

English For Academic Purposes

EFL 092 – Composition II

Course Description

This course provides preparation in low-intermediate academic and general- purpose writing. Emphasis is placed on writing as a process, paragraph organization and academic paragraph form. Upon completion, students should be able to write and independently edit and understand the major elements of writing sentences, paragraphs, and essays.

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

1. Students will model pre-writing, writing, revising, and proofreading and editing skills of different types of essays in Standard U.S. English.
2. Students will be able to validate the reliability of sources for use in supporting claims and arguments in academic writing.
3. Students will model MLA formatted essays with citations and references.
4. Students will be able to compose thesis statements that make original claims or arguments.
5. Students will support arguments and claims through the use of analysis and reason in written work and discussions.
6. Students will integrate reliable sources in written work and discussions that support original claims or arguments.
7. Students will use appropriate technology to compose and print documents.
8. Students will produce essays using simple transitional phrases and/or words, and other basic U.S. English syntactical components.

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) The writing process
- e) Cyberspace and identity
- f) Current events
- g) Successful language learning
- h) Dumpster diving
- i) MLA citations and formatting
- j) On-demand writing strategies

2) Essay Writing Strategies

- a) Review of prewriting, drafting, revising, editing.
- b) Apply the overall internal organizations of essays: introduction, body, conclusion.
- c) Introduce analytical thesis statements that make a claim based on outside sources and opinions.
- d) Use standard formatting as it relates to references, in-text citations, margins, spacing, and font.
- e) Use transitions to combine sentences to make connections, comparisons, and contrast among ideas.

3) Genre-specific writing strategies

- a) Write a Rhetorical Précis
- b) Write a compare/contrast essay
- c) Write a problem/solution essay
- d) Write an On-Demand essay

4) Editing Strategies

- a) Revise essays based on instructor feedback.
- b) Understand common marks, corrections, and symbols in teacher feedback.
- c) Know strategies for improving self-editing.
- d) Give constructive feedback to peers to improve writing.
- e) Apply feedback from peers, teachers, and self-reflection in order to improve final essays.

5) Syntax

- a) Transitions
- b) Sentence combinations
- c) Relative clauses
- d) Capitalization
- e) Punctuation
- f) Verb tense system
- g) Word order
- h) Subject-verb agreement
- i) Articles

j) Pluralization

6) Discussion Strategies

- a) Present information in collaboration with peers that shows analysis and the ability to make connections among reliable sources.
- b) Present an argument with supporting evidence following the protocol of debate strategies.

7) Presentation Strategies

- a) Present material in academically organized manner (introduction, details, conclusion)
- b) Learn to apply feedback in order to improve presentation skills.

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 understanding of basic essay structure, (on-demand) writing strategies, MLA citations and formatting, and introduction to writing terms and techniques.	In-class activities Online/homework assignments Tests/Quizzes Essays	80% or higher according to the assignment rubric or test score.
Content Knowledge and Vocabulary	Practice employing course content and vocabulary into various activities, such as discussions and writing.	In-class activities Online/homework assignments Tests/Quizzes Essays	80% or higher according to the assignment rubric or test score.
Reading	Interpret different essay genres through reading materials for application in writing assignments	In-class activities Online/homework assignments Tests/Quizzes Essays	80% or higher according to the assignment rubric or test score.
Writing	Demonstrate the steps of the writing process to write three, 2-page essays, following a multiple draft and editing process for the following genres: A Rhetorical Précis, a compare/contrast essay, and a problem/solution essay.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Writing	Construct effective thesis statements that make an original claim or argument.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Grammar	Demonstrate the ability to use proper word order, transitions, sentence combinations, the verb tense-aspect system, subject-word agreement, relative clauses, pluralization, articles, 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	Demonstrate editing strategies through the application of peer and instructor feedback in order to improve writing through multi-drafting processes.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Listening	Apply and respond to information presented by peers as it relates to content, writing strategies, and feedback.	In-class activities	80% or higher according to the assignment rubric.
Speaking	Use academic vocabulary related to the writing process and genre-based essays to describe and explain these concepts.	In-class activities	80% or higher according to the assignment rubric.
Discussion Skills	Practice arguments and claims through the use analysis and reason through discussions.	In-class activities	80% or higher according to the assignment rubric.
Presentation skills	Prepare and participate in small group in-class presentations, including a debate, following professional and academic protocol.	In-class activities	80% or higher according to the assignment rubric.
Rhetorical Thought Patterns	Employ reliable sources in written work and discussions, showing emerging understanding of how to combine the source work with independent ideas to support original claims or arguments.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Rhetorical Thought Patterns	Evaluate the reliability of sources for use in supporting claims and arguments in academic writing.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Syntax	Compose three 2-page essays using simple transitional phrases and/or words, correct verb tense, article placement, pluralization, subject/verb conjugation, capitalization, sentence word order, and other basic U.S. English syntactical components.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Academic Success	Construct MLA formatted essays with emerging understanding of Works Cited pages and in-text citations.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Academic Success	Use the learned the learned 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
Homework, in-class assignments, and quizzes	45%
Journal Entry	10%
Rhetorical Précis	10%
Compare and Contrast Essay	15%
Problem-Solution Essay	20%

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

Assignments Explanation

Homework, In-class, and Online 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 several short quizzes provided online and/or in-class. In group discussions and a debate, 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 8-10 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 150-200 words. The two required responses to classmates have a minimum word count of 75 words. At the end of the term, students will also participate in an in-class writing assessment for the practice of writing On-Demand essays. Students are assessed for all in-class activities, online/homework assignments using specified rubrics linked to the course Canvas site.

Writing Journal – Students keep a writing journal as a means of self-reflection through their learning process. These journals will be written either as an online journal entry on Canvas or in a journal entry notebook that needs to be brought to every class. Students will be asked to reflect on something that they have read wherein they need to indicate what reading assignment that they are referring to by referencing the title of the article and the author (if known). They will 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 two journal entries per week. Each entry will be worth 100 points. It will be graded based on the rubric. The length of the entry should be between 150-200 words. It will be graded based on the writing journal rubric.

Essay #1 – Rhetorical Précis – After reading the assigned article, students will complete the Rhetorical Précis. This précis is a highly structured four-sentence paragraph that records the essential rhetorical elements in any spoken or written discourse. The précis includes the name of the speaker/writer(s), the context or situation in which the text is delivered, the major assertion, the mode of development for or support of the main idea, the stated and/or apparent purpose of the text, and the relationship between the speaker/writer(s) and the audience. Students will follow the template for the first part of the essay, and then as a concluding piece, offer their opinion and reflection on the content of the article. This assignment will be between 1-2 pages flowed by a Works Cited page. It will be graded based on the writing assignment rubric.

Essay #2 – Compare and Contrast – After reading the assigned article that is of the compare/contrast genre, students will begin the process of writing their own compare and contrast essay with the choice of three topics that follows the process approach of pre-writing, peer review, revising, editing, and producing the final draft. Students will use their own knowledge of the subject matter and the article that they read and are not required to conduct outside research for this essay. This assignment will be between 2-3 pages followed by a Works Cited page. It will be graded based on the essay rubric.

Essay #3 – Problem/Solution – Students will write a three-page essay that will define a problem, discuss why a solution is needed, propose two-three solutions, acknowledge the other side of the issue with consensus or refutation, and incorporate two-three academic sources. Students will use a multi-step process to complete the essay that will involve a debate, each step of the writing process, peer review, reflection, and production of the final essay. It will be graded based on the essay rubric. This will be a 3 page essay followed by a Works Cited page.