



**EAP 120 INTRODUCTION TO ACADEMIC WRITING | FALL 2018**

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**COURSE INFORMATION**

Instructor: Tracie Mac Kenzie

Instructor's email: [tmackenzie@fus.edu](mailto:tmackenzie@fus.edu)

Office Hours: Main Villa Office 7.

Monday/Thursday 10:00-12:00, Tuesday/Friday 11:30-12:30 & by appt.

Class location: MV 1

Class meeting times: Tuesday/Friday 8:30-9:45

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**COURSE DESCRIPTION & RATIONALE**

This course aims to help students improve their academic writing style, organization and written expression. Particular attention is given to awareness and development of academic writing structures, from essay organization to paragraph development to sentence level detailing. Students also learn to make use of data to support and explain ideas, and to recognize and employ the basic conventions of evaluation and incorporation of outside resources, as well as appropriate patterns of organization. You will become familiar with the basic elements of English academic writing and will learn to:

- write coherent and cohesive paragraphs with clear topic sentence and supporting details
- write well-structured and well-supported essays with a clear thesis statement
- write comfortably in time-limited situations (in-class timed writings) and at-home extended writings
- evaluate your own writing and that of your peers through guided peer review
- hone your command of complex grammatical structures and effective use of varied sentence structures

This course is taken in conjunction with EAP 125.

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**REQUIRED TEXTS AND MATERIALS**

- Vargo, M. & Blass, L. (2018). Pathways 3: Reading, Writing and Critical Thinking, 2<sup>nd</sup> ed. National Geographic Learning/Cengage Learning: Boston. (P3)
- Folse, K, Gordon, D., Smith-Palinkas, B. (2018). *Grammar for Great Writing B*. National Geographic Learning\_Cengage Learning: Boston.
- Course Moodle site
- Materials placed on Moodle. You will be responsible for accessing and downloading any materials provided in electronic format
- Plastic folder to be used as your assignment folder for every writing assignment you turn in. This folder must contain every step of the process of development for that specific writing assignment: brainstorming, source material, exercises, drafts with comments and corrections and final version.

- Ring binder or accordion file in which to keep ALL of the work – your notes and in-class writings and your various completed, commented and rewritten writing assignments. This is your portfolio.

**Students should bring the textbooks and any material assigned for that day to every class. COURSE ORGANIZATION:**

Throughout the course you will be working on expanding and honing your academic writing skills through practice, practice, exercises and more practice. We will concentrate on the PROCESS of writing, as well as on the individual elements that make up a coherent, focused and developed piece of academic writing. As this is a skills course, it is essential that you do all of the work assigned, and in a timely fashion. What you get out of this course depends entirely on what you put into it. We will also have occasional quizzes on, for instance, sentence structure, paragraph components, etc.

**COURSE REQUIREMENTS:**

*Assignment folders:*

**All assignments must be completed before coming to class on the day for which they are assigned.** All elements of each writing assignment must be kept in a Writing Folder. Unless otherwise indicated when the Writing Assignment is turned in for grading, every assignment should be turned in with all elements of the Assignment, **INSIDE** the Writing Folder. All Writing Assignments turned in for grading must be written on computer. Drafts and brainstorming may be either typed or handwritten, but must be legible. The final version of all writing assignments must also be turned into Moodle by 17:00 on the due date. Failure to do so will result in the assignment being considered incomplete and thus will receive a grade of “F” automatically. Late assignments will be accepted only if you get an approved extension before the due date or have a valid medical certificate.

*Individual tutorial meetings with The MacKenzie*

You will have a scheduled individual meeting with me in my office every other week. The purpose of these meetings is to allow us time to discuss anything you may wish to address – help on writing for this or other courses, questions or concerns, etc. These meetings are also mandatory, and your attendance (or lack thereof) will be considered in your final grade evaluation.

*Attendance policy:*

More than two absences for any reason will affect your participation and progress grade, will reduce your overall course grade. Poor attendance can result in your failing the course outright.

**ASSESSMENT OVERVIEW**

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Writing assignments (including in-process assignments):	55%
Midterm & Final exams:	20%
Attendance, Task Completion and Engagement	10%
Tutorial Sessions	5%
Mini-Tasks, quizzes, in-class writings, etc.	15%

**HOW TO DO WELL IN THIS COURSE**

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You are expected to turn in your completed complete assignments on the day indicated in the syllabus, and to participate actively in class discussions and activities. The formula for success is simple:

- Come to class.
- Do the work both in class and out.
- Put into it what you wish to get out of it.

### **ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM**

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A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 215):

[https://www.fus.edu/images/pdf/FUS\\_ACADEMIC\\_CATALOG\\_2018\\_2020\\_web.pdf](https://www.fus.edu/images/pdf/FUS_ACADEMIC_CATALOG_2018_2020_web.pdf)

To summarize: you are to do your own work. Behaviors such as copying the work of others, using third-party services, or any other circumvention of doing your own work are dishonest and not acceptable in this class or at this institution. For papers and presentations, this includes proper use of references and citations. Copying text without the use of quotations or paraphrasing the ideas of others without proper citations are both examples of plagiarism and thus unacceptable. For testing situations, this includes the use of notes, cell phones, talking to others, or copying off of the exam of others. The first case of academic dishonesty will result in an automatic grade of a zero on the assignment and a report to the Dean. The second case will result in expulsion from the university.

### **CLASSROOM CONDUCT**

- Please note it is FUS policy not to allow food or drink in the classroom (with the exception of water).
- As it is disruptive and distracting in our small classes please don't arrive late or get up and leave the room while class is in session.
- Mobile phones are to be turned off before class and must be left in your bag at the front of the room during exams. Do not text or answer phone calls during class time.
- Laptops may be used at the teacher's discretion; if they become too distracting and you are clearly not concentrating then you will be asked to turn them off.

### **RESOURCES AVAILABLE**

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#### ***Moodle***

Please familiarize yourselves with Moodle (accessed through *My Franklin*) as I will post information, instructions and assignments there, as well as supplementary materials. This is also where you will submit the final electronic version of your assignments (writing and presentation). This will also contain a copy of the syllabus and any notices, as well as links to useful websites, so it is a good idea to check the course page on a regular basis to ensure you are up-to-date.

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#### **Week 8: Midterm Exam**

**Week 16: Final Exam Tuesday, December 11 8:30-10:30**

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#### **Week 1:**

**Tuesday August 28<sup>th</sup>**

- The writing process

Friday August 31st

**Before class**

**Moodle**

*Writing Assignment 1: Following the model from Day 1, expand your topic from class on Tuesday. Write a lengthy paragraph  $\frac{1}{2}$  -  $\frac{3}{4}$  page to turn in on Friday.*

*Do ex. 1, 2, 3, 4 to find a focus, build and draft your paragraph. Complete the process by revising and editing your paragraph. **Bring the printout and ALL work on the paragraph to class on Friday.***

Friday August 31st

**Before class**

1) Print out "Sleep and Memory" (moodle)

- Do "C" p. 91.
- Read (actively, of course!) pp. 91-3.
- Do A, B, C, D on p. 94. **BRING ENTIRE printout to class.**

2) **Grammar for Great Writing B**

Read

- p. 216 Building Greater Sentences
- p. 222 Sentence Problems
- p. 223 Paragraphs

Do 2 out of the 3 exercises in Activity 8 p. 13

Begin to do the exercises in Chapter 1 pp. 3-15 (you'll want to have these completed before Tuesday, Week 2).

3) *Writing Assignment 1: Following the model from Day 1, expand your topic from class on Tuesday. Write a lengthy paragraph  $\frac{1}{2}$  -  $\frac{3}{4}$  page to turn in on Friday.*

*Do ex. 1, 2, 3, 4 to find a focus, build and draft your paragraph. Complete the process by revising and editing your paragraph. **Bring the printout and ALL work on the paragraph to class on Friday. DUE IN CLASS AND ON MOODLE.***

**in class**

- the academic paragraph WAE & CW3
- The writing process: Structuring a paragraph - outlining, drafting and revising
- Sleep and Memory pp. 95-100
- GGW Unit 1 Activity 9 pp.14-15 (revising paragraphs)

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- Approaching the assignment: Topic, Purpose, Approach - What? Why? How?

**Refining (moodle)**

- pp. 4-9 *The Process of Writing*
  - pp. 11-12 *The Paragraph*
  - pp. 13-15 *Narrowing the Topic*
  - pp. 16-17 *The Topic Sentence*
  - p. 22 *Formulating the Topic Sentence*
  - p. 23 *Support*
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