



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> EAP 064	<b>Number of Credits:</b> 6 <small>Course credit policy (105)</small>																
<b>Course Full Title:</b> Writing for Success: Advanced Level																	
<b>Course Short Title (if title exceeds 30 characters):</b> Advanced Writing																	
<b>Faculty:</b> Faculty of Access and Continuing Education	<b>Department (or program if no department):</b> ESL																
<b>Calendar Description:</b> Incorporating paragraph structure and organization into a wider variety of paragraph development styles common to academic writing. An introduction to multi-paragraph (essay) writing. Writing clearly and effectively using a variety of sentence types.  Note: Students with credit for ESL WG64 cannot take this course for further credit.																	
<b>Prerequisites (or NONE):</b>	One of the following: EAP 054 (formerly ESL WG 054), or placement by ESL assessment, or (one of the following test scores: IELTS [Academic] score of 5.0 with no band below 4.5; TOEFL iBT score of 52 or higher with no section below 14; EIKEN Grade 2A; or CLBPT Overall 7 with no skill less than 6). Submission of other test scores will be considered.																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>ESL WG64</b> Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																
<b>Total Hours: 90</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">42</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">34</td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">14</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>90</b></td></tr> </table>	Lecture hours	42	Seminars/tutorials/workshops	34	Laboratory hours	14	Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>90</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit  <i>Note: The specific topic will be recorded when offered.</i>
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Other contact hours:																	
<b>Total</b>	<b>90</b>																
<b>Maximum enrolment (for information only):</b> 20																	
<b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> 3 times a year																	
<b>Department / Program Head or Director:</b> Maria Bos-Chan	<b>Date approved:</b> November 2016																
<b>Faculty Council approval</b>	<b>Date approved:</b> December 2016																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> March 10, 2017																
<b>Dean/Associate VP:</b> Sue Brigden	<b>Date approved:</b> January 2017																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 24, 2017																

**Learning Outcomes**

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

- Compose a variety of sentence types that are clearly styled have logical relationships, and ~~that~~ show a good command of English grammar, structure, and punctuation patterns
- Use a variety of pre-writing and formal outlining techniques to plan paragraphs and basic multi-paragraph compositions
- Compose 10-12 sentence paragraphs in a variety of development styles including argument/persuasive writing
- Begin using tone and formal styling conventions typical in academic writing
- Expand the content and organization patterns of a paragraph composition into a basic five paragraph composition

**Prior Learning Assessment and Recognition (PLAR)**

Yes     No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

A process-approach to writing which includes pre-writing activities, writing several drafts, peer editing, revising, and publishing.

Class lectures and individual instruction by instructor including regular student/teacher conferences

Computer lab work to consolidate class work

Group discussions. critique, and editing

Audio and video recordings

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

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

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Kirszner, L. & Mandell, S.	Writing First (Practice in Context)	<input checked="" type="checkbox"/>	Bedford/St. Martin's	
2.		<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)****Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	30%	Midterm exam:	15%	Practicum:	%
Quizzes/tests:		Lab work:	%	Field experience:	%	Shop work:	%
Other:	25%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):**

Class & Homework/Quizzes/Lab work

**Typical Course Content and Topics****Writing**

- Basic paragraph structure
- Process writing
- Editing strategies
- Outlining (formal and informal)
- Process/Instruction paragraph development
- Exemplification paragraph development
- Narrative paragraph development
- Cause/effect paragraph development
- Comparison/Contrast paragraph development
- Classification paragraph development
- Argument/persuasion logic patterns
- Argument/persuasion paragraph development
- Multi-paragraph (basic five paragraph essay) structure

**Grammar and Structure**

- Verb form and use
- Phrase structure and use
- Clause structure and use
- Punctuation Patterns
- Sentence variety and style
- Basic conventions of formal, academic writing
- Conditional forms and use
- Passive forms and use
- Writing mechanics