jack Kerouac; the manifestos Bowering, Kearns

WK 5:
Chance / Parody / Irony
Readings: “Benign Ignorance,” Vera Frenkel; “What Are Master-pieces,” Gertrude Stein

WK 6:
Avant-garde Poetics & The Open-ended Work
[THE SAN FRANCISCO RENAISSANCE]
Readings: Jonathan Culler, On Deconstruction

WK 7:
Cut-Ups / Collage & Montage

WK 8:
Creative Observation: The Found Art Object
Readings: “The Creative Act,” Marcel Duchamp

WK 9:
Experiments in Destructive Writing: Robert Rauschenberg, John Cage and bill bissett
Readings: The Anti-Aesthetic
WK 10:
Performance Art and Writing as a Performance
[THE BEATS]
Hal Foster, The Anti-Aesthetic
WK 11:
Conceptual Art: How do you experience art? Where does the art reside?
Readings: selections from John Cage and bpNichol
WK 12:
Where do we go from here? What remains to be done? What does originality mean?
WK 13:
The end of the line: Where do you go from here?
## ENGL 377 - Creative Writing: Film Adaptations of English Literature

**Faculty:** College of Arts - English  
**UFV CREDITS:** 4

### COURSE DESCRIPTION:

This course focuses on practices and theories of film adaptation with the goal that each student will produce several adaptations of shorter and longer scenes from written English fiction. Major emphasis is given to the students' own writing and their ability to apply the adaptation theory to the screenwriting process. Students will analyze selected films as interpretations of their literary sources and discuss techniques for translating literature into film. Emphasis will be on practical application of theoretical concepts. Through discussions, peer review, and critique students will refine their creative writing skills and develop a critical approach to their own writing.

### PREREQUISITES:

Two 200-level English courses to include one of ENGL 208, 211 or 212, 213, 215,..., or permission of instructor. FILM 110 or 120 recommended.

### TOTAL HOURS PER TERM: 60

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<th>STRUCTURE OF HOURS:</th>
<th>TRAINING DAY-BASED INSTRUCTION:</th>
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<tr>
<td>Lectures: 3030 Hrs</td>
<td>Length of course:</td>
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<td>Seminar: 3010 Hrs</td>
<td>Hours per day:</td>
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<td>Laboratory:</td>
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<td>Field experience:</td>
<td>Maximum enrolment: 25</td>
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<tr>
<td>Student directed learning:</td>
<td>Expected frequency of course offerings: Once every two years (every semester, annually, every other year, etc.)</td>
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<tr>
<td>Other (specify): Workshop 20 Hrs</td>
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</tbody>
</table>

### OTHER:

- 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):

- Sanja Garic-Komnenic

### Department Head:

- Jim Andersen  
- John Pitcher

### Curriculum Committee chair:

- Raymond Welch  
- Tetsuomi Anzai

### Dean/Associate VP:

- Eric Davis  
- Jacqueline Nolte

### Undergraduate Education Committee (UEC) approval:

- Date of meeting: Nov. 23, 2007
LEARNING OUTCOMES:

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

1. develop skills to adapt written fiction into screenplays
2. read and analyze fiction as an inspiration for a film
3. develop an ability to participate in workshops and critique their own work and work of other students
4. apply concepts of adaptation theory to the screenwriting process
5. gain an understanding of both media
6. critically compare literary works and films with a focus on technical and artistic issues of both arts

By the end of the course students should have developed a short film screenplay adaptation from an assigned text of a minimum 20 pages and a treatment.

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

Lectures, workshops, readings, discussions, film screenings, written assignments.

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:]

Textbooks might include:


Required texts and films might include:

- Dance Me Outside (story) W.P. Kinsella
- The Glace Bay Miner’s Museum (novel) Sheldon Currie
- Brokeback Mountain (story) Annie Proulx
- The Human Stain (novel) Philip Roth
- The Handmaid’s Tale (novel) Margaret Atwood
- The Fall of the House of Usher (story) Edgar Allan Poe
- The Pit and the Pendulum (story) Edgar Allan Poe

Films:

- Margaret’s Museum Mort Ransen
- The Handmaid’s Tale Volker Schlondorf
- Dance Me Outside Bruce McDonald
- Backbroke Mountain Ang Lee
- The Human Stain Robert Benton
- The Pendulum, the Pit, and Hope Jan Svankmajer
- The Fall of the House of Usher Jan Svankmajer

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

- In-class discussions, workshops and exercises 20%
- Assignment one: an adaptation of a scene from an assigned text 25%
- Assignment two: an adaptation of a short story: min 10 pages and a treatment 25%
- Assignment three: a short film screenplay adaptation from an assigned text: min 20 pages and a treatment 30%

COURSE CONTENT:

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

- Week 1. Film audience versus literature audience
- Week 2. Literature’s narrator versus camera’s narrator: point of view
- Screening: *The Pendulum, the Pit, and Hope* (Jan Svankmajer)
 Week 3. How to write an effective scene  
 Screening: The Fall of the House of Usher (Jan Svankmajer)  
 Week 4. Three act structure  
 Screening: Dance Me Outside (Bruce McDonald)  
 Week 5. Story versus discourse; film character versus literary characters  
 Screening: Brokeback Mountain (Ang Lee)  
 Week 6. Signs in film versus signs in literature  
 Screening: Margaret’s Museum (Mort Ransen)  
 Week 7. Time and space in literature and film  
 Screening: The Handmaid’s Tale (Volker Schlondorf)  
 Week 8. Film dialogue versus literary dialogue  
 Screening: The Human Stain (Robert Benton)  
 Week 9. The articulation and the functions of the elements of film and literature languages  
 Week 10. Screenwriting Techniques  
 Week 11. Screenplay format; pitch, treatment, a first and final draft  
 Week 12/13. Review and workshop
### ENGL 378

**COURSE NAME/NUMBER**: Creative Writing: Advanced Screenwriting  
**FACULTY/DEPARTMENT**: Faculty of Arts - English  
**UFV CREDITS**: 4

#### CALENDAR DESCRIPTION:

This course explores screenwriting at an advanced level. Designed to expand on students' basic screenwriting skills, the course focuses on more complex strategies for developing original characters, dialogue, conflict and plot structures. It is a writing intensive course. Students will produce samples of screenwriting which will then be workshoped and redrafted. Examples of the genre by professional screenwriters will be analyzed and studied as models. By the end of the term, students will have written one original 15-25 page screenplay as well as one team-written screenplay.

#### PREREQUISITES:

Two 200-level English courses to include one of: the following Engl 208, 211, 212, 213, 215. Any two 200-level English courses or permission of the instructor. One of ENGL 211, 212, 213, 215, and one of Film 110 or 120 recommended.

#### COREQUISITES:

**PRE or COREQUISITES:**

#### SYNONYMOUS COURSE(S):

(a) Replaces:  
(b) Cross-listed with:  
(c) Cannot take: 

#### SERVICE COURSE TO: (department/program)

#### TOTAL HOURS PER TERM: 60

#### STRUCTURE OF HOURS:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>30</td>
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<tr>
<td>Student directed learning</td>
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<tr>
<td>Other (specify): Workshop</td>
<td>20</td>
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</tbody>
</table>

#### TRAINING DAY-BASED INSTRUCTION:

Length of course: 
Hours per day: 

#### OTHER:

- Maximum enrolment: 25
- Expected frequency of course offerings: Once every three years (every semester, annually, every other year, etc.)

#### WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

<table>
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<th>Yes</th>
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#### WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

<table>
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<th>Yes</th>
<th>No</th>
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#### TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

<table>
<thead>
<tr>
<th>Yes</th>
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</tr>
</thead>
</table>
Course designer(s): Tom Konyves
Department Head: John Carroll
Date approved: April 30/March 8, 2010
Supporting area consultation (CWC)
Curriculum Committee chair: John Carroll
Date of meeting: December 17, 2010
Date approved: February 11, 2011
Dean/Associate VP: Jacqueline Nolte
Date approved: February 11, 2011
Undergraduate Education Committee (UEC) approval
Date of meeting: February 25, 2011
LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
• Analyze a screenplay into elements essential to screenwriting, such as conflict, plot, film structure, character development, action, dialogue, etc.
• Apply theories and techniques concerned with narrative structure to their own writing.
• Critique their own and other students’ work in a workshop environment.
• Use feedback from the revision process to significantly reshape and redraft their own screenplays.
• Further develop their communication skills in team-writing assignments.
• Synthesize class material into their own creative projects.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lecture, screenings, workshops

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:

Screenplay: The Foundations of Screenwriting, by Syd Field, Bantam Dell, (2005); Screenplay: Writing the Picture by Robin U. Russin, William M. Downs, Harcourt (2003) A sampling of short film screenings will be made available which demonstrate technique, deconstruct plots, etc. Screenings will include selections from: New York Stories, Night on Earth, Magnolia Films’ Academy Award Nominated Short Films and the NFB Short Films.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Logline, Treatment, Character Descriptions 10%
Analysis Assignment 15%
Rough Draft/Beat Sheet 15%
Final Script 25%
Team-Script 20%
Journal 5%
Participation 10%

COURSE CONTENT:

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

Week 1: Introduction to the course, Formatting Theory, Expectations
Week 2: Structure and Strategy: 3-Act and 4-Act Structures
Week 3: Story Before Plot, Articulate The Subject: Dramatic Premises and Compass Loglines
Week 4: Narrator or Not: The Function of the Backstory, 4 simple Questions
Weeks 5 & 6: From Concept to Characters: Protagonist, Antagonist, Stakes Character, Ally
Week 7: Plotting the Solution with Action: Emphasize the Visual
Weeks 8-9: Tightening the Screws on Suspense: Revision and Redraft
Week 10: Testing Authenticity: Dialogue; Team Writing: Roles and Responsibilities
Week 11 & 12: Scene by Scene Analysis
Week 13: Team Presentations
<table>
<thead>
<tr>
<th>ENGL381</th>
<th>College of Arts - English</th>
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<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
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<tr>
<td>Creative Writing: Advanced Playwriting</td>
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**COURSE DESCRIPTIVE TITLE**

**CALENDAR DESCRIPTION:**

This is a writing-intensive course. Students create and revise writing for the stage as well as constructively critique other students’ writing. Classical and contemporary models are studied.

**PREREQUISITES:**

Any two 200-level English courses, ENGL 211 recommended

Two 200-level English courses to include one of following: ENGL 208, 211, 212, 213, or 215.

**COREQUISITES:**

PRE or COREQUISITES:

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<th>SYNONYMOUS COURSE(S):</th>
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<td>(c) Cannot take:</td>
<td>for further credit.</td>
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**TOTAL HOURS PER TERM: 60**

<table>
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<th>STRUCTURE OF HOURS:</th>
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<td>Lectures: 30 Hrs</td>
<td>Length of course:</td>
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<td>Seminar:</td>
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</tr>
<tr>
<td>Other (specify): Workshop 30 Hrs</td>
<td>Maximum enrolment: 25</td>
</tr>
<tr>
<td></td>
<td>Expected frequency of course offerings: Once every two years</td>
</tr>
</tbody>
</table>

**OTHER:**

| 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): John Carroll (reviewed by Andrea MacPherson)**

**Department Head: Jim Andersen John Pitcher**

Date approved: March 8, 2013

**Campus-Wide Consultation (CWC)**

Date of meeting:

**Curriculum Committee chair: Tetsuomi Anzai**

Date approved:

**Dean/Associate VP: Eric Davis Jacqueline Nolte**

Date approved:

**Undergraduate Education Committee (UEC) approval**

Date of meeting: Nov. 23, 2007
LEARNING OUTCOMES:

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

1. To further develop students' playwriting skills. Identify and discuss the creative process of playwriting.
2. To further develop an understanding of the creative process of playwriting.
3. Write individual projects utilizing playwriting devices.
4. To apply genre-specific writing techniques to individual writing projects. Critique and evaluate peer material.
5. To encourage peer critiquing. Identify and discuss the elements of performance art.
6. To develop critical reading and analytical skills in a workshop setting. Identify and discuss the function of drama as entertainment and instruction.

METHODS:

Methods: (Guest lecturers, presentations, online instruction, field trips, etc.) Lecture/workshop/exercises/writing assignments

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:]

Sample texts might include: A course pack of material including selections from The Art of Dramatic Writing by Lajos Egri, Simon and Schuster; The Playwright's Process by Buzz McLaughlin, Back Stage Books; In their Own Words by David Savran, Theatre Communication Group—as well as selected dramatic works, both contemporary and modern classical. (Kushner, Trembly, Sheperd, Guare, Williams, Shanley, Durang, Mamet, Ayckbourn, Keane, O'Casey, and others).

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Portfolio of one full-length play or two one-acts 60%
Writing exercises & assignments 20%
Workshop discussion/critiquing 20%

COURSE CONTENT:

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

Week 1: The premise: A leads to B. Issue vs. entertainment. The artist statement.
Week 2: Formula writing and the well-made play. The outline. The arc of narrative.
Week 3: Departing from the formula: The well-made character. The major dramatic question.
Week 4: Dialogue vs. subtext. What not to say and when to say it.
Week 5 Dialogue: Verbal pictures. Moving forward.
Week 6: First draft. The art of constructive critiquing.
Week 7: First draft. What to cut.
Week 8: Rewriting. Beats, French scenes, objectives.
Week 9: Rewriting. Formatting, stage directions, carrot dangling.
Weeks 10-12: Constructive critiquing. The staged reading. The director and actor as interpreters.
TO: Dr. Mark Evered, Senate Chair
FROM: Dr. Eric Davis, Academic Planning and Priorities Committee Chair
DATE: March 6, 2013
RE: History Program Review

The overall assessment of the Program Review Committee was that the History Department has the potential to become one of Canada’s top undergraduate programs but that it has much to do internally and externally. The Committee was impressed by the commitment to quality teaching demonstrated by faculty and administration and by the enthusiasm that students demonstrated for the program and instructors. However, a number of structural and systemic weaknesses were identified.

A central recommendation was that the department conduct a curriculum mapping and innovation exercise aimed at revitalizing a largely traditional set of courses and delivery options. The department was encouraged to abandon geography as the primary criterion for organizing the program in favour of an approach that emphasizes historical genres, thematic synergies, and an emphasis on local engagement. Work done with local communities was identified as a major strength, in alignment with UFV’s strategic plan. The Committee suggested that a practical, applied experiential learning stream would set UFV History apart from neighbouring History programs. The Committee recommended faculty members become more actively engaged in the wider historical community in Canada, thereby developing a reputation for its teacher-scholars. UFV was challenged to ensure its Heads act more effectively as department leaders so as to be able to implement departmental and university standards. The Committee suggested that program outcomes be measured and that History majors be tracked over a four year period.

APPC accepted the documentation related to the History Program Review as presented and recommends acceptance by Senate.

The History program review documents can be reviewed on the APPC website:
http://www.ufv.ca/media/assets/senate/academicplanningprioritiescommittee/programreviews/Full%20Submission%20to%20APPC%20February%202013.pdf

MOTION:

THAT Senate accept the History Program Review.