



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
November 25, 2022 - 10:00 AM
Zoom

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 5      **2.1. UEC draft minutes: October 28, 2022**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

6 - 23      **3.1. English**  
Review with changes: ENGL 105, 374

MOTION: To approve the ENGL course outlines as presented.

24      **3.2. Business**  
New program: Business Analytics Post-baccalaureate diploma  
New program: International Business Post-baccalaureate diploma

MOTION: To recommend the new Business Analytics Post-baccalaureate diploma as presented.

MOTION: To recommend the new International Business Post-baccalaureate diploma as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. APPC report**

**4.2. Senate report**

**4.3. Senate Teaching and Learning Committee report**

**4.4. Policy Subcommittee report**

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**5. INFORMATION ITEMS**

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**5.1. Updated UEC membership**

**5.2. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
ENV 200

**6. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

October 28, 2022  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Teresa Arroliga-Piper, Claire Carolan, Shirley Hardman, Claire Hay, Carl Janzen, Bobby Jaswal, Amber Johnston, David Johnston, Selena Karli, Randy Kelley, Dana Landry, Catherine Liao, William Maher, Linda Pardy, Samantha Pattridge, Vanessa Radzimski, Ravneet Sohal, and Shel Stefan  
**ABSENT:** Donna Alary, Courtney Boisvert, Vlad Dvoracek, Nicholas Johnson, and David McGuire  
**GUESTS:** Lorna Andrews, Cherie Enns, Sarah Graham, Lucy Lee, Curtis Magnuson, Marlene Murray  
**RECORDER:** Amanda Grimson

#### **1. APPROVAL OF THE AGENDA**

#### **2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: September 23, 2022

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Business**

Review with changes: BUS 444

**MOTION:**

To approve the BUS 444 course outline as presented.  
CARRIED

##### **3.2. Geography**

Review with changes: GEOG 460, GEOG 464/GD 464, GEOG 466/GD 466

The lack of discipline-specific prerequisites was discussed. Cherie Enns (School of Land Use and Environmental Change) indicated that urban planning studio courses are typically designed this way, in order to eliminate barriers for students from a variety of backgrounds. This typically enriches the course without negatively impacting student success.

**MOTION:**

To approve the GEOG and GD course outlines as presented.  
CARRIED

##### **3.3. Social Work and Human Services**

Changes to program requirements: School and Community Support Worker certificate

**MOTION:**

To approve the changes to the School and Community Support Worker certificate as presented, effective January 2023.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Reflection of Indigenization on official course outlines and course memos**

Lucy Lee (Dean of Science) presented the Science Faculty Council's proposed motion, requesting that UEC consider making optional the questions on the course memos regarding Indigenization and EDI. Additional supporting documents from the Chemistry department were distributed to committee members prior to the meeting, including course outline forms from three other institutions. Discussion took place, and the Dean had an opportunity to address questions.

**MOTION:**

That the following requirements be made optional: questions 6 and 7 on the UEC course outline memo and the requirement for Indigenous epistemologies on the official course outline.

DEFEATED

**4.2. UEC retreat report**

Members were encouraged to review the recommendations from UEC's annual retreat in August and bring any suggestions/feedback to the next meeting.

**4.3. Updated course outline form**

The "instructional methods" section has been added back to the form, and the following option has been added to the typical hours section: "supervised directed learning (directed studies only)".

**4.4. APPC report**

There was nothing to report from APPC this month.

**4.5. Senate report**

The Strategic Enrolment Management plan and framework was approved by Senate and by the Board; this is moving to the implementation stage. Senate also approved the changes to the Engineering Physics diploma in Mechatronics.

**4.6. Senate Teaching and Learning Committee report**

Dana Landry has been elected Chair of this committee. The committee has recently discussed how best to support hybrid courses, including providing some examples and guidelines for faculty members.

UEC Draft Minutes  
28 Oct 2022

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**4.7. Policy Subcommittee report**

This subcommittee has completed an initial draft of the Course Repeat policy (86), and is working on English Language Proficiency (99), Grading (101), and Attendance (62).

**5. INFORMATION ITEMS**

**5.1. Updated UEC membership**

**6. ADJOURNMENT**

The meeting was adjourned at 11:08 am.

**Memo for Course Changes**

To: Linda Pardy, Chair of CACC

From: John Pitcher, English

Date: April 1, 2022

**Subject: Proposal for revision of ENGL 105**

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change: Six-year review and updating course to reflect best practices in Writing Studies and UFV commitments to Indigenization and Internationalization

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

These new learning outcomes align with the following English program outcomes: They help students “appreciate cultural differences,” “learn different methods,” help students become more “adept at research and the handling of secondary sources,” as well as “frame questions [...] evaluate evidence, explore differing perspectives,” and finally “write in diverse genres” and “collaborate with peers.”

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

This revision should be understood in terms of three main changes:

1. Consolidation of previous learning outcomes #1-4 and #6 into new outcomes #1 and #2.

Previous decontextualized outcomes will be taught within context of a scaffolded research project (#1), and students will learn to analyze writing situations in terms of genre and rhetoric (#3). Students will be able to apply this knowledge in their subsequent courses. They will develop a deeper understanding of the rhetorical situations created by instructors when they ask students to write.

2. Clarifying and editing previous outcomes #5 (writing processes), #7 (technologies of writing), and #8 (scholarly conventions).

3. Adding two new outcomes that reflect institutional commitments to Indigenization (new #3) and Internationalization (new #4), and a third learning outcome emphasizing Reflective Practice (new #6). Reflective Practice has been considered best practice in Writing Studies for some time now. It is crucial to the development of transferrable writing skills and knowledge. Centering reflective practice is also a key component to Indigenizing this course.

All three of these main changes reflect best practices in Writing Studies and are consistent with the Council of Writing Program Administrators “Outcomes Statement for First-Year Composition”, as well as the Conference on College Composition & Communication “Principles for Postsecondary Teaching of Writing.”

5. Which program areas have been consulted about the change(s)?

CACC, Criminology, Business, Nursing, ECE, Agriculture, Engineering, Social Work & Kinesiology. See attached Program Consultation Documentation.

The ENGL 105 Committee has extensively discussed articulation issues. The BC Articulation “Aims for First-Year English Courses” document (2010) is out of date, and the English articulation group discussed a plan to revise it at the last BC articulation meeting in May. In the meantime, we have reached out to the articulation rep for English at UBC for feedback on whether our revised course will articulate. We will share that feedback when it becomes available. We have included the current outline of the UBC equivalent of ENGL 105 in this package. UEC can see the extensive common ground between the two courses. We are confident that it will articulate with UBC.

6. What consideration has been given to indigenizing the curriculum?

In addition to adding Indigenous content that contextualizes academic literacy practices, we are centering reflective practice and process over product.

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

8. If any of the following items on the official course outline have changed, 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)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No.

10. Estimate of the typical costs for this course, including textbooks and other materials:

From \$0-75

English Response to CWC Screening Feedback  
Oct 13, 2022

1. Please provide some details regarding the consultation that has taken place with other areas regarding the changes to this course. Note that ENGL 105 is a required course in a number of programs, and many other programs require one of either ENGL 105 or CMNS 125 (examples include business, ECE, engineering, nursing, agriculture, visual arts, social work, and kinesiology).

We have belatedly reached out to the programs mentioned and solicited their feedback, which will be included in the memo for the Oct. 28 meeting. This was an oversight on our part when we rushed to submit the course and memo to UEC on June 3.

2. The revised calendar description and learning outcomes seem to significantly change the nature of the course, which now appears to prioritize research over writing. Screening has some concerns about whether this is still an academic writing course, and notes that the previous learning outcomes seem to be more in line with a typical academic writing course.

The word “research” does not appear in the old calendar description. But the research paper is central to the old 105 course. The focus on argument in the first half of the course was designed to prepare students for the more sustained research paper in the second half of the course. The new calendar description and learning outcomes more accurately reflect the fact that research is a major part of the course.

The revised course includes learning outcomes that reflect UFV’s commitment to Indigenization (#3) and Internationalization (#4). But it also provides students with transferable knowledge of writing. The learning outcomes most important for writing knowledge transfer include knowledge of genre and rhetoric (#2, #8), reflective writing (#6), and a multi-modal outcome (#7), which requires students to repurpose their writing for multiple audiences and purposes. With this transferable writing knowledge, students will leave the course equipped to analyze unfamiliar genres and carry out diverse writing tasks within their majors.

This new emphasis does not come at the expense of the previous goals of the course, however. The summary of the changes in the Memo (#4) emphasizes the continuity between the previous course and the revised course. The new course is still an academic writing course. The course still teaches writing processes (#5), technologies of writing (#7), and scholarly conventions (#8). And the research project learning outcome (#1) is fully in line with the goals of the research paper in previous version of the course. Students will still learn to paraphrase, summarize, and analyze arguments, as these are integral to the writing and assessment of students’ research paper.

3. Memo response 4.1: how will students “develop a deeper understanding of the rhetorical situations created by instructors when they ask students to write”? Memo 4.1.

It is routine for academic writing courses to teach students the rhetorical situation: that all acts of writing involve a relationship among reader, writer, subject matter and tools. The course is designed to teach students to think rhetorically, to use rhetorical concepts to understand their assignments, and to write effectively for multiple audiences and purposes. Learning outcomes #2, 5, 7, and 8 touch on various aspects of rhetorical knowledge.

4. Memo response 4.3 appears to reflect the U.S. model of best practices. Can this be revised to include Canadian resources?

The *Council of Writing Program Administrators “Outcomes Statement for First-Year Composition”* and the *Conference on College Composition & Communication “Principles for Postsecondary Teaching of Writing”* are widely understood as the central statements of best practices in post-secondary writing instruction in

both the US and Canada. (The main writing studies professional organization in Canada, *The Canadian Association for the Study of Discourse and Writing*, has not produced a statement of best practices.). The committee actually did a lot of work in adapting these best practices to local concerns, such as revising our first draft of an outline against calendar descriptions and learning outcomes of other BC institutions. Further, much of this work was checked to ensure that it aligned with the BC Curriculum. The old course clearly did not. As an institution of higher education, we should not be left behind by a K-12 curriculum that has advanced far ahead of our old course outline.

5. The first sentence of the calendar description and learning outcome #1 refer to a research project. Will students be assessed on their ability to research?

Yes. These include selection and evaluation of sources, citation practices, summary and synthesis of sources, control and deployment of sources, contribution to the existing debates, etc. All of these skills were taught in the previous version of the course, which required that students write a research paper (#4). As already stated in #2 above, we have always assessed students on their ability to research. Anyone who has taught writing knows that it is impossible to completely separate the quality of research from the quality of writing when one is assessing a research paper. There is even extensive research showing a strong correlation between student understanding of the subject matter they're researching and quality of writing. When students have low understanding of the topic they're researching, quality of writing always suffers. But even beyond the existing research, assessing a student's choice of sources or failing a student for plagiarism are both examples of how we've always assessed students on their ability to research in Academic Writing courses.

6. What is a "structured" research project? Perhaps "scaffolded"?

Changed.

7. Calendar description includes storytelling as a "subject matter", although this is neither a subject matter nor an academic convention.

The idea is to situate academic conventions within the context of storytelling. Storytelling is a genre and subject matter and a practice. There are entire fields of study for which storytelling is a subject matter. The English and Theatre Departments have a cross-listed course on it (ENGL 253/THEA 250: Introduction to Storytelling in Indigenous, Theatrical, and Global Communities), and scholars build entire academic careers on it, including folklorists, anthropologists, literature professors and historiographers, among others.

8. Learning outcomes #4 and #7 do not appear to be reflected in the assessment. "Recognize" should also be changed to a more measurable verb if outcome #4 is retained.

Learning outcome #4 will be assessed at minimum in the Reflective Journal.

Learning outcome #7 will be assessed in a multi-media writing assignment worth 10%. See revised Details section of Evaluation.

#4, change Recognize to Describe

9. Should module 4 in the course content section be split into two, "Secondary Research" and "Indigenous Methods"?

Changed

**ENGL 105 Course Revision  
Feedback from UFV Programs:**

**Social Work**

Hi John,

Thank you for giving me an opportunity to provide feedback on the revised official course outline for ENGL 105. I believe your answers to the questions raised by UEC Screening are sound.

The School of Social Work and Human Services has no concerns with the revised official course outline for ENGL 105 and commends the English department for its proactive efforts to indigenize its curriculum.

Best regards,

Curtis Magnuson  
Interim Director  
School of Social Work and Human Services

**Criminology**

Hi John,

Thanks for the opportunity to provide feedback. I saw this on CWC and don't have any specific questions or concerns. I think ENGL has done a good job of revising this to address the issues that students need to work on and to incorporate principles of EDII. The only minor comment I have is whether ENGL wants to consider having specific reference to APA, MLA, and other citation styles in the learning outcomes. The reason I mention this is that the revised calendar description refers to academic conventions and Indigenous ways of knowing/writing are referred to, but not the other styles.

Just a thought,  
Zina

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Zina Lee (she/her), Ph.D., Director
School of Criminology and Criminal Justice
University of the Fraser Valley
33844 King Road
Abbotsford, BC V2S 7M8
Phone: 604.504.7441 Ext 4081
Email: Zina.Lee@ufv.ca

Kinesiology

Hello John!

Here is my feedback for you to include:

The Bachelor of Kinesiology degree requires a literacy component of either ENGL 105 or CMNS 125, therefore a change to ENGL 105 is relevant for our School. When the course revisions for ENGL 105 were circulated for CWC, the School of Kinesiology had some concerns. There seemed to be significant changes to the calendar course description, and it appeared that this course was turning into more of a research course and becoming less of an academic writing course. We had concerns that students at this stage of their academic journey would not be adequately prepared to undertake a research project, and that more time would be spent learning research methods, and less time would be spent learning academic writing skills.

On October 11 the proposed changes were discussed in more detail. The Department Head explained that a main component of ENGL 105 has always been a research paper, but this was not reflected in the previous course description and learning objectives. He explained that previously the course had focused on decontextualized writing skills, and current pedagogy research indicates that these skills are not necessarily transferred. By writing a small research paper, students have the chance to transfer and apply the skills they have learned. This research project requires students to pick a genre and mainly review secondary literature on their topic. This is similar to a literature review that our students would do in Kinesiology as part of some of their larger research projects, such as in KIN 401 (Undergraduate Thesis I). Thus, the research project in ENGL 105 could potentially help our students with the literature review components of papers they write in our program. It is also appreciated that they are making an effort to Indigenize this course by teaching about Indigenous Methods (oral histories, storytelling) of research, rather than only going to secondary sources.

Feedback was given that the revised calendar description and learning outcomes made the course seem like a research course. It was suggested to add more detail to the rationale for the proposed changes (Memo), beyond “six year review”. Concern was also expressed that Learning Objectives 4, and 8 were not reflected in the Course Content and Topics. There are many programs such as ours that use ENGL 105 as a literacy component, and we encourage discussion around the impact these changes could potentially have on this program graduation requirement.

Gillian

Gillian Hatfield, PhD
Interim Director, Associate Professor, School of Kinesiology

Nursing

Hi, John,

I met with our Director and the other Coordinators in the BSN program today and we reviewed the Eng 105 revisions. The following points were shared:

- We really appreciate the focus on reflection, and the annotated bibliography.
- Would a term other than research be a more accurate fit? For example are students learning about qualitative and quantitative research methods?
- We suggest using the term secondary research to avoid confusion with a primary research method.
- Learning outcome one – Is this a paper on a given topic with a persuasive stance?
- Does research practice mean a scan of the literature or literature review?

Our aim is for students to learn how to write an academic paper, and our dream is for the course to include APA format.

Overall, we appreciate the proposed revisions, and we appreciate your connection with us.

Kind regards, Kate

Kate McCulloch, MScN, RN(c), CCHN(C)
 Coordinator Years 3 and 4
 Associate Professor
 Faculty of Health Sciences, BSN Program
 University of the Fraser Valley
 45190 Caen Avenue
 Chilliwack, BC V2R 0N3

Hi Kate,

Thanks for this feedback!

Regarding the term "research," I don't see an alternative term or reason to avoid it, provided that it's carefully explicated and contextualized. In the discipline of Writing Studies, "research" is the conventional term for the activities and writing practices that occur in first-year academic writing courses. ENGL 105 students will learn the difference between primary and secondary research. They learn that "research" means different things in different disciplines and that research methods in the social sciences differ from those in the humanities. A research paper has always been the culminating project of ENGL 105, and we've tried to make clear that this is a writing course, not a research methods course.

Learning something about primary research is a key component of the course's Indigenizing goals. Students learn about primary research in the context of learning about Indigenous ways of knowing, Indigenous citation practices, and Indigenous storytelling. Students are required to conduct secondary research for their final paper, but we don't want to limit students to secondary research if they see primary research as an important additional element for the project.

In the student-designed research project for Learning Outcome #1, students are required to develop a persuasive stance in the research paper and to repurpose their research for a specific audience in their multi-modal projects (LO #7).

Research practices typically include an annotated bibliography and research proposal, but we do teach students the genre of literature review.

ENGL 105 students learn some key differences between MLA and APA styles and are typically asked to select the citation style for their research paper based on their proposed major. APA is by far the most common citation style in ENGL 105 papers.

If you have further questions, don't hesitate to get in touch. Thanks again for your detailed attention to this course revision!

Regards,
John

Agriculture

Hi Renee,

Thanks for meeting with me to discuss the ENGL 105 Course Revision. We appreciate the support of Agriculture in these revisions. Don't hesitate to get in touch if you have any further feedback or questions.

Best regards,
John

Renee Prasad

Dear Renee,

I'm writing to follow up on our conversation about the ENGL 105 course revision. I will respond to the CWC Screening Commentary later this afternoon, so keep an eye out for it. Hopefully, this will help to bring into focus the aims of the course revision. If you have any questions or concerns, don't hesitate to send me a note, and I'll be glad to respond or meet with you on teams.

UEC would like to have feedback from programs beyond the College of Arts about whether or not they support the course revision. If you could weigh in on this via email by Tuesday, October 18, I will include your response in the memo for the course. I would appreciate the opportunity to address any concerns you might have before Wednesday, October 19, when the UEC Agenda is circulated.

Best regards,
John

Early Childhood Education

RoseAnne Timbrell

Hi RoseAnne,

Thanks for meeting with me to discuss the ENGL 105 Course Revision. We appreciate the support of ECE in these revisions. Don't hesitate to get in touch if you have any further feedback or questions.

Best regards,
John

Business

Note: The School of Business discussed the ENGL 105 revision in their last Curriculum Committee Meeting. Rod Hayward followed up with me and suggested that Kim Milnes' written comments represented the feedback of the School of Business. Here are Kim's comments and my response. [JP]

Kim Milnes

I think that I should not be the only voice of the SofB in relation to this course because BUS 100 is often taken simultaneously with ENGL 105 while other Business courses follow after both BUS 100 and ENGL 105 are taken by students. This means that other faculty in Business might have more to say on this topic so I would like to wait for outcome from the curriculum committee. I believe Rod has already added this to the agenda for Tuesday. I have cc'd Liz to ensure this is included in Tuesday's meeting.

What I will say is that the emphasis on research is a good approach for a introductory English course. I do worry about three things:

- In BUS 100 students also do an extensive research project so I want to ensure that we are complimentary in our teaching to students and if contradictory, we contextualize those differences. For example, in BUS 100 students are using news and industry publications not necessarily scholarly sources for their project. Plus the students write a business report in BUS 100 not an essay. It should be made clear both in BUS 100 and in ENGL 105 that different audiences will require different sources of information, different formats of presenting their findings and possibly different tones. But I believe that topics like strong research practices, ethical use of sources, and strategies for persuasive writing are common.
- My biggest concern with students of today is that there is a loss in the mechanics of writing, specifically the use of capitalization, punctuation, spelling, and basic grammar. I know that these topics should have been covered at the high school level but if you could see my email inbox, you would see that these skills have been either "watered down" in high school or just lost by students by the time they hit our classrooms. These skills are especially weak in International students who might be able to get an academic level score on IETS or TOEFL exams but who cannot write or communicate effectively in the classroom setting. I do not see an emphasis on

these mechanics in the syllabus and I wonder where in our overall university curriculum are we “rejuvenating” these skills?

- Both ENGL 105 and CMNS 125 are part of our Business programs. It appears that both of these courses cover a lot of the same material. Can John contrast the differences between these courses? I know that the inclusion of BOTH courses has come into question in the past so understanding the differences between these courses would be helpful.

Good morning!

Thanks for facilitating this conversation, Susan. And thank you for your timely feedback, Kim. I appreciate your department discussing this at your curriculum committee on such short notice, and I look forward to your feedback.

It makes sense to think about ENGL 105 and BUS 100 in terms of their approaches to research. But the emphasis in both the current ENGL 105 and the revised 105 is squarely on writing, writing concepts, and writing processes. Students write a lot in the course and get feedback on their writing. This writing-intensive environment distinguishes the course from other courses where the emphasis is on demonstrating subject matter knowledge, sometimes through research assignments. As my comments to CWC made clear, I don't think the revised course represents a shift from writing to research, so I don't see the revision as encroaching on the research that takes place in other first-year courses. It sounds like the BUS 100 research is framed very well in terms of considerations of audience and purpose.

Your second concern about mechanics is an important one. We've removed the mechanics outcome from the previous version (#6). But we still teach mechanics in the course. We do so in the context of persuasive writing (#1), writing process, and attention to rhetorical situation (#5). Writing studies research suggests that teaching decontextualized writing mechanics doesn't work. What works is teaching mechanics in context, identifying patterns of error in students' writing, recognizing the most common errors students make, exploring the effects of sentence-level errors on ethos and persuasion, and developing a writing process that involves multiple drafts and feedback. I've attached a slide by Sarah Perrault that clarifies the place of mechanics within a larger hierarchy of rhetorical concerns. We share your concern with sentence-level errors and mechanics. Our course revision reflects an approach to teaching mechanics contextually and rhetorically. And attention to mechanics becomes an integral part of students' writing process over the course of the semester.

Hope this helps! Over and above this course revision, we would welcome the chance to talk further about writing in your discipline. Feedback from faculty about what they're seeing in their students' writing is very valuable for us as we work to address the challenges first-year writing students face.

Best regards,

John

UBC Equivalent to ENGL 105

UBC: WRDS 150 A

Course Overview

WRDS 150A is designed to introduce you to many aspects of research and writing in university, including how to:

- Conduct research
- Write about research
- Recognize, analyze, and employ specific features of discourse in academic writing (i.e. contextualized language use)

WRDS 150A is a foundational research and writing course at UBC where you receive an apprenticeship into academic research and writing while learning fundamental concepts and practices from active and experienced scholars. To illustrate how different types of knowledge about a single issue can be made by research in different disciplines, each section of WRDS 150 has a “research area” chosen by the instructor.

Learning Objectives

WRDS 150A aims to teach students two main objectives: read and work with academic sources in context, and to engage in apprentice scholarly research.

In order to read and work with academic sources, our students will:

- Read, summarize, compare, and critically evaluate scholarly articles, to retain the key arguments/findings and emphases of the originals.
- Recognize forms of argumentation and identify the rhetorical practices made by members of specific academic research disciplines, including positioning, definition, attribution, hedging, and presupposition/assertion.
- Recognize the goals, methods, and citation practices of specific academic research disciplines. Those who can engage in scholarly research will:
 - Develop a research project that addresses a gap in knowledge within a particular research community, and which implements relevant language and rhetorical practices in a variety of genres, including a research proposal and working bibliography, a presentation (oral or poster), and a final paper.
 - Gather relevant and credible primary and secondary sources, using appropriate tools and methods, including UBC Library resources.
 - Engage responsibly with and within research communities, using appropriate citation practices that meet the expectations of academic integrity and adhering to ethical standards of data collection with research collaborators.
 - Engage in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

Assignments:

Reading Notes (see template)

10% Mid-term (in-class)

10% Research Proposal (350 words) and Annotated Bibliography (300 words)
15% Data Collection and Analysis (see template)
10% Research Presentation (4 minutes; 4 slides; 500- word script)
15% Research Paper (1700-1800 words)
35% Participation



ORIGINAL COURSE IMPLEMENTATION DATE: May 1990
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval): November 2028
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 105		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Academic Writing															
Course Short Title: Academic Writing															
Faculty: Faculty of Humanities		Department (or program if no department): English													
Calendar Description: Students learn the theory and practice of academic writing by designing and carrying out a structured research project. Reflective writing helps students develop transferable knowledge of writing processes and situations. Academic conventions are contextualized by subject matters such as storytelling and Indigenous ways of knowing, language variation, and genre theory across contexts.															
Prerequisites (or NONE):		(C+ or better in English Studies 12 or English First Peoples 12) or evidence of meeting the Degree/diploma-level English language proficiency standard: www.ufv.ca/calendar/current/General/EnglishProficiency.htm .													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	20							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	25														
Tutorials/workshops	20														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: April 1, 2022													
Faculty Council approval		Date of meeting: June 3, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: November 25, 2022													

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

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

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

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

Assignments:	80%	Portfolio:	20%		%
	%		%		%

Details:

Literacy narrative: 20%
 Research proposal: 10%
 Annotated bibliography: 15%
 Reflective journal/homework assignments: 15%
 Research paper: 20%
 Final reflective portfolio: 20%

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

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

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

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

Course Content and Topics

Module 1: Introduction to critical literacy and reflective practice
 Module 2: Genre and rhetorical analysis
 Module 3: Rhetorical invention: picking research topics
 Module 4: Secondary research and Indigenous methods
 Module 5: Reporting research findings: genre theory, multimodality, and cross-cultural communication
 Module 6: Reflecting on the semester's learning

Memo for Course Changes – ENGL 374

To: Linda Pardy, College of Arts Curriculum Committee

From: John Pitcher, English Department Head

Date: April 23, 2021

Subject: Proposal for revision of ENGL 374

1. Summary of changes (select all that apply):
 - ☒ Six-year review
 - ☐ Number and/or course code
 - ☐ Credits and/or total hours
 - ☐ Title
 - ☐ Calendar description
 - ☐ Prerequisites and/or co-requisites
 - ☐ Frequency of course offering
 - ☒ Learning outcomes
 - ☒ Delivery methods and/or texts and resource materials
 - ☐ PLAR options, grading system, and/or evaluation methods
 - ☐ Discontinuation of course
 - ☐ Other – Please specify:
2. Rationale for change: Six-year Review. The course has also been updated to explicitly address Indigenization and to include primary research methods which are central to writing studies practice.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? Learning outcomes have been changed to include Indigenized research methods. Strictly textual practice is decentered. Readings have been added that address indigenization
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
 - a. Credit value
 - b. Class size limit
 - c. Frequency of offering
 - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: \$120

CWC comments and responses:

- Are there more current texts that could be included?
Yes. See revised Typical Texts.
- Evaluation: can some additional details be provided regarding the portfolio (50%) and self-assessment and classmate responses (25%)?
Yes. See Details at end of Evaluation section.
- There appears to be a lack of cohesion between the outcomes and the proposed evaluation and course content. More specifics in the course content section might help UEC to better assess whether these sections are in alignment, particularly in relation to research methods.
See expanded course contents section.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval): November 2028
Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 374		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Rhetoric: Advanced Composition															
Course Short Title: Rhetoric: Advanced Composition															
Faculty: Faculty of Humanities		Department (or program if no department): English													
Calendar Description: Students build their knowledge about writing, their rhetorical awareness, and their ability to write in a variety of contexts through self-directed research into writing situations using primary, secondary, and Indigenous research methods.															
Prerequisites (or NONE):		Any two 200-level English courses.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every three years Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td style="text-align: center;">60</td> </tr> </table>		Lecture/seminar	50	Tutorials/workshops	10							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	50														
Tutorials/workshops	10														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: [click to select] Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: April 23, 2021													
Faculty Council approval		Date of meeting: May 7, 2021													
Undergraduate Education Committee (UEC) approval		Date of meeting: November 25, 2022													

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

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

1. Conduct self-directed research into an area of writing studies using primary, secondary, and Indigenized research methods.
2. Analyze research in writing studies through "traditional" western and Indigenized lenses.
3. Apply critical and analytical skills to their own writing as well as peer material.
4. Apply or resist genre conventions as appropriate to purpose, audience, and context, including consideration of Indigenized perspectives on the use of conventions.
5. Articulate choices made during the research and writing process and explain why those choices are appropriate with regard to purpose, audience, and context.

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

Assignments:	50%	Portfolio:	50%	%
	%		%	%

Details:

Self-assessment and classmate responses: 25%

Other assignments: 25%

Portfolio: 50%

All major assignments go through peer review process, and are collected into a final, summative, reflective portfolio where students are asked to summarize what they learned over the course of the semester.

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Primarily classroom discussion, with small group discussion of writings and research. Some lecturing.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Kovach, M. E	Indigenous Methodologies: Characteristics, conversations and contexts (excerpts), University of Toronto Press	2010
2. Textbook	MacNealy, M. S.	Strategies for Empirical Research in Writing (excerpts), Longman	1999
3. Textbook	Kinkead, J.	Researching Writing (excerpts), Utah State University Press	2016
4. Article	Hart, et al	Working Across Contexts: Practical Considerations for Doing Indigenist/anti-colonial research	2017
5.			

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

Course Content and Topics

Module 1: Introduction to Research in Writing (2-3 weeks)

- Primary Readings: excerpts from MacNealy/Kinkead and example studies
- Assignments: weekly journal entries

Module 2: Indigenizing Research Methods: (2-3 weeks)

- Primary Readings: excerpts from Kovach plus example studies
- Assignments:
 - Regular journal entries
 - Research Proposal

Module 3: Conducting Research/Studying Genre Conventions

- Primary Readings: self-directed reading/secondary research
- Assignments:
 - Regular journal entries
 - Progress report

Module 4: Assembling a Research Portfolio

- Readings: self-directed
- Assignment: portfolio, including self-assessment and final research report

MEMO



To: Samantha Pattridge, Chair, UEC
From: Claire Carolan, Associate Director, Program Development and Quality Assurance
Date: November 21, 2022
Re: Communications Major Program Proposal

Please find attached the proposals, appendices, and tracking sheets for two post-baccalaureate diplomas 1) Business Analytics, 2) International Business submitted by the Faculty of Professional Studies for inclusion in the November 2022 UEC meeting agenda. (6 documents in total).

At the APC meeting in October 2021, the Provost requested proposals for post-baccalaureate diplomas to be processed through the expedited approvals process outlined in UFV policy 21b (Procedures for Expedited Approval). The attached proposals were recommended for development by the Professional Studies Faculty Council on October 10, 2022. They have been submitted to date, in accordance with Policy 21b to University Wide Notification, CWC, and UEC Screening. A tracking sheet for each is also attached.

Note: The program proposals and supporting documents are available in S:\Groups\UEC\2022-11-25 Business post-baccalaureate diplomas.

UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2022-23



AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Voting Members		
Vice-Chair, Registrar & AVP, Enrolment Management (or designate)	Ongoing	David Johnston, Office of the Registrar
9 faculty members, at least 2 from Senate		
Faculty	08-01-2022 to 07-31-2024	William Maher, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Teresa Arroliga-Piper, Faculty of Humanities
Faculty (senator)	08-01-2022 to 07-31-2025	Shel Stefan, Faculty of Humanities
Faculty (senator)	08-01-2021 to 07-31-2024	Amber Johnston, Faculty of Health Sciences
Faculty	08-01-2022 to 07-31-2024	Catherine Liao, Faculty of Health Sciences
Faculty	08-01-2021 to 07-31-2023	Vanessa Radzimski, Faculty of Science
Faculty	08-01-2022 to 07-31-2024	Carl Janzen, Faculty of Professional Studies
Faculty (senator)	08-01-2021 to 07-31-2024	Dana Landry, Faculty of Humanities
Faculty	08-01-2021 to 07-31-2023	Samantha Pattridge, Faculty of Humanities (Chair)
2 deans or associate deans		
Dean	08-01-2021 to 07-31-2024	Ian Affleck, Associate Dean, Faculty of Science
Dean	08-01-2021 to 07-31-2024	Linda Pardy, Associate Dean of Students, College of Arts
1 academic advisor	08-01-2021 to 07-31-2023	Nicholas Johnson, Advising Centre
1 staff	08-01-2021 to 07-31-2023	Courtney Boisvert, Upgrading & University Preparation
2 undergraduate students		
Student	08-01-2022 to 07-31-2024	Ravneet Sohal
Student	08-01-2022 to 07-31-2024	Olivia Jackson
Associate VP, Teaching and Learning (or designate)	Ongoing	Claire Hay, Specialist, Teaching & Learning
University Librarian (or designated librarian) (ex officio)	Ongoing	Selena Karli, Librarian, Reference & Instruction
Ex-officio Non-voting Members		
Provost & Vice-President, Academic (or designate)	Ongoing	Randy Kelley (designate until July 31, 2024)
AVP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Amber Johnston (designate)
Executive Director, International Education	Ongoing	David McGuire
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Manager, Enrolment Planning	Ongoing	Donna Alary
AVP, Institutional Research and Integrated Planning	Ongoing	Vladimir Dvoracek
Director, Advising Centre (or designate)	Ongoing	Bobby Jaswal (designate)
Associate Director, Program Development & Quality Assurance	Ongoing	Claire Carolan
Administrative Support (non-member)		
UEC Assistant/Calendar Editor, Office of the Registrar		Amanda Grimson

CURRENT MEMBERSHIP: 26 members - 18 voting members and 8 non-voting members

Quorum: Fifty percent (50%) of voting membership (not including vacancies)

Current as of November 21, 2022