



EAP 130 INTRODUCTION TO ACADEMIC WRITING II FALL 2018

I. COURSE INFORMATION

Instructor: Tracie MacKenzie

Instructor's email: tmackenzie@fus.edu

Office Hours: MTH 10:00-12:00, TF 11:30-12:30 & by appointment

Class meeting times: MTH 8:30-9:45

Class location MV 1

II. COURSE DESCRIPTION

This course provides students with a bridge to university-level academic writing. It is designed to help students further develop their critical writing skills. It looks at best practices for research and use of information, including evaluation and effective incorporation of outside sources through paraphrase, summary and correct citation formats, and addresses the development of structure and expression in academic writing and techniques for effectively sharing information in both written and oral forms. Upon successful completion of EAP 130, with a minimum final grade of C, the student must take WTG 100 in the following semester.

III. RATIONALE

EAP 130 is designed to provide additional support to students who need further help in developing their academic research skills and familiarizing themselves with the concept of academic conversation through academic literacy. The aim is to help students to acquire the basic skills necessary to engage in that conversation. This course will help with writing, academic and communication competencies, as well as information literacy.

IV. LEARNING GOALS

This course aims to help develop academic communication skills that can be used across all courses and disciplines. There are four main goals:

1. help students learn the oral, written, reading, and study skills required to meet the standards of appropriate academic communication
2. help students better understand the conventions of academic communication so that they can apply the skills they learn both in and beyond this course
3. help students expand their active vocabulary and their familiarity and mastery of components of the Academic Word List (AWL)
4. help students learn to find and evaluate appropriate external sources, and incorporate those sources into their academic writing in an effective manner

V. SPECIFIC LEARNING OUTCOMES

Students who successfully complete this course will be able to demonstrate that they have made noticeable progress towards:

1. expanding their academic vocabulary through reading, homework assignments, discussions and quizzes and can use academic vocabulary in an appropriate context;
2. organising formal papers using consistent logic and progression including appropriate transitions by completing their class writing projects;
3. using a variety of sources to support their points in formal papers and understanding the differences between these sources (e.g. scholarly, popular etc.)
4. taking detailed notes from readings and using those notes to summarize, paraphrase and integrate quotes within their own essays;
5. understanding and using appropriate citation methods (in particular APA) in their papers in order to avoid plagiarism in written and oral work;
6. discussing and presenting their work more professionally and can present and justify their reasoning;
7. improving the expression of ideas in written form using conventional grammar and punctuation by their last assignment.

VI. REQUIRED TEXTS AND MATERIALS

1. Dollahite, N.E: & Haun, J. (2012). *Sourcework: Academic Writing From Sources, 2nd edition*. Boston, USA: NGL & Cengage Learning
2. Tunceren, L. & Cavusgil, S. (2006) *College Writing 4*. Houghton Mifflin: USA.
3. using the library and electronic databases, and resources such as Google Scholar (<http://scholar.google.com/>)
4. Frequent use of our Moodle site for uploading drafts, accessing resources, etc.
5. 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.

VII. ASSESSMENT OVERVIEW

Attendance and Engagement	10%
Tutorial Sessions	5%
Progress and development of writing and academic skills	5%
Reading tasks, Writing tasks, in-process assignments, quizzes etc.	16%
Essay 1	10%
Essay 2	12%
Midterm exam essay	11%
Essay 3	16%
Final Exam Presentation	15%

VIII. ASSESSMENT DETAILS

Attendance, Task Completion and Engagement: 10% of your grade is based on your effort and engagement in the class. You will also find that the more you put into the class, the more you will get out of it. So come prepared! In the final assessment I will look at how and whether you:

- Complete readings and assigned tasks on time. These assigned tasks may include taking part in a debate (including issues you may disagree with), vocabulary learning, writing notes, summaries and additional, in-progress writing assignments.
- Are ready to think through the issues we encounter in this course, and your willingness to develop your ideas and talk about them in class with your peers. All this, of course, with an eye to then writing about them.
- Are a focused member of the class, e.g. one who is not generally distracted by checking phones, Facebook etc.
- Are an active and engaged student who comes regularly to my office hours and to the tutorial sessions to discuss your progress personally. This is a useful chance for you to ask any questions that occur to you outside class or that you would prefer to have individual attention for.

Attendance policy

- No student with more than two absences can receive a grade of A or A- for their participation.
- Students with more than four absences will have their final course grade reduced by one half-grade.
- Students with more than six absences will have their final course grade reduced by one full letter grade.
- Seriously irregular attendance could result in your failing the course.
- Coming in late to class, i.e. after the register is taken (approx.10 mins), will be considered half an absence.
- Attendance at the midterm and final exam is obligatory. Non-attendance may result in an F for the whole semester.

Essay Assignments

The essay process consists of the following steps: Gather Information, Focus & Organize Ideas, Draft, Revise & Edit to Convey Message

You will have 3 major essays to write in this class, as well as 1-2 in-class essays. Each essay will involve incorporation of external sources, and each will build upon the previous one in terms of process and expectations. The writing of these essays will include smaller, in-process assignments that will help you to build your essay. You will also have an in-class essay for your midterm exam.

The drafting process is at least as important as the final version. In fact, your drafting process is one of the criteria your essay will be graded on. I strongly encourage you to bring me drafts, either complete or partial, during my office hours and/or during our bi-monthly tutorial sessions, so I can help you before you submit the final version. Never sit and stew in confusion about an assignment: ask questions, talk through your assignment, come to speak to me at any or all points of your drafting process. This class will provide you with the tools to become a strong and confident academic writer, but it is up to you to take the tools out of the shed and use them!

Your writing assignments need to be submitted in electronic format to the Moodle turnitin.com site. If you do not submit BOTH the drafts AND the final electronic version, your assignment will be considered incomplete and you may receive an "F" for that assignment. The assignment will close at 12:00 p.m. on the due date. If you are having

trouble with this process please come and see me in my office and we can walk through the steps.

Late assignments will be accepted only if you get an approved extension before the due date or have a valid medical certificate.

If you get a failing grade due to plagiarism (i.e. dishonestly presenting someone else's work as your own) you will not be eligible to re-write the paper and may be reported to the Dean.

Reading and Writing Tasks and Assignments

You will find these listed in the syllabus and/or on Moodle. They are to be completed before class as required, as you the tasks are to help you prepare for that day's assignment.

Quizzes and Exams

On occasion you will have quizzes on various topics and for various purposes. These quizzes may address topics from lexis to grammar to paraphrase to plagiarism.. Some will be graded, some will simply need to be completed.. Most will be announced. But please keep up with the out-of-class preparatory work so that you are not caught unawares.

NB: If you do not submit the final paper, and/or are not present for ALL of the final exam presentations for any reason, you will receive an automatic grade penalty and may fail the course.

IX. GRADING POLICIES AND EXPECTATIONS

Each writing assignment has a particular focus, but in general, the following criteria will be considered:

- Overall effectiveness of the piece of writing
- Clarity of thesis
- Attention to answering the question set/fulfilling the task
- Range of language used
- Evaluation/critique of a variety of external sources
- Convincing argumentation and valid support
- Evidence of revision and improvement
- Use of rhetorical devices
- Adherence to academic conventions in citations to avoid plagiarism
- Essay-level organisation and cohesion (development, focus & relevance)
- Paragraph-level accuracy (paragraph structure, coherence, distribution of examples etc.)
- Sentence-level accuracy (punctuation, syntax, sentence-balancing)
- Word-level accuracy (spelling, grammar, vocabulary)

You will find a grading rubric for a detailed breakdown per letter grade on Moodle.

Specific GP/Letter Grade divisions: A = 4.0 A- = 3.7 B+ = 3.3 B = 3 B- = 2.7 C+ = 2.3 C = 2 C- = 1.7 D+ = 1.3 D = 1 D- = 0.5 F = 0

X. HOW TO DO WELL IN THIS COURSE (POLICIES / REQUIREMENTS)

This class is designed around the flipped classroom principle where class time is organized as workshops for you to actively work on your academic writing skills, rather than as lecture-style classes. Materials are presented in the textbook and on Moodle for you to access in your own time before class to get the most out of our time in class together. To get a good grade (to pass remember you need a C average) you need to attend regularly and be prepared beforehand. This means bringing your textbooks and any materials to each class. On average for a university 3 credit course you should calculate that you will need to work about 6-9 hours on your own per week in addition to class time. You should also check your Franklin email and mailbox frequently. The bi-monthly tutorials have an effect on your grade, so be careful not to miss them. Extra credit is not available, as this is already calculated into the meetings.

To earn a good grade in this course you need to demonstrate:

- Expanded academic vocabulary
- Advanced note-taking skills
- Essay organization skills
- Critical thinking and analysis of topics, showing that you have thought about what you've read
- Study strategies
- A thorough knowledge of the grammar & punctuation of English
- Reading for the class beyond set texts, encompassing an awareness of culture
- That you not only complete, but also submit, ALL work included in the development and completion of each writing assignment.

If you are struggling in any way, academically or otherwise, please come and see me and/or your advisor immediately, as help is always available.

XI. ACADEMIC INTEGRITY: STATEMENT ON CHEATING AND PLAGIARISM

See the Academic Catalog for full statement

https://www.fus.edu/images/pdf/FUS_ACADEMIC_CATALOG_2018_2020_web.pdf

but to summarize here: you are to do your own work. Behavior such as copying the work of others, using third-party services, having a friend “check” your work but in actuality, 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. This also includes resubmitting any previous essays you have written for any course at FUS or elsewhere as if they were fresh work.

For testing situations, this includes the use of notes, cell phones, talking to others, or copying off 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 may result in expulsion from the university.

XII. 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.

XII. RESOURCES AVAILABLE

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.

Individual tutorial with T Mack

You will have fortnightly meetings with me in my office to allow you 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 will be included in your final grade evaluation.

XIII. COURSE SCHEDULE

Week 1: The Tools and the Process of Academic Writing

Weeks 2- 5: Essay 1

Weeks 6-8: Essay 2

Week 8: Midterm exam: In-class essay

Weeks 9 & 10: Academic Travel

Weeks 11-15: Essay 3

Weeks 14-15: (in-class essay)

Week 16: Final Exam Presentation Monday, December 10 8:30-10:30 & TBA

Week 1:

Monday August 27th

- What is academic writing? Why does it matter?
- Three themes: delving and developing
- Extended pp.10-13

Thursday August 30th

Before class

- CW Read pp. 4-7, box p. 10
- *Sourcework*
- 1. Read pp. 1-4 (through the Three Techniques for Open Reading)
- 2. Read p. 6 Three Criteria for a Good Paraphrase
- 3. Read pp. 7-9 Two Techniques for Paraphrasing
- 4. Look through the 3 themes in Part II: Risking Change, from p. 155; Globalization, from p. 174; Technology, from p. 192. Think about which theme you would like to tackle first. Prepare to propose your choice AND defend it to the class. On Thursday, in the spirit of “The Student-Centered Syllabus”, you will decide as a class which theme we will address first. May the best “proposers” win!
- Write a 1-1 ½ page essay starting from one of the writing prompts that came out of your group's discussion. **Due Thursday 30/8 in class and on Moodle**