



EAP 128 Academic Literacies and Writing

“Writing is only reading turned inside out” – John Updike

Spring 2019

Instructor:	Tracie Mac Kenzie
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Office Hours:	Mon./Thurs. 10:00-12:00, Tues./Fri. 11:30-12:30 & by appointment
Office	Main Villa Office 7
Class Room:	MV 1
Class Time:	Tuesday and Friday: 8:30-9:45

Course Description

This course is designed to further students' understanding of the literacies required for academic study at the university level. Focusing on the close connection between reading texts and writing about them, the course develops students' ability to translate and interpret text content and structure, and to produce a variety of written responses. Students will consider the contextual use of language in academic settings, learn to identify key themes and ideas, follow and analyze arguments, and to prioritize information. They will also practice writing about these texts in controlled assignments that emphasize the integral connection between reading and writing.

Course Rationale

This course is part of the EAP sequence and helps to further a student's grasp of academic literacies, in particular, text comprehension and development.

Learning Goals

This course aims to help students become more independent and proficient in their analysis and comprehension of texts in various formats, and more confident in their approach to academic writing. It aims to further their understanding and development of the essential components and expectations of academic writing on the essay level, but also to refine understanding and effective use of sentence structure and lexical choice.

Expected Learning Outcomes

Students who complete this course with a C or better will be able to demonstrate that they have made progress in:

- Actively reading a text and translating it into an alternate format (notetaking portfolio);
- Employing a variety of notetaking formats – both visual and textual (notetaking portfolio);
- Summarizing and interpreting gist and specific aspects of a text (notetaking portfolio, tests, and writing assignments);
- Responding to texts in written and oral formats (writing assignments, class discussions and oral presentations)
- Expanding upon a given topic and constructing an appropriate response (oral and written assignments);
- Analyzing, understanding and fulfilling specific assignments (writing assignments and oral presentations);
- Understanding the importance of the process of writing (evidence of drafting in writing assignments);
- Developing their approach to the process of writing (components of written assignments);
- Addressing the various components of a written assignment (writing assignments);
- Understanding the connection between text input and output (written and oral assignments – see next outcome);
- Incorporating source material into text output (written and oral assignments)
- Developing their knowledge and awareness of academic vocabularies (quizzes)

Class Materials and Digital Access

- Blass, Laurie and Williams, Jessica. (2016). *21st Century Reading 4: Creative Thinking and Reading with TED Talks*. National Geographic Learning_Cengage Learning: Boston.
- Folse, K, Baker, L, Lockwood, R, Sherman, K. (2018). *Grammar for Great Writing C*. National Geographic Learning_Cengage Learning: Boston.
- Course Moodle site

Overview of Student Assessment

• Task Completion, Course Contribution and Attendance	10%
• Midterm exam	9 %
• Vocabulary, Grammar and Skills Quizzes	15 %
• Writing Assignments (essays and in-class writings)	45%
• Oral Presentations (individual & group)	11%
• Final Exam	10%

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.

Academic Support

- My office hours: I am available during office hours to discuss your own work, any issues you have with the course, or concerns about Franklin. *In addition*, 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. My office is on the Kaletsch Campus (Main Villa Office 7).
- Writing and Learning Center: Fowler Learning Commons, 1st floor. The Writing and Learning Center can help you with papers, citing questions, and other writing issues in this class. It also offers tutoring for other subjects, particularly languages and math. To make an appointment, stop by or go to WLCSetmore.com
- Accessibility Services : if you have a documented learning disability, please see the Accessibilities Coordinator, Ms. Corbin Moro (cmoro@fus.edu). We do not have exams in this course, but we can set up study skills appointments that may help you in this and in other classes.
- Grace Library and Fowler Learning Commons: Grace library has a number of resources available on ethics and the environment including reference works, books on the shelf, and appropriate databases. Fowler Learning Commons houses the science books. You will need to use the library to research material for your final paper. Our information literacy specialist, Clélie Riat (criat@fus.edu) can help you find appropriate material.

Academic Integrity

Academic integrity is an important aspect of this course, particularly with regards to plagiarism. Plagiarism takes many forms, from downloading an entire paper to over-paraphrasing someone else's words, even if you cite the source. Having someone write your paper for you, resubmitting your own previous papers, and/or fabricating evidence also go against the Franklin University academic integrity policy (see catalogue). All violations of academic integrity will result in an F for the assignment without the possibility of making it up and the violation will go into your academic record. You may also fail the course entirely and be subject to further disciplinary action on the part of the dean. A second violation of academic integrity in your academic record can result in expulsion from the university. If you have questions about academic integrity that you are unsure about, please see me.

Course Assignments

All preparatory work assigned must be completed *before* coming to class on the day for which it is assigned.

The precise format and topic of many of the assignments in this class will start from the texts and preparatory work assigned for each class but will be determined largely by the interaction and evolution of the discussion in the class. Thus, the specifics for each day and each assignment will be formulated in class, and then posted on Moodle. It is your responsibility to consult the course moodle site on a regular basis for assignments and due dates.

You will have a variety of written assignments and oral presentations. The shape and specifics of many of these will be based on the shape and direction of the discussions in class. For both written and oral assignments, you are expected to respect the given due dates, and to fulfill all parts of the process as indicated in the assignment.

This course aims to refine your understanding and use of sentence structure. Thus, you will be given regular assignments towards this end in your Grammar for Writing text. You will be expected to work through these exercises independently, but to bring up any difficulties you may have in class and/or in our bi-monthly EAP meetings. Remember, however, that any question you may have is very likely to reflect similar doubts some of your peers have, so bringing up any questions in class will be beneficial to all.

You will have vocabulary & grammar quizzes and chapter tests on a regular basis. In the chapter tests you will be asked to demonstrate text comprehension, to recall content and to incorporate that content into an original written text.

For each text – in the books and on moodle – you will be given tasks that will develop your notetaking and text interpretation techniques. These tasks will be compiled into your Notetaking Portfolio, and turned in for review twice during the semester: before Academic Travel and on the last day of class.

As with most courses, the more you put into this course, the more you will take away from it. Make this course work for you.

Week 1 Deception

Tuesday

Introduction to course

Truth or Fiction? Evidence – what does it prove?

- text analysis: jigsaw text reading
- photography vs. photojournalism, art vs. evidence
- essay assignment
- GWC chapter 1

Friday

Due in class:

Essay on deception

GWC – chapter 1 exercises

- text analysis: jigsaw text reading “How Fake Pictures....”
- Chapter 1 "The Urge to Explore" [WHO WHAT WHY HOW: focus on effects/results of events]
- critical thinking
- inferences
- how to get an essay started: approaching the essay

