



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, November 6, 2024

1:30 PM – 3:30 PM

MS Teams

AGENDA

1. **CALL TO ORDER** — G. Balfour
 - a. Territorial Acknowledgment
 - b. Welcome new PCOL member: Kaitlyn Diamond (student)

Page 1 2. **ADOPTION OF AGENDA**

Page 3 3. **APPROVAL OF MINUTES**

- a. Minutes of April 24, 2024

4. **REPORT OF OFFICERS**
 - a. Provost and Vice-President Academic (Information) — Gillian Balfour

5. **BUSINESS**
 - a. TRUly Flexible (Information) — Gillian Balfour

6. **OPEN LEARNING PROGRAMS/COURSES**
 - a. PCOL Report (Information) – Paul Martin

- b. Report to PCOL from the Educational Programs Committee (For Decision) —
Robert Chambers
 - i. ENGL 1101

7. NEXT MEETING DATE

- a. The next PCOL meeting is scheduled to be held on April 23, 2025,
1:30-3:30pm, by Teams.

8. TERMINATION OF MEETING



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, April 24, 2024

1:30 PM – 3:30 PM

MS Teams

MINUTES

Present:

Gillian Balfour (Chair), Katia Dilkina, Titi Kunkel, Brian Lamb, Michelle Lamberson, Julie Longo, John Sparks, Amy Tucker

Absent:

Greg Anderson, Yasmin Dean, Md Navedul Islam, Maureen Wideman

Executive and Others Present:

Paul Martin (Director, Curriculum Development and Delivery, Open Learning), Charlene Myers (Manager, University Governance)

1. CALL TO ORDER

G. Balfour, chair of the Planning Council for Open Learning, called the meeting to order at 1:34 p.m.

a. Territorial Acknowledgment

G. Balfour delivered the territorial acknowledgment.

2. ADOPTION OF AGENDA

G. Balfour asked B. Lamb if he could give an update on discussions with the provincial government, under her report, to which he agreed.

*On motion duly made and adopted, it was **RESOLVED** that the agenda for the PCOL meeting of April 24, 2024 be adopted as circulated.*

3. APPROVAL OF MINUTES

- a. Minutes of January 17, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the PCOL meeting of January 17, 2024 be approved as circulated.*

4. REPORTS OF OFFICERS

- a. Provost and Vice-President Academic

G. Balfour delivered her report, speaking about two matters, namely a 5-year budgeting strategy and program review changes to be introduced by the ministry's Degree Quality Assessment Board. Discussion ensued.

At the request of G. Balfour, B. Lamb updated the group on the provincial government's digital learning strategy. Discussion ensued.

5. OPEN LEARNING REPORT TO PCOL

- a. Open Learning Update

P. Martin provided an update from Open Learning, including information presented at the recent Open Learning Faculty Member (OLFM) workshop, the flexible learning initiative, and enrolment numbers. Questions and answers ensued.

6. BUSINESS

- a. TRUly Flexible Delivery glossary

G. Balfour and P. Martin presented and led a discussion on the glossary that was circulated with the agenda package, noting that it had been approved by senate and that the next step was to implement it.

7. OPEN LEARNING PROGRAMS/COURSES

- a. PCOL Report

P. Martin reported there were no programs or courses coming forward from Open Learning for this meeting.

8. NEXT MEETING DATE

- a. The next PCOL meeting is scheduled to be held on November 6, 2024, 1:30-3:30pm, by Teams.

9. TERMINATION OF MEETING

As there were no further agenda items, the meeting terminated at 2:52 p.m.

Previous Report

Course Outline

English & Modern Languages

Faculty of Arts

ENGL 1101 - **3.00** - Academic

~~Introduction to University Writing (Inactive)~~

Rationale

To bring the calendar description and the learning outcomes into alignment with ENGL 1100

Calendar Description

Students explore the practices of reading and writing in scholarly contexts by investigating a chosen topic or issue. Students read, critically analyze, and synthesize information and ideas found in appropriate secondary sources and coming from a variety of disciplinary backgrounds. They also develop their abilities to communicate knowledge by composing in the genres and sub-genres of scholarly writing, including the incorporation of research and documentation while using a clear, persuasive, grammatically-correct style.

Credits/Hours

Course Has Variable Hours: No

Credits: 3.00

Lecture Hours: 0

Seminar Hours: 0

Lab Hours: 0

Other Hours: 0

Clarify:

Total Hours: 0

Delivery Methods: (Distance Learning)

Impact on Courses/Programs/Departments: none

Repeat Types: A - Once for credit (default)

Grading Methods: (S - Academic, Career Tech, UPrep)

Educational Objectives/Outcomes

1. Perform close critical readings, demonstrating comprehension of course texts.
2. Identify the rhetorical characteristics of scholarly writing.
3. Investigate a topic, using various research methods to identify secondary sources.
4. Assess, organize, and synthesize secondary sources, composing in the sub-genres of scholarly writing, e.g. summary, critical summary, research proposal.
5. Critically reflect on and articulate the complexities of a problem, underlying assumptions, and biases.
6. Compose analytical essays, using an articulate thesis, scholarly argument, and academic citations.

7. Write with proficiency at a university-level, grammatical style.
8. This course meets the Communication criteria. See attached foci tool demonstrating the match.

Prerequisites

Co-Requisites

Recommended Requisites

~~English Studies 12/English First Peoples 12 with a minimum of 73% or equivalent~~

Exclusion Requisites

SFU ENGL 1999
~~ENGL 1100-Introduction to University Writing (Inactive)~~

Texts/Materials

Other

1. **Required** Computer with Internet is required for web-based version of this course. Refer to the TRU-OL website.
2. **Required** - All the learning materials for ENGL 1101 are provided to students. There is no need to purchase a textbook for this course.

Student Evaluation

The Course grade is based on the following course evaluations.

Summary (15.00%) Annotated Bibliography (15.00%) Critical Comparison (20.00%) Synthesis Essay (20.00%) Final Exam (30.00%)

Course Topics

Overview:

English 1101 introduces students to the practices of reading and writing in scholarly contexts. Focusing specifically on research genres, it addresses the conditions students encounter as readers at university, and the expectations they must meet as writers at university. Students should be prepared to read rigorous research articles from a variety of disciplines and to concentrate on developing their own ability to compose scholarly argument. Students will have the opportunity to develop their writing skills through a range of assignments and exercises that provide them with practice in academic writing.

ENGL 1101 - the online version of this course - aligns with the above overview for ENGL 1100, and, for consistent online delivery, will categorize topics into units and learning modules, according to the following structure:

Unit 1:

Critical Reading: develops skills in critical reading, annotation and summary; (e.g) developing reverse outlines of articles and arguments.

Writing Process: developing a process to move from the goal of writing to an effective written document; consideration of audience, goal and strategies for organization.

Unit 2:

Critical Thinking: move from one article on an idea to two, or three; begin to understand idea of academic conversation and taking a position within that conversation; developing a comparison argument.

Writing Effective Paragraphs and Sentences: structure and features of effective paragraphs; strategies for fixing common errors and stylistic weaknesses.

Unit 3:

Research: developing a research question; finding and evaluating sources; organizing multiple sources into categories.

Incorporating Research into Writing: using sources - quotations and paraphrase; documentation styles.

Unit 4:

Synthesis: skills in developing coherent synthesis; patterns of organization; developing details, evidence and support; balancing and evaluating information.

Editing Strategies: develop a core editing process.

Methods for Prior Learning Assessment and Recognition

As per TRU Policy

Last Action Taken

Implement by Submission Preview Subcommittee Chair Shelley Church

Current Date: 21-Oct-24

Current Report

Course Outline

English & Modern Languages
[Literatures, Languages, and Performing Arts](#)

Faculty of Arts

ENGL 1101 - **3.00** - Academic

[Introduction to University Writing](#)

Rationale

[To bring the prerequisites for this course into alignment with ENGL 1100](#)

Calendar Description

Students explore the practices of reading and writing in scholarly contexts by investigating a chosen topic or issue. Students read, critically analyze, and synthesize information and ideas found in appropriate secondary sources and coming from a variety of disciplinary backgrounds. They also develop their abilities to communicate knowledge by composing in the genres and sub-genres of scholarly writing, including the incorporation of research and documentation while using a clear, persuasive, grammatically-correct style.

Credits/Hours

Course Has Variable Hours: No

Credits: 3.00

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Seminar Hours: 0

Lab Hours: 0

Other Hours: 0

Clarify:

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Delivery Methods: (Distance Learning)

Impact on Courses/Programs/Departments: none

Repeat Types: A - Once for credit (default)

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1. Perform close critical readings, demonstrating comprehension of course texts.
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Recommended Requisites

Exclusion Requisites

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[ENGL 1100-Introduction to University Writing](#)

Texts/Materials

Other

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The Course grade is based on the following course evaluations.

Summary (15.00%) Annotated Bibliography (15.00%) Critical Comparison (20.00%) Synthesis Essay (20.00%) Final Exam (30.00%)

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Current Date: 21-Oct-24