

English For Academic Purposes

EFL 093- Composition III

Course Description

This course covers intermediate-level academic and general-purpose writing. Emphasis is placed on the writing process, content, organization, and language use in formal academic compositions in differing rhetorical modes. Upon completion, students should be able to effectively use the writing process in a variety of rhetorical modes. The intermediate level is defined as intermediate as it relates to college-level academic English.

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

Required Materials

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

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

Course Goals

1. Students will be able to apply the steps of prewriting, planning, composing, revising, and editing in creating written assignments in Standard Academic U.S. English.
2. Students will be able to arrange academic essays and short writing assignments according to Standard Academic U.S. English organizational structure (introduction, body, and conclusion).
3. Students will produce MLA formatted essays with citations and references, and begin to model APA formatted essays.
4. Students will be able to summarize and synthesize reading material in comprehensive and cohesive essays.
5. Students will be able to integrate reading material in comprehensive and cohesive essays, short writing assignments, and discussions in order to make connections among reliable sources.
6. Students will use appropriate technology to compose and print documents.
7. Students will be able to apply academic grammar and mechanics standards to all written assignments.

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. Email-related terminology and conventions

- d. Development of introductions, thesis statements, and conclusions as part of the writing process
 - e. Healthcare in the U.S.
 - f. Human evolution and genetics
 - g. Essay genres
 - h. Referencing sources using quotes, paraphrasing, and in-text citations
 - i. Human Evolution and genetics
 - j. Grammar-based terms and usage – articles, prepositions, transitions, modals
2. Essay Writing Strategies
- a. Set a purpose for writing based on the prompt
 - b. Use pre-writing strategies
 - i. Generate ideas
 - ii. Organize ideas
 - iii. Develop a voice
 - iv. Develop word choice
 - v. Develop sentence fluency
 - c. Use organizational conventions of an essay – introduction + thesis, body, conclusion
 - d. Include supporting details by integrating quotes or paraphrases
 - e. Follow MLA formatting guidelines for the 8th edition and APA formatting guidelines for the 6th edition
 - f. Include content-based academic and professional language
3. Genre-specific Writing Strategies
- a. Document-based question essay
 - b. Research analysis essay
4. Editing strategies
- a. Revise for ideas, organization, voice, word choice, and sentence fluency.
 - b. Revise for syntax.
 - c. Provide and receive feedback during the revision process.
 - d. Reflect on writing performance.
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) Prepositions
 - k) Modals
 - l) Pluralization
 - m) Sentence structure
 - n) Quotations
 - o) Comma splices, run-ons, and fragments
 - p) Parallelism
6. Written response strategies to assigned texts or research.
- a. Summarize texts.
 - b. Begin to synthesize sources to form arguments.
 - c. Formulate arguments as evidence-based responses to texts to create a thesis statement.
 - d. Analyze texts using additional resources to make connections among assigned reading materials.
 - e. Analyze texts conducting individual and group research using library and online resources in order to make connections among a variety of sources.
 - f. Construct responses in essays written in standard academic format.
 - g. Use MLA and/or APA formatting essay writing.
7. Research strategies for written assignments.
- a. Choose credible, reliable, and authentic sources with guidance.
 - b. Use Durham Tech's library research databases to conduct research with guidance.
 - c. Understand how to 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 between all class members.
 - b. Participate in 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. Learn strategies to apply feedback in order to improve discussion and speaking skills.
9. Presentation strategies
- a. Develop short presentations in groups to present reading assignment or researched information to the class.

- b. 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	Apply the knowledge of organizational terms and techniques of academic writing in written assignments.	In-class activities Homework/Online assignments Blogs Short Writing Assignments Essays	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Analyze content, summarize ideas, make connections, and form opinions for future writing assignments.	In-class activities Homework/Online assignments Blogs Short Writing Assignments In-class activities, homework, online assignments	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Evaluate writing performance throughout the semester by reviewing the written assignments in order to improve the application of the writing process and syntax.	In-class activities Homework/Online assignments Blogs Short Writing Assignments	Showing proficiency at 80% or higher, according to the rubric.
Reading	Examine writing techniques presented in reading materials in written assignments, homework, and class work.	In-class activities Homework/Online assignments Blogs Short Writing Assignments	Showing proficiency at 80% or higher, according to the rubric.
Writing	Compose introductory paragraphs to include a hook/interest device, background information, and a thesis statement.	In-class activities Homework/Online assignments Blogs Short Writing Assignments 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 middle paragraphs which include topic sentences, supporting details, quotations and paraphrases, and transitions to demonstrate the ability to incorporate assigned/researched reading material.	In-class activities Homework/Online assignments Blogs Short Writing Assignments Essays	Showing proficiency at 80% or higher, according to the rubric.
Writing	Compose conclusion paragraphs to restate the thesis, summarize key points, and finalize with a reflection, call to action, or another clincher.	In-class activities Homework/Online assignments Blogs Short Writing Assignments Essays	Showing proficiency at 80% or higher, according to the rubric.
Editing	Use basic revising guidelines to make improvements to ideas, organization, voice, word choice, and sentence fluency in addition spelling, grammar, and mechanics.	In-class activities Homework/Online assignments Blogs Short Writing Assignments Essays	Showing proficiency at 80% or higher, according to the 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, punctuation, prepositions, modals, quotations, parallelism, comma splices, run-ons, and fragments.	In-class activities Homework/Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Listening	Analyze content in informational passages, lectures, and instructor/ students' discussions to apply in academic writing strategies, and syntax.	In-class activities Homework/Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Speaking	Formulate ideas and analysis based on class reading and listening assignments by incorporating Standard Academic English syntax, inflection, pronunciation, and intonation and including content-based vocabulary.	In-class activities	Showing proficiency at 80% or higher, according to the rubric.
Discussion Skills	Practice class discussions using content-based vocabulary, in both large and small group settings in order to demonstrate an ability to make connections and draw conclusions of assigned reading materials of 25-30 pages.	In-class activities	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Presentation Skills	Prepare short 10-12-minute presentations which summarize and synthesize content, make connections, and draw conclusions between class reading materials and outside research.	In-class activities	Showing proficiency at 80% or higher, according to the rubric.
Syntax	Construct essays using course-specific grammar structures appropriately.	In-class activities Homework/Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Compose formatted essays demonstrating understanding of MLA 8 th edition formatting guidelines and emerging APA 6 th edition formatting guidelines for integrating source materials to avoid plagiarism.	In-class activities Homework/Online assignments Blogs Essays	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Demonstrate the ability to compose professional emails.	Homework/Online assignments	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Demonstrate learned technology skills to: navigate Canvas in order to access reading materials, view class information, schedules, assignment instructions, and feedback; create blog and discussion 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	Showing proficiency at 80% or higher, according to the 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
In-class activities, online/homework assignments	35%
Blogs	10%
Essay #1 – Document-Based Question (DBQ)	15%
Essay #2 – Research Analysis Essay	20%
Short Writing Assignments	20%

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

Assignments Explanation

In-class activities, online/homework assignments (i.e. group discussions, in-class presentations, and forums) - Students are evaluated using a variety of activities conducted in-class, online, and for homework. There are multiple 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 10-12 minutes. The Forum is an online conversational tool where students respond to prompts and converse with other classmates on Canvas. The initial forum post minimum word count is 100-150 words. The two required responses to classmates has a minimum word count of 100 words. Students are assessed for all in-class activities, online/homework assignments using specified rubrics.

Blogs – Blog posts on Canvas are where students share new ideas, summarize research findings, or reflect on assigned readings or their own performance in class. Blog posts have a minimum word count of 200-250 words. The expectations are for students to answer writing prompts that show comprehension of the topics, use professional and academic style, use transitional words and phrases to connect ideas, refer to source materials, and use clear syntax.

Essay #1: Document-Based Question (DBQ) - A DBQ is a writing assignment where the response to the writing prompt is based on given reading material (or documents) as an in-class essay assessment. For Essay #1, students work with the assigned reading material by completing descriptions, summaries, reflections, and rough drafts prior to the in-class writing assessment. The expectation is for students to include an introduction and clear thesis following introduction-writing strategies discussed in class; a body containing four sources that effectively support the thesis; connections between each source that shows an analytical understanding of the topic; and a conclusion using one or more conclusion-writing

strategies discussed in class. Students are also graded on syntax errors. The final product should be a 2-3 page essay.

Essay #2: Research Analysis Essay – In this research essay, students select a topic and essay prompt to answer based on pre-selected essays/articles they have already read, written about, and discussed in class. Each topic lends itself to a particular genre of essay writing (compare/contrast, cause and effect, argumentative, etc.). Students must support their written response with three to five sources: two from the selected readings and one or more from outside research. Students must follow APA formatting guidelines for the 6th edition in this essay. The final product should be a 3-4 page essay.

Short Writing Assignments – The purpose of these assignments is to increase written fluency. Students complete more than 10 assignments on a variety of topics. Some are related to writing conventions and others are related to content. The expectation is for students to compose conventional written short essays (introduction, body, conclusion). Students must follow MLA formatting guidelines and write 1-1.5 pages.