**English for Academic Purposes 1**

Syllabus and Assessment Guidelines

2018. 9. 17 ~ 2018. 12. 23

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| **Course Title** | EAP 1 |
| **Originating Department** | School of Foreign Languages |
| **Course Book** | Academic English: Integrated Course |
| **Course Credits** | 4 Academic Credits |
| **Course Hours** | 2 Periods per Week\*14 Weeks |

Introduction - EAP 1

**Course Description**

This course is an integrated course for EAP (English for Academic Purposes), including EAP reading, listening, speaking and writing. The ultimate goal of EAP courses is to enable students to function more effectively in their specialty courses and their overall academic career. Therefore, it is necessary to equip them with all the essential skills that will faciliate their future study and research.

This course focuses on giving instructions on the language and academic skills required to perform well in an English-speaking academic context. **Language skills** addressed include: listening comprehension, fluency development, oral intelligibility, reading, writing, and vocabulary development. **Academic study skills** addressed include: note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills.

**Learning Outcomes**

At the end of this course, students are expected to be able to develop their intergarted ability for academic English. More specifically, the learning outcomes of this course expect the students to be able to:

1. understand and critically read an expository or argumentative text;

2. understand a lecture and take effective notes when listening;

3. participate confidently in class discussions, group projects and presentations;

4. write an academic text with the basic structure and appropriate language styles and conventions;

5. develop critical thinking ability.

Course Plan

The content of this course is mainly based on the coursebook *Academic English: Intergrated Course*, which features various skills in EAP listening, speaking, reading and writing. The book contains 8 units, with each unit focusing on a topic of natural science or sociology. In each unit, there are authentic reading and listening materials selected from authoritative sources. Abundant language skills and academic skills will be introduced. Students can apply these skills in the relevant exercises. In addition, the book provides a large amount of vocabulary exercises which can be done by students after class.

Considering the limited course hours, we will cover 6 units in the book. The rest of the book can be assigned to students for home-reading and self-study. Teachers would better require students to preview the contents of each chapter before having class, therefore the students may understand the correspondent contents easier. Generally speaking, **we spend two weeks to teach one unit**. Since there will be **two holidays** in this semester (**Monday in Week 4 & Monday-Wednesday in Week 5**), the classes on **Monday-Wednesday** may have less contents accordingly.

The following lesson plan is for a general guideline. Teachers may add or cut down certain part according to the needs of the class. Teachers are also welcomed to adopt a variety of pedagogy to best explain and illustrate the lesson contents.

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| **Date** | **Lesson contentS** | **homework** |
| **Week 3** | * Teacher's and students' self-introduction * Explain aims and objectives of this course. * Give students a brief outline of what will be done in this semester. | * Students preview Unit 1. |
| **Week 4** | **Unit 1 Food Science**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Students preview Unit 1. |
| **Week 6** | * (Only for Monday and Wednesday classes), the teacher will review key information for class assignments, teach apa referencing and the basics of essay writing. (An example essay will be sent)   **Unit 1 Food Science**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * **Assignment 1:** Students write **an introduction** as part of their final essay   **NOTE: Peer review in the next class.**  **NOTE:** Typed on A4 paper; submitted next week.   * Students preview Unit 2. |
| **Week 7** | ***Reviewing Assignment 1***  Peer review for assignment 1  Give feedback to students' writing assignment 1  **Unit 2 Technology**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | **Assignment 4: STUDENTS BEGIN CLASS PRESENTATIONS (See appendix.1)**   * Students preview Unit 2. * **Assignment 2:** Students write **a main body paragraph** as part of the final essay   **NOTE: Peer review in the next class.**  **NOTE:** Typed on A4 paper; submitted next week. |
| **Week 8** | ***Reviewing Assignment 2***  Peer review for assignment 2  Give feedback to students' writing assignment 2  **Unit 2 Technology**   * Listening & Viewing * Reading (articles 2 and reading skills) * Writing * Relevant Exercises | * **Assignment 3:** Students write **a main body paragraph** as part of the final essay   **NOTE: Peer review in the next class.**  **NOTE:** Typed on A4 paper; submitted next week.   * Students preview Unit 3. |
| **Week 9** | ***Reviewing Assignment 3***  Peer review for assignment 3  Give feedback to students' writing assignment 3  **Unit 3 Identity**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * **Assignment 5:** Students write **a conclusion paragraph** as part of the final essay   **NOTE: Peer review in the next class.**  **NOTE:** Typed on A4 paper; submitted next week.   * Students preview Unit 3. |
| **Week 10** | ***Reviewing Assignment 5***  Peer review for assignment 5  Give feedback to students' writing assignment 5  **Unit 3 Identity**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Assign the task of the **Final essay (see Appendix 2)**   **Final Essay:** Students should write an academic essay.  Students preview Unit 4. |
| **Week 11** | **Unit 4 Health**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (discussing skills) * Relevant Exercises | * Students continue to work on their final essay. * Students preview Unit 4. |
| **Week 12** | **Unit 4 Health**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Students continue to work on their final essay. * Students preview Unit 5. |
| **Week 13** | **Unit 5 Psychology**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (presentation skills) * Relevant Exercises | * Students continue to work on their final essay. * Students preview Unit 5. |
| **Week 14** | **Unit 5 Psychology**   * Listening & Viewing * Reading (articles 2 and reading skills) * Relevant Exercises | * Students continue to work on their final essay. * Students preview Unit 6. |
| **Week 15** | **Unit 6 Zoology**   * Lead in (discussion) * Reading (articles 1 and reading skills) * Speaking (presentation skills) * Relevant Exercises | * Students preview Unit 6. * **Deadline for final Essay: 14th December** |
| **Week 16** | **Unit 6 Zoology**   * Listening & Viewing * Any other relevant exercise * Review what has been taught in the whole semester. * Feedback time. * Give concluding words to students. |  |

**Note:**

In this semester, students must submit **one writing assignment** which can show their progress in the semester. They need to submit them to the teacher to keep a record. The selected assignments should **have a total score, the teacher’s or the peer’s feedback on the paper**.

Assessment

**Mode of Assessment**

The assessment of this course is continuous and integrated. Continuous here means that the assessment takes place throughout the course. Integrated here means that different assessed components contribute to the overall grade.

**Components of Assessment**

There are three components for the assessment of students in this course, namely, students' **class performance**, students' **assignments** and students' **final essay**. For an overall grade of 100, these three components account for 20%, 50% and 30% respectively.

Specifically, students' class performance (20%) primarily includes their attendance (10%) and their engagement in the class activities (10%).

In the course plan, we have designed 6 assignments for the students to fulfill. Except Assignment 4, the other five tasks weigh equally in their assessment. That is, each of these five tasks accounts for 10%, the sum of which results in the total score of students' assignments (50%). These writing tasks should be scored from the aspects of task fulfillment and language variety, appropriateness & accuracy.

The final essay makes up 30% of the total score of this course. It requires the students to apply all the writing skills and principles that they have learnt in two semesters and incorporate them in writing an essay with the topics chosen by themselves. In consideration of its significance in the course, the marking of this coursework should follow consistent criteria among all the teachers. The detailed writing descriptors to assess students' final essay can be found in **Appendix 3**.

Finally, we may use the following diagram to show the components of assessment in a clearer way.

Final Essay

30%

Assignments 50%

100&

Class Performance 20%

Total score 100%

100&

= + +

Each Task

10%

Engagement 10%

Attendence 10%

**Note**: **The total scores of a whole class should approximate normal distribution, with the average score being about 85.**

**Appendix 1: Assignment 4**

**Task:** Prepare a group presentation with the help of PPT slides.

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| **Task Information** |
| * Divide the class into 10 groups * Each group chooses **a** **topic among the themes of 8 units in our textbook.** * Each group conducts research, designs PPT, and present a well-organized group presentation with sufficient information and using various formats. * Time limit for each group presentation maybe 15 minutes. |

**Advice**:

* **Students had better preview the contents of the Speaking part in Units 5-8. They can learn useful skills of presentation in the textbook.**
* Students should discuss and divide tasks among group members (for example, some students collect information; some prepare PPT slides; some present the results). The whole group will be awarded a same grade.
* Teacher can ask all the groups to do presentations in one class, or arrange the group presentations through the whole semester.

**Appendix 2: Final Essay**

**DEADLINE:** December 14th, 2018

**SUBMITTING:** Submit **hard copy** (A4)

**TASK:** Write a review of two newspaper/magazine articles

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| **Core Requirements** |
| * **The title must be "A Review of Two Articles about ......"** * **Must include a summary of these articles to show what has been done by whom, what are the major findings and their significance, etc.** * **Must also include evaluation of these articles** * **Must use a reference list to refer to the 2 articles using APA format** * **500 words max** |

**Task Information:**

* You should go to the library or websites to find sources for the assignment. Sources should include two relevant English newspaper articles. The two articles that you have chosen should have something in common, such as the main topic, the research method or others.
* Some suggested online resources: the SCUT Library e-resources, or visit Google, Google Scholar, Microsoft Academic Search, <http://www.scirus.com/> etc.
* Make sure that you use your own ideas and words to write the essay. If you want to use other people's idea, it is of vital importance to 1) **cite** or 2) **paraphrase** other's words, and provide accurate citations and references at the same time. **If any severe plagiarism has been detected, your work will fail without any excuse.**
* **You should know how to use citation and referencing of the two articles you have reviewed.**
* Must **proofread** before submission.
* Task must be typed, not hand-written.
* Late submissions are not allowed. Any problems should be promptly e-mailed to your teacher. Your teacher may be able to grant a short extension depending on the circumstances.

**The objectives of this assignment are to：**

* Identify and restate the thesis of an author's work
* Accurately portray the contents of an article
* Practice paraphrasing and quotation skills in formal writing
* Practice "neutral reporting"-- being able to present the findings of others without making them appear as your own (most students find this to be the most challenging component of this assignment)
* Practice end citation methods in APA formats

**Guidelines for the Summary Essay**

* This summary should be written for an audience that HAS NOT read the original article, and so you will report the major and minor ideas contained in the piece.
* Your summary should indicate the article’s thesis idea, if there is one. This thesis should be contained within your introduction. Be sure to also give the title of the article, the author(s), and where & when it was originally published.
* This summary should contain at least one direct quote from the article. Quotation marks should be used. Introduce the direct quote with a "signal" phrase, such as *McMillan-Clifton writes* … or *the article states* … or *this website argues that* …  etc.
* This summary should contain at least one paraphrase from the article.  Put the author’s ideas in your own words, but stay true to the original intent. Introduce the paraphrase with a tag phrase, as mentioned above.  Remember that, as a general rule, phrases of 4 or more words that are exactly the same as the original text should be treated like a quote, not a paraphrase.
* Your summary will be NEUTRAL regarding the material contained within the article.  While you should report any bias the author has, you yourself should not reveal your own opinions on the matter.  **Using "I" or "you" in this essay is not advised**, unless it appears inside a quote.
* Normally we don't mind if essay submissions exceed the maximum word limit, but this essay is an exception. Because one of the hallmarks of an effective summary is brevity, please do not exceed the maximum word count of 500 words.
* In-text citations will not be required in this assignment, though you are welcome to include them for practice.
* Your summary should have 2 end citations, using APA format.

**Appendix 3: Writing Discriptors for Assessing Final Essay**

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|  |  | **Content** | **Organisation** | **Grammar** | **Vocabulary** | **References** |
| **9** | **90-99** | * Major aspects of 2 articles are summarized in an extremely clear and logical way. * Demonstration of advanced critical and analytical thinking skills. * Skilful and proper comparison & contrast throughout. | * All aspects of organization are managed with a high degree of skill. * All 9cohesive devices are seamlessly integrated into the text. * The text can be followed effortlessly. | * A wide range of 6sentence types and/or grammatical structures used with full flexibility. * Punctuation and/or capitalisation is used skilfully. * Any grammatical errors are insignificant. | * 3Register and style are appropriate throughout. * Word choice is varied and sophisticated; successfully conveys precise meaning. * Word forms are consistently accurate. * Spelling is accurate throughout and any ‘slips’ are rare. | * All aspects of referencing and citation are skilfully handled. |
| **8** | **80-89** | * Main aspects of 2 articles are skilfully selected and fully summarized. * Clear examples of critical and analytical thought process are present throughout. * Comparison & contrast are made appropriately throughout. | * All 7required parts are present and clearly 8marked; content in each part is appropriate and skilfully organized in accordance with genre conventions. * All 9cohesive devices are error free. * The text can be followed effortlessly. | * Uses a flexible and diverse range of 6sentence types and/or grammatical structures. * Both 1basic and 2advanced grammar structures are formed accurately. * Punctuation and/or capitalisation errors are virtually non-existent. * Grammar errors never pose reading difficulties. | * 3Register and style are appropriate throughout. * Word choice is precise and varied; goes beyond frequently used. * Word forms are accurate with only minor ‘slips’ which never detract from meaning. * No spelling errors in frequently used words although there may be a few errors in less common words. | * The references are error free. * All citations are relevant to the topic, and almost always located in a correct context. * Uses a variety of introductory phrases and/or reporting verbs to show attitude toward idea(s) expressed. |
| **7** | **70-79** | * Several aspects of 2 articles are clearly summarized. * Demonstrates clear critical and analytical thought process * Clear comparison & contrast are made when necessary. | * All 7required parts are present and clearly 8marked; content in each part organized in accordance with genre conventions. * 9Cohesive devices are used effectively with few inaccuracies or repetitions. * The text can be followed with ease throughout. | * A good range of 6sentence types are present; both simple and complex sentences are used with control although there may be occasional errors. * Both 1basic and 2advanced grammatical structures are generally formed accurately. * Few punctuation and/or capitalisation errors. * Grammar errors maybe noticeable, but 4non-intrusive. | * 3Register and style are almost always appropriate but with minor lexical and syntactical errors. * Word choice is varied, but not always precise; goes beyond frequently used. * Word forms are almost always accurate. * No spelling errors in frequently used words but errors occur in less common words and these may be noticeable. | * The references are error free. * Citations are present and largely error free with occasional minor discrepancies. * Uses a variety of introductory phrases and/or reporting verbs effectively. |
|  |  | **Content** | **Organisation** | **Grammar** | **Vocabulary** | **References** |
| **6** | **60 -69** | * All 5task requirements have been met. * Several aspects of 2 articles are summarized, but are repetitive at times. * Some examples of critical thinking can be seen. * Comparison & contrast are made, but not properly and clearly. | * All 7required parts are present and 8marked; the organization shows a good attempt to follow genre conventions. * 9Cohesive devices are used effectively; may be repetitive and/or have non-intrusive errors. * The text can be followed with little difficulty. | * Simple 6sentence types are well formed; several examples of correctly formed complex sentences are present. * 1Basic grammatical structures are formed accurately; several examples of correctly formed 2advanced grammatical structures are present. * A few, 4non-intrusive punctuation and/or capitalisation errors. * Grammar errors may pose minor reading difficulties. | * 3Register and style are generally appropriate, but with some lexical and syntactical errors. * Word choice is good; some 4non-intrusive inaccuracies. * Few, 4non-intrusive errors in word forms. * Few, 4non-intrusive errors in the use of 3appropriate register and/or collocations. * Few, 4non-intrusive spelling errors in frequently used words or supplied words. | * The references may have occasional errors. * Citations are present but may contain occasional errors * Generally uses introductory phrases and/or reporting verbs appropriately |
| **5** | **50-59** | * Most 5task requirements have been met. * Few aspects of 2 articles are summarized, missing some major ones. * Few signs of critical thinking demonstrated. * Few comparison & contrast are made. | * All 7required parts are present and generally 8marked; content in each part is generally appropriate but some material may be located in the wrong place. * 9Cohesive devices may be used effectively, but likely subject to over/under use. * The text is generally readable although at times may be difficult to follow. | * Simple sentences are formed with few mistakes; some attempt at complex sentences although run-ons and fragments maybe present. * 1Basic grammatical structures are formed with few mistakes; some attempted 2advanced grammatical structures are correctly formed. * Several errors in punctuation and/or capitalisation. * Grammar errors can pose some reading difficulties at times. | * Some effort has been made to write in a 3register and style appropriate to the task but not always successful. * Word choice is adequate for the task; may be repetitive or have some errors. * Several 4non-intrusive errors in word forms. * Several 4non-intrusive errors in the use of appropriate register and/or collocations. * Several spelling errors. | * The references may have occasional errors. * Citations are present, but numerous errors may exist. * Some attempt at using introductory phrases and or reporting verbs but these are very repetitive or missing. |
| *From this point on up, markers should be thinking about focusing more on range as opposed to accuracy. In this way, risk-takers can be rewarded for venturing into areas of more complex language.* | | | | | | |
| **4** | **40-49** | * A few 5task requirements have been met. * Few aspects of 2 articles are summarized, missing some major ones. * Few signs of critical thinking demonstrated. * No comparison & contrast are made. | * Most 7required parts are present but may not be clearly 8marked; content in not always appropriate. * Errors with or omissions of 9cohesive devices are common and may impede communication. * The text is difficult to follow. | * Some examples of correctly formed simple sentences. * Sentence errors impede communication, and/or frequent run-ons and/or fragments are present. * Numerous errors with 1basic grammatical structures; very few examples of correctly formed 2advanced grammatical structures. * Many errors in punctuation and/or capitalization. | * An effort to write in an 3appropriate register and style has been attempted in places, but unsuccessfully. * Frequent errors in word choice/word form/ collocation may obscure meaning and impede communication. * Frequent spelling errors may obscure meaning and impede communication. | * The references contain numerous errors and some items are missing. * Citations are present, but largely incorrect or inconsistent. * No attempt at using introductory phrases and/or reporting verbs. |

**Notes to Markers:**

**1. Repetition of ideas is a CONTENT issue. Repetition of language is covered under ORGANISATION.**

1**Basic Grammatical Structures:** *SV agreement, plurals, pronouns,* ***a*** *vs.* ***an****, possessive adj., prepositions of time & location, negation, simple past and present, can, must, Verb + INF (want, need, forget, remember), verb + ing (like, enjoy ,love, hate, begin, start, finish, stop,)*

2**Advanced Grammatical Structures:** *Articles (2nd mention [‘a’ then ‘the’]), able to, could, should, might, comparative, superlative, conditional, genitive* ***s****, Impersonal* ***It****, present perfect, seem/look + adj. ,some/any, (Too) much/many, too/either, too + adj. + inf., demonstratives, etc..*

3**Appropriate Register:** *Ideally should not include contraction, spoken discourse, informal slang/idioms/proverbs, and/or anecdotes*

4 **‘Non-intrusive’ is defined as:** *‘An error which does not impede communication.’*

5**Task Requirements**: *Word count, appropriacy of format, completion of task specified in the assignment.*

6**Sentence types:** *Types of sentences (simple, compound, complex), run-ons, fragments, comma splices, parallel structures*.

7**Required Parts:** *Summary and Evaluation*

8**Marked:** *Proper use of subheadings, new lines, indentation and typographical features such as bold, italics, underline and font size*

9**Cohesive devices:** *for example,* *pronouns, demonstratives, articles, substitution, ellipsis, etc****.***

**2. The five criteria weigh equally in scoring. The final score is an average one of five sub-scores.**