English for Academic Purposes
EFL 091 Composition Level 1

Course Description

This course introduces basic sentence structure and writing paragraphs. Emphasis is placed on word order, verb tense-aspect system, auxiliaries, word forms, and simple organization and basic transitions in writing paragraphs. Upon completion, students should be able to demonstrate a basic understanding of grammar and ability to write English paragraphs using appropriate vocabulary, organization, and transitions.

This is a hybrid class; therefore, online assignments will be given in the equivalency of 1-2 hours per week.

Required Materials

All materials will be linked to Canvas. At times you will be required to print the documents, assignments, and reading material from Canvas. You will need to have access to a printer, or you will need to plan to leave enough time in your schedule to print at one of the student computer labs on campus. Visit computer lab schedule webpage for more information.

Course Goals

- Students will begin to demonstrate pre-writing, writing, revising, and proofreading and editing skills of different types of essays in Standard U.S. English.
- Students will learn paragraph structure of Standard U.S. English in order to write short essays.
- Students will write, proofread and edit drafts to identify and correct errors in grammar, mechanics, and spelling to reflect Standard U.S. English.
- Students will use appropriate MLA format (margins, font, etc.) for presentation of documents and gain understanding of citations and references.
- Students will begin to model how to integrate reliable sources in written work and discussions.
- Students will use appropriate technology to compose and print documents.
- Students will give comprehensible presentations based on writing assignments.

Course Objectives

Learning through course content activities will focus on the following areas:

1) Content Knowledge and Vocabulary

    a) Student-centered classrooms

    b) Plagiarism and academic integrity

    c) Metacognition

    d) Essay strategies

2) Essay Writing Strategies

a) Employ a variety of pre-writing strategies, such as brainstorming, free writing, and/or outlining supporting points according to various methods of organization

b) Introduce strategies to establish a clear main idea in paragraphs and essays

c) Identify the overall and internal organization of paragraphs and academic essays

d) Write effective introduction paragraphs with thesis statements

e) Write coherent body paragraphs with topic sentences that connect to an idea from the thesis statement

f) Analyze the function of supporting details in paragraphs to explain the topic sentence

g) Write a concluding paragraph, restating the thesis statements, summarizing the main ideas and including a concluding statement

h) Use common transitions

3) Genre-specific Writing Strategies

a) Write an autobiography

b) Write a compare/contrast essay

c) Write a process essay

d) Write a visual analysis essay

e) Write a division and classification essay

4) Editing Strategies

a) Identify and edit common syntactical errors in one's own work and in other editing tasks

b) Use appropriate American English sentence structure and syntax to convey meaning

c) Strategies for sentence combining and expansion

d) Think critically to analyze grammar in use and understand the reason it was used

5) Syntax

a) Transitions

b) Sentence combinations

c) Relative clauses

d) Capitalization and punctuation

e) Verb tense system

f) Word order

g) Subject-verb agreement

6) Presentation strategies

a) Evaluate own presentation in the form of a self-analysis

b) Explain one chosen topic related to syntax in the form of a mini teaching project

7) Discussion strategies

a) Present information in collaboration with peers that begins to show analysis of reliable sources.
b) Present information in collaboration with peers that begins to make connections.

Student Learning Outcomes

By the end of the course, students will be able to:

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Content Knowledge and Vocabulary	Demonstrate knowledge of general essay and paragraph structure.	In-class activities Online/homework assignments Quizzes Mini-Teach Project	80% or higher according to the assignment rubric or quiz score.
Rhetorical Thought Patterns	Demonstrate the ability to analyze visual stimulus, describe a process, compare-contrast ideas, and organize ideas in written discourse.	In-class activities Online/homework assignments Quizzes Mini-Teach Project	80% or higher according to the assignment rubric or quiz score.
Reading	Describe different essay genres through reading materials for application in writing assignments	In-class activities Online/homework assignments Quizzes Writing assignments	80% or higher according to the assignment rubric or quiz score.
Writing	Demonstrate the knowledge of the various strategies for academic writing, drawing on personal experiences and other sources.	In-class activities Online/homework Assignments Mini-Teach Project	80% or higher according to the assignment rubric.
Writing	Demonstrate the ability to use pre-writing, simple organization, and basic transitions in writing paragraphs and essays.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.
Writing	Formulate an effective thesis statement and concluding paragraph.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.
Writing	Compose, inspect, peer-review, evaluate and revise an autobiography, a compare-contrast essay, a process essay, a division and classification essay, and a visual analysis essay. All written assignments are 1-2 pages long.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.
Grammar	Employ proper word order, the verb tense-aspect system, auxiliaries, subject-word agreement, relative clauses, and capitalization and punctuation.	In-class activities Online/homework Assignments Quizzes	80% or higher according to the assignment rubric or quiz score.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Editing	Inspect written work by checking for errors in forming complete sentences, subject-verb agreement, appropriate punctuation and capitalization, and using transitions.	In-class activities Online/homework assignments Quizzes Mini-Teach Project	80% or higher according to the assignment rubric or quiz score.
Editing	Employ flexible strategies for revising, editing, and proof-reading.	In-class activities Online/homework assignments Quizzes Mini-Teach Project	80% or higher according to the assignment rubric or quiz score.
Listening	Analyze informational passages and lectures to acquire information about academic writing and syntax, take notes, and identify the main idea, important details and key vocabulary.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.
Speaking	Discuss materials in conversations related to class work with others	In-class activities	80% or higher according to the assignment rubric.
Discussion Skills	Employ discussion strategies in student-centered activities, such as Harkness, Fishbowl, Round Robin, Round table, small groups, pairs, debates, panels, and Town Hall meetings to facilitate conversations and interactions.	In-class activities	80% or higher according to the assignment rubric.
Presentation skills	Organize and formulate ideas orally, speaking for 10-20 minutes to demonstrate the ability to explain and use one chosen topic related to syntax.	Mini-Teach Project	80% or higher according to the assignment rubric.
Presentation skills	Evaluate on own presentation.	Mini-Teach Project	80% or higher according to the assignment rubric.
Syntax	Analyze and accurately use course-specific syntax.	In-class activities Online/homework assignments Quizzes Projects	80% or higher according to the assignment rubric or quiz score.
Academic Success	Demonstrate an understanding of basic principles for integrating source materials into writing using the MLA formatting guide.	Online/homework Assignments Projects	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Academic Success	Use technology skills to: navigate Canvas in order to access reading materials, view class information, schedules, assignment instructions, and feedback; create reflection and discussion forum posts on Canvas; download/upload class materials on Canvas; create presentations; use Google Docs and Slides to create documents individually and collaboratively and then convert the documents to Microsoft Word and PowerPoint for submission to Canvas.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.

Course Assessments

Attendance Policy

The EAP program has established an attendance policy that requires students to attend 85% of the scheduled synchronous class meetings. The student-centered approach to language skills development requires active participation in class; therefore, excellent attendance is mandatory. Students who miss more than 15% of the class may receive an R grade for the course, meaning they will not be able to progress to the next level and will have to repeat that course.

Grading Policy

*According to the Durham Tech policy, students may not repeat a course more than three times. In the EAP program, if a student has to take the course a third time, before a student begins the course, they must meet with the director of the EAP program. During this meeting, the student will have to complete a Course Repeat Agreement form that has specific requirements to fulfill as part of the third attempt. If the student is unsuccessful in their third attempt, they will have to withdraw from the college because they will not be able to progress. If a student is attending Durham Tech on a student visa (F1), then that student will lose their visa status based on federal requirements.

90 – 100   A
80 – 89   B
79 or below   R (Repeat)*
Withdrew   W*

Evaluation of Performance

Assignments	Weight
Online/homework assignments and in-class activities	30%
Journal Entry	20%
Writing Assignments/ Essays	30%
Quizzes	10%
Mini-Teaching Project	10%

Students must pass the course with an average grade of 80% or higher to be promoted to the next level.

Assignment Explanations

In-class activities and online/homework assignments (i.e. group discussions, in-class presentations, and discussion forums) - Students are evaluated using a variety of activities conducted in-class, online, and for homework. There are occasional short quizzes provided online and/or in-class. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short in-class group presentations, students share connections and ideas made between class readings and outside research. The length of short in-class group presentations are 3-8 minutes. The Discussion Forum is an online conversational tool where students respond to prompts and converse with other classmates on Canvas. The initial discussion forum post minimum word count is 50-75 words. The two required responses to classmates have a minimum word count of 50 words. Students are assessed for all in-class activities, online/homework assignments using specified rubrics linked to the course Canvas site.

Writing Journal - Students create journal entries as their online writing journals. They may be asked to reflect on something that they have read wherein they need to indicate what reading assignment they are referring to by referencing the title of the article and the author (if known). They may also be asked to reflect on their writing process as they complete writing assignments or reflect on writing assignments after the final product is turned in. They will have one-two journal entries per week. The length of the entry should be between 50-75 words. It will be graded based on the rubric that is provided with the assignment.

Writing Assignments - Throughout the course students will write, review, peer-review, revise and edit an autobiography, a compare-contrast essay, a process essay, and a visual analysis essay. They will be graded based on the provided rubrics. The length of all written assignments are 1-2 pages long followed by a Works Cited page. Students are assessed using specific writing assignment rubrics.

Quizzes - There are multiple short quizzes provided online and in-class. The length of time dedicated to quizzes are between 10-20 minutes. A variety of question types are used such as True/False, Multiple Choice, Fill-in-the-blank, and Matching.

Mini-Teaching Project - For this project students create a presentation that relates to syntax. They will choose a topic, research, create a lesson and a syntactical exercise for the class. They will be the expert on this concept and help the class master it. They are free to create the lesson in the style that they choose. The presentation lasts between 10-20 minutes. Students are assessed using a project assignment rubric.