English for Academic Purposes Composition IV – EFL 094

Course Description

This course prepares low-advanced non-native speakers of English to determine the purpose of their writing and to write paragraphs and essays to fulfill that purpose. Emphasis is placed on unity, coherence, completeness, audience, the writing process, and the grammatical forms and punctuation appropriate for each kind of writing. Upon completion, students should be able to write unified, coherent, and complete paragraphs and essays which are grammatical and appropriate for the intended audience.

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

This course has been approved and will count as a globally intensive course. Successful completion of this course will meet partial fulfillment of the 15 credit hours needed for Global Distinction.

Required Materials

Course materials will be accessible through the learning management system, Sakai. All students should know their Durham Tech student username and password in order to access the readings and online assignments. All assignments will be uploaded and posted through Sakai.

A monlingual English dictionary (book or phone/computer app) is recommended.

Learning Outcomes

At the completion of the course, the students should be able to do the following:

- Employ the steps of prewriting, planning, writing, revising, and editing in creating college-level written assignments, showing proficiency at 80% or higher, according to assignment rubric.
- Compose college-level essays (four essay compositions, three-four pages each) organized with focus on unity, coherence, and completeness, showing proficiency at 80% or higher, according to assignment rubric.
- Use sentence variety and transitions in all writing assignments, showing proficiency at 80% or higher in college-level written assignments and objective tests.
- Demonstrate knowledge of college-level academic grammar and mechanics on objective tests, showing proficiency at 80% or higher.
- Apply college-level academic grammar and mechanics standards to written assignments, showing proficiency at 80% or higher according to the assignment rubric.
- Metacognitively identify the purpose and the audience for college-level written assignments and write accordingly, showing proficiency at 80% or higher according to assignment rubric

Course Goals

- Students will be able to employ the steps of prewriting, planning, composing, revising, and editing in creating college-level written assignments in Standard Academic U.S. English.
- Students will be able to engage in independent learning and self-evaluation using metacognition.
- Students will produce MLA and APA formatted documents with citations and references as required.
- Students will be able to write college-level genre-specific essays organized with focus on unity, coherence, and completeness.
- Students will be able to analyze and synthesize reading material in comprehensive and cohesive essays and short writing assignments in order to make connections among reliable sources.
- Students will use appropriate technology to compose and print documents.
- Students will be able to use college-level academic grammar, sentence variety, transitions, and mechanics.

Course Objectives

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

1) Content knowledge and vocabulary
   a) Plagiarism and academic integrity
   b) Student-centered learning activities and teaching methods
   c) Writing process review
   d) Metacognition
   e) Global (non-US) historical focus for compare/contrast writing
   f) Sweatshops in Asia for persuasive writing
   g) Technology for cause/effect writing
   h) Syntax content and terms
   i) English-only movement for argumentative writing
   j) Global (non-US) topics for argumentative essay
   k) Annotated bibliography
   l) On-demand writing/essay exam

2) Essay Writing Strategies
   a) Set a purpose for writing based on the prompt.
   b) Apply the writing process.
      i) Pre-writing strategies for academic essays.
      ii) Drafting to convert ideas into sentences and paragraphs.
      iii) Revising to make improvements.
      iv) Editing to check for syntax and mechanics.
      v) Publishing including peer review.
   c) Use organizational conventions of different essay genres: compare/contrast analysis, cause and effect, rhetorical analysis, and argumentative.
   d) Incorporate supporting details found in academic research, interviews, and/or anecdotes by use of quotes, paraphrases, and references.
   e) Follow 8th edition MLA formatting guidelines and 6th edition APA formatting guidelines.
   f) Include content-based academic and professional language.
3) Genre-Specific Writing Strategies
   a) Compare and Contrast Analysis Essay

b) Rhetorical Analysis Essay
c) Cause and Effect Analysis Essay
d) Argumentative Essay

4) Editing Strategies
a) Revise for ideas, organization, voice, word choice, and sentence fluency.
b) Revise for syntax.
c) Provide and respond to peer feedback during the revision process.
d) Reflect on peer and instructor feedback and own writing performance.

5) Syntax
a) Sentence combinations
b) Relative clauses
c) Capitalization
d) Punctuation
e) Word order
f) Transitional language
g) Quotations
h) Prepositions
i) Articles
j) Modals
k) Pluralization
l) Sentence Structure
m) Reporting verbs
n) Comma splices, run-ons and fragments
o) Comma usage
p) Subject-verb agreement
q) Pronoun references
r) Pronoun-antecedent agreement
s) Dangling and misplaced modifiers
t) Parallelism
u) Weak nouns and verbs
v) Shifts in verb tense, mood, and voice
w) Wordiness
x) Sentence Variety

6) Written response strategies to assigned texts or research.
a) Summarize texts.
b) Synthesize research to form arguments.
c) Formulate original arguments (thesis statements) as evidence-based responses to texts.
d) Critically analyze texts using additional resources to make connections among assigned reading materials.
e) Critically analyze texts conducting individual and group research using library and online resources in order to make connections among a variety of sources.
f) Create essays in MLA and/or APA formatting.

7) Research strategies for written assignments.
a) Choose credible, reliable, and authentic sources.

b) Use Durham Tech's library research databases to conduct research.
c) Focus research by using key words and synonyms, dates of publication, and other filters relevant to the topic choice.

8) Discussion strategies
a) Collaborate in a safe and supportive learning environment for discussion.
b) Participate in and lead different discussion formats (pair work, small groups, and whole class) and activities (Harkness, Fishbowl, Panel, Round Table, Round Robin, Debate, etc.) in which to share ideas, make connections to class or research texts, evaluate grammar and syntax-based work, and analyze content.
c) Apply strategies and feedback in order to improve discussion and speaking skills.

9) Presentation strategies
a) Formulate short presentations in groups to present reading assignment or researched information to the class.
b) Evaluate 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	Apply college-level writing terms and academic vocabulary in written online assignments.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Reading	Apply writing techniques presented in reading materials in written assignments.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Reading	Construct academic responses to scholarly articles and college-level texts by determining validity of author thesis and forming arguments that support or thwart the information presented.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Writing	Plan organized and coherent written responses for a variety of essay genres by free writing, drafting, and using outlines.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Writing	Compose original, organized evidence-based arguments for a variety of essay genres by synthesizing and making connections in order to express arguments, opinions, and reflections through summary, paraphrasing, and integrating quotations. Essays are 3-6 pages long depending on essay type.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Writing	Prepare structured and supported written responses to support thesis statements for a variety of essay genres.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Editing	Apply feedback from peers and instructor as it applies to Standard Academic English syntax and mechanics, and organization.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Listening	Analyze content in short videos and instructor/peer discussion to apply in quizzes, written assignments, discussions, and presentations.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Speaking	Formulate ideas and analysis based on reading and listening assignments by incorporating Standard Academic English syntax, inflection, pronunciation, and intonation and including content-based vocabulary.	Participation activities and Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Discussion Skills	Assess content-based vocabulary, in both large and small group settings, in order to demonstrate an ability to make connections and show comprehension of assigned reading material of up to 50 pages.	Participation activities and Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Presentation skills	Devise short 5-10 minute small group and pair presentations using a variety of presentation skills: producing a visual presentation incorporating content-based vocabulary, main ideas, Standard Academic English, and citations; using appropriate body language and emotion to engage the audience; make connections between reading materials and outside research.	Participation activities and Online assignments	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Rhetorical Thought Patterns	Evaluate credibility of and interpret the information presented in college-level academic texts; form opinions from information presented in reading materials and argue support or dissent of the thesis; defend opinions by providing research-based evidence; and formulate organized responses to college-level academic texts through written assignments and oral discussions.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Evaluate writing performance throughout the semester by reviewing written assignments over the course of the semester using peer and instructor feedback and the writing process.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Syntax	Create coherent and cohesive written work and oral discourse that upholds the rules of Standard Academic English.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Syntax	Apply syntactical knowledge from readings, lectures, and practice to written work and oral discourse that upholds the rules of Standard Academic English.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Use MLA formatting guidelines for the 8th edition and APA formatting guidelines for the 6th edition for integrating source materials to avoid plagiarism.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Value the college's Academic Integrity Policy by interpreting results provided by the fact-checking website Turnitin.com and revising submitted writing assignments to avoid plagiarism.	Online assignments Essays	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Apply learned technology skills to: use Sakai in order to access reading materials, view information, schedules, assignment instructions, and feedback; create reflection and discussion forum posts on Sakai; download/upload class materials on Sakai; 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 Sakai.	Participation activities and Online assignments Writing Journal Essays	Showing proficiency at 80% or higher, according to the rubric.

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.

Course Assessments

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	15%
Journal Entry	10%
Compare and Contrast Essay	15%
Persuasive Essay	15%
Cause and Effect Essay	20%
Argumentative Essay	25%

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

Assignments Explanation

Participation activities, online assignments (i.e. group discussions, presentations, and discussion forums) - Students are evaluated using a variety of activities. There are multiple short quizzes provided online. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short group presentations, students share connections and ideas made between readings and outside research. The length of short group presentations are 10-15 minutes. Reflection posts on Sakai are dedicated for students to share new ideas, summarize research findings, or reflect on assigned readings or their own performance in class. Reflection posts have a minimum word count of 300 words. The Discussion Forum is an online conversational tool where students respond to prompts and converse with other classmates on Sakai. The initial discussion forum post minimum word count is 300 words as well. The two required responses to classmates have a minimum word count of 150 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 participation activities, online assignments using specified rubrics that are linked to the course Sakai site.

Writing Journal Entry – Students have two assigned journal entries to write each week, but students are encouraged to write daily. The purpose is for reflection and writing practice. In journal entries, students can write freely and express ideas without worrying about sentence-level errors. Students may either write in a shared online document/ online journaling or maintain a journal entry notebook that they need to bring to every class. Students are expected to respond thoroughly and thoughtfully to assigned prompts. Each entry is to be about 2 pages in length or at least 300 words in a notebook.

Compare/Contrast Essay: Historical Focus - The purpose of this assignment will be to gain experience writing with a focus on history. The comparative and contrastive analysis of the historical figures or events is the primary focus. The events or people should be historical, meaning the focus is more than 50 years in the past. The historical events/people should not be from the student's own country or from the U.S. Students have assignments to set them up to write the essay as well as multiple drafts with peer and instructor review prior to submitting the final draft. The essay length is usually about between 3-4 pages followed by a Works Cited page.

Persuasive Essay: Rhetorical Analysis – This essay is a rhetorical analysis of the selected essay reading "Two Cheers for Sweatshops" by Nicholas D. Kristoff and Sheryl WuDunn. It requires students to apply critical reading skills in order to analyze the parts of a text according to ethos, logos, and pathos. The essay assignment helps students gain an understanding of how writers construct an argument and use writing strategies to appeal to the three rhetorical modes. Furthermore, it helps students achieve the ability to form an opinion of how well the author(s) use persuasive writing strategies. Students have assignments to set them up to write the essay as well as multiple drafts with peer and instructor review prior to submitting the final draft. The essay length is between usually 3-4 pages followed by a Works Cited page.

Cause & Effect Essay – In this essay, students have the opportunity to choose the topic. The writing assignment requires the writing focus to be on either causes or effects, but not both. Therefore, the student either identifies a causal agent and discusses the consequences of it or identifies the effect and discusses the possible reasons for it. It must follow the proposed organization of an academic cause and effect essay. Students have assignments to set them up to write the essay as well as multiple drafts with peer and instructor review prior to submitting the final draft. The essay length is usually 4-5 pages followed by a Works Cited page.

Argumentative Essay: Global Issues – In this final essay, students express a strong and supported point of view about a selected global issue with evidence. Students complete their writing by following the proposed argumentative paper format (introduction/thesis, supporting reasons, counterargument, and conclusion). This essay is usually 4-6 pages in length and requires extensive research. Students have assignments and online activities to set them up to write the essay as well as multiple drafts with peer and instructor review prior to submitting the final draft.