English for Academic Purposes

– 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.

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.

Goals

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 var(n)-5κc.

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

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.

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.	Participatiol we	

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	

Attendance

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.

Class

Grading

*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)*

8   *   9

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