Aims for Six Credits of First-Year English
(revised May 5, 2023)

A. Aims for First-Year <u>Writing</u> Courses

1. **Reading Texts:** *At the end of the course, a student should be able to*

   a. Recognize different rhetorical contexts (audience, purpose, occasion)

   b. Paraphrase/summarize texts to reflect accurately and coherently the original's ideas, organization, and tone;

   c. Perform university-level critical analysis of texts, including scholarly and other texts, by recognizing, identifying, and evaluating controlling ideas, supporting ideas, dominant rhetorical patterns, tone, context, and features of style;

   d. Discuss and debate texts using terminology specific to discipline and rhetorical context;

   e. Distinguish between assertion and evidence, opinion versus argument, description versus recording objectively

   f. Distinguish between informational and inferential reading.

2. **Writing Process:** *At the end of the course, a student should be able to*

   a. Employ ethical and critical thinking to generate ideas and texts using a variety of processes; situate those ideas within different academic disciplines and contexts; demonstrate an awareness of rhetorical engagement with a variety of audiences; practice ethical, accountable, and heuristic methods when engaging with AI technologies (e.g., generative text)

   b. Practice a post-secondary writing process which involves researching, planning, drafting, peer review, responding to feedback, revising, and editing/proofreading with an expectation of grammatically correct style and rhetorically-effective and discourse-appropriate content and structure;

   c. Produce clear and effective writing at sentence, paragraph, and essay levels, including under time restrictions and exam conditions.

3. **Content and Organization:** *At the end of the course, a student should be able to*

   a. Write essays that develop an academic argument with a thesis or controlling idea, using appropriate language and rhetorical patterns, and provide sufficient accurate, relevant, and specific supporting evidence;

b. Write with an awareness of audience and purpose;

c. Write unified, coherent paragraphs, including effective introductions and conclusions, and make transitions between and within paragraphs;

d. Write clear and cohesive English.

4. **Style:** *At the end of the course, a student should be able to*

a. Apply stylistic considerations (e.g. sentence variety, diction, and figurative language) and understand their relevance to purpose and audience. These stylistic considerations must take into account genre expectations and conventions without discounting a students right to their own language as per the position statement Students Right to Their Own Language ratified by the Conference on College Communication and Composition in 1974;

c. Format the writing to meet reader expectations using recognized academic citation practices with particular attention to respectful research practices that align with Indigenous protocols;

d. Use language that meets the contextual needs of specific communities and is respectful of the diversity of individuals and groups, including their gender, race, ethnicity, ability, and sexual orientation.

e. Become aware of ethical digital writing style, in such areas as research, source evaluation, citation, and formatting.

5. **Research and Documentation:** *At the end of the course, a student should be able to*

a. Find and evaluate source material, which may include personal knowledge and interviews; oral, print, and electronic media; and any other form of data gathering;

b. Recognize and use primary and secondary sources appropriately;

c. Integrate source material (including quotations, paraphrase, and summary) purposefully and effectively, providing suitable authority and context;

d. Document sources fully according to a current and audience-expected documentation system;

e. Apply current standards of academic integrity, and demonstrate ethical practices of research and documentation.

B. Aims for First-Year <u>Literature</u> Courses

1. Reading and Analysis: *At the end of the course, a student should be able to*

    a. Articulate their subject position as a reader;

    b. Identify a range of literary genres and list their conventions;

    c. Explain the relevance of different historical, social, and material contexts to literary interpretation;

    d. Describe the objectives of a variety of interpretive approaches and critical frameworks;

    e. Use literary terminology appropriately;

    f. Deploy textual evidence, supported by interpretive approaches and/or theoretical frameworks, to analyze and interpret literature;

    g. Account for the role of paratextual and visual elements in constructing meaning.

    h. Distinguish between representations of similar topics across genres, texts, and contexts.

2. Writing About Literature: *At the end of the course, a student should be able to*

    a. Employ a writing process that involves prewriting, planning, multiple drafting, conferring (including giving and responding to constructive commentary), revising, and editing/proofreading;

    b. Produce a substantial body of successful writing under scheduled, controlled conditions;

    c. Develop an argument with a thesis or controlling idea, using appropriate language and rhetorical patterns and accurate, relevant, specific, and sufficient supporting material for its audience and purpose;

    d. Compose unified, coherent paragraphs, including effective introductions and conclusions, and transitions between and within paragraphs;

    e. Produce clear, cohesive, and effective writing that analyzes literature through close reading.

    f. Differentiate between summary and analysis;

    g. Develop and produce a coherent analysis of a literary text, using literary devices and language appropriate to genre;

    h. Select, integrate, cite, and explain primary textual evidence that effectively supports the argument;

    i. Make appropriate use of secondary sources where applicable;

j. Format essays using a recognized style guide, such as *MLA*;

k. Use ethically appropriate language.

3. Discussion

At the end of the course, a student should be able to

a. Demonstrate an ability to discuss and analyze literature in a shared setting, such as in class or online; this may include:

   i. Group discussion in break-out/small groups and general class discussion

   ii. seminar presentation (individual or group)

   iii. online discussion forums

   iv. individual responses to *viva* exam format

   b. Follow-up written reflection or summary of oral analysis (Metacognition)

b. Demonstrate cultural sensitivity and inclusivity when engaging with (various) interpretations from secondary sources and student peers;

c. Discuss implications of student peer interpretations and secondary source interpretations to a reading of the primary text

d. Verbally situate the text in appropriate ethical, social, and historical contexts.)

e. Communicate analysis in a cohesive and effective manner appropriate to the situation.

4. Research Skills

At the end of the course, a student should be able to

a. Find and evaluate secondary material, which may include print, electronic, and oral sources;

b. Integrate primary and/or secondary material (including quotations, paraphrase, and summary) purposefully and effectively, providing suitable authority and context;

c. Document sources fully and ethically according to the current *MLA* and/or APA documentation system.

Second-Year Aims for Six Credits of Second-Year English

Building on the competencies gained and/or strengthened in first-year English courses as outlined in our "First-Year Aims" document, second-year courses can be divided into three main groups: writing courses, literature survey courses, and genre-based courses. As determined by the BCCAT English Articulation Committee on May 5, 2017, for the creation of a Second-Year Aims document and finalized on May 5, 2023, here are the shared aims for each type of second-year course.

A. Aims for Second-Year <u>Academic Writing</u> Courses

1. **Reading:** *At the end of the course, a student should be able to*

    a. Paraphrase/summarize texts to reflect accurately and coherently the original's ideas, organization, and tone;

    b. Perform university-level critical analysis of scholarly and/or other texts, by recognizing, identifying, and evaluating controlling ideas, supporting ideas, dominant rhetorical patterns, tone, context, and features of style;

    c. Discuss and debate texts using terminology specific to discipline and rhetorical context;

    d. Read comparatively, using a range of critical perspectives.

2. **Writing Process**: *At the end of the course, a student should be able to*

    a. Employ ethical and critical thinking to generate ideas and texts using a variety of processes; situate those ideas within different academic disciplines and contexts; demonstrate an awareness of rhetorical engagement with a variety of audiences; engage with technologies, including generative A.I. (eg. ChatGPT) in ethical, accountable, and heuristic ways;

    b. Practice a post-secondary writing process which involves researching, planning, drafting, peer review, responding to feedback, revising, and editing/proofreading with an expectation of grammatically-correct style and rhetorically-effective and discourse-appropriate content and structure;

    c. Produce clear and effective writing at sentence, paragraph, and essay levels, including under time restrictions and exam conditions.

3. **Content and Organization**: *By the end of the course, a student should be able to:*

    a. Write essays that seek to answer open-ended research questions by developing an academic argument with a thesis or controlling idea, using appropriate

language and rhetorical patterns, and provide sufficient accurate, relevant, and specific supporting evidence;

b. Write with an awareness of the conventions of academic and scholarly writing;

c. Write unified, coherent paragraphs, including effective introductions and conclusions, and make transitions between and within paragraphs;

d. Write clear and cohesive English.

4. **Style**: *At the end of the course, a student should be able to*

a. Apply stylistic considerations (e.g. sentence variety, diction, and figurative language) and understand their relevance to purpose and audience. These stylistic considerations must take into account genre expectations and conventions without discounting a students right to their own language as per the position statement Students Right to Their Own Language ratified by the Conference on College Communication and Composition (CCCC) in 1974;

b. Format the writing to meet reader expectations using recognized academic citation practices with particular attention to respectful research practices that align with Indigenous protocols;

c. Use language that meets the contextual needs of specific communities and is respectful of the diversity of individuals and groups, including their gender, race, ethnicity, ability, and sexual orientation.

d. Develop an understanding of the conventions that comprise academic disciplinary and/or professional and situational conventions and a willingness to test said norms.

5. **Research and Documentation:** *At the end of the course, a student should be able to:*

a. Evaluate source material, which may include personal knowledge and interviews; oral, print, and electronic media; and any other form of data gathering;

b. Use primary and secondary sources appropriately;

c. Integrate source material (including quotations, paraphrase, and summary) purposefully and effectively, providing suitable authority and context;

d. Document sources fully according to a current and audience-expected documentation system;

e. Apply current standards of academic integrity, and demonstrate ethical practices of research and documentation.

B. Aims for Second-Year Literature Survey Courses

1. **Reading and Analysis:** At the end of the course, a student should be able to

    a. Recognize a range of modes and genres and their conventions;

    b. Proficiently use vocabulary of literary and critical terminology, and where appropriate literary and critical theory

    c. Apply a variety of interpretive and critical approaches;

    d. Demonstrate knowledge of historical and disciplinary contexts;

    e. Demonstrate appropriate interpretive skills where non-print texts are studied;

    f. Compare and contrast issues and formal elements in assigned texts.

2. **Writing About Literature**: At the end of the course, a student should be able to:

    a. Demonstrate an understanding of the literary histories, terms, and genres particular to individual courses;

    b. Employ a writing process that involves prewriting, planning, multiple drafting, conferring (including giving and responding to constructive commentary), revising, and editing/proofreading;

    c. Produce a substantial body of successful writing under scheduled, controlled conditions;

    d. Develop an argument with a thesis or controlling idea, using appropriate language and rhetorical patterns and accurate, relevant, specific, and sufficient supporting material for its audience and purpose;

    e. Compose unified, coherent paragraphs, including effective introductions and conclusions, and transitions between and within paragraphs;

    f. Produce clear, cohesive, and effective writing that analyzes literature;

    g. Successfully deploy summary and analysis in an argumentative framework;

    h. Develop and argue, in an academic essay format, a coherent analysis of a literary text using literary devices and language appropriate to genre;

    i. Select, integrate, cite and explain primary textual evidence that effectively supports the argument;

    j. Integrate, cite, and demonstrate comprehension of relevant secondary sources;

    k. Format essays using a recognized style guide, such as *MLA*;

    l. Use ethically appropriate language.

3.   **Discussion**: At the end of the course, a student should be able to

   a.   Demonstrate an ability to discuss and analyze literature in a shared setting, such as in class or online;

   b.   Engage respectfully with different interpretations; and

   c.   Assess validity of a given interpretation.

4.   **Research Skills**: At the end of the course, a student should be able to

   a.   Find and evaluate secondary material, which may include print, electronic, and oral;

   b.   Fully integrate secondary material (including quotations, paraphrase, and summary) purposefully and effectively, providing suitable authority and context; and

   c.   Document sources fully and ethically according to the current *MLA* documentation system.

C.   Aims for Second-Year <u>Genre-based</u> Courses

1.   **Reading and Analysis:** *At the end of the course, a student should be able to*

   a.   Identify and analyze genres and forms;

   b.   Distinguish between fact and opinion;

   c.   Analyze persuasive strategies used in effective arguments; and

   d.   Engage critically with ideas by raising questions, examining evidence, evaluating arguments, and, if appropriate, formulating counter-arguments.

2.   **Writing About Literature**: *At the end of the course, a student should be able to:*

   a.   Analyze academic and other types of writing in terms of rhetorical purpose, audience, occasion, content, context, genre, pattern of development, and stylistic features;

   b.   Recognize the difference between summary, description, analysis, and the presentation, confirmation, and refutation of an argument;

   c.   Approach challenging texts by using a variety of reading and analytical strategies;

   d.   Become aware that writing in different academic disciplines may and often does differ in genre, structure, organization, and appropriate style;

   e.   Learn to follow a model and/or set of guidelines for writing;

   f.   Become aware of and reasonably adept in working within the limits of standard academic English grammar (where appropriate);

g. Understand and follow procedures for acknowledging the source of and reliance upon research resource materials;

h. Write clear and persuasive critical essays;

i. Determine the purpose of and audience for a piece of writing;

j. Use writing as a means of learning;

k. Develop flexible, reflective writing processes appropriate for different writing situations;

l. Thoughtfully critique one's own writing and that of others; and

m. Revise as a means of clarifying one's own writing and deepening one's own learning.

3. **Discussion:** *At the end of the course, a student should be able to* apply a solid understanding of literary history and the relationship of writing to wider historical contexts.

4. **Research Skills**: At the end of the course, a student should be able to

a. Apply basic literary research skills;

b. Develop an argument in relation and in response to a scholarly conversation;

c. Develop meaningful topics and research questions;

d. Identify, evaluate, and effectively apply appropriate research resource materials, which may include print, electronic, and oral sources; and

e. Incorporate and acknowledge ideas and language from written documents (whether primary sources, secondary sources, or reference works) into a piece of writing, according to accepted academic practices.

Learning Outcomes: By the end of the second year, students studying English will be able to do the following:

A. **Engagement with texts**
   a. Identify the formal features that distinguish various literary genres
   b. Describe some of the ways the text is rooted in, and responds to, the historical moment of its production
   c. Develop skills in close reading and literary analysis

B. **Engagement with published scholarship**
   a. Respond to critical theory and engage with the major questions of the field
   b. Demonstrate knowledge of significant methodologies and critical theories used within English Literary Studies and core competence
   c. Interpret, evaluate, respond critically to scholarly writing about the texts
   d. Apply relevant scholarship to the interpretation of literary texts

C. **Application**
   a. Demonstrate in discussion and writing knowledge of significant methodologies and critical theories used within literary studies
   b. Balancing published scholarship and close reading to propose interpretations of literary texts
   c. Communicate effectively about literary texts and scholarship in a variety of formats, including class discussions, critiques, literature reviews, proposals, term papers, and exams.

Generally, **second-year courses** are designed to
   • Add depth to a student's understanding of the situated nature of literary texts;
   • Introduce studies in a literary period;
   • Provide in-depth historical context to a literary period; and
   • Create an awareness of theoretical perspectives on literature.

Generally, **second-year courses** should enable students to
   • Use disciplinary conventions to read, interpret, and write about literary texts;
   • Identify major themes and authors of specific literary periods;
   • Recognize the key conventions of a given literary period;
   • Recognize the evolution of genres and themes within a literary period;
   • Sustain a written argument of at least 1,750 words on a literary text;
   • Make connections among several texts in a given period; and
   • Read and comment on a critical or scholarly essay on a work of literature.

In principle, this means that courses, which, in the judgment of the receiving institution, meet these agreed-upon aims, would receive one of two province-wide designations (English 2nd Writing or English 2nd Literature or English 2nd Genre, for example). In practice, receiving institutions will continue to examine individual course outlines to designate any specific course equivalency that might be appropriate in addition to the designation already received. Course equivalency would continue to be determined largely by content similarities.