

EAP 130: Introduction to Academic Writing II Spring 2019

## STAGES OF WRITING: DON'T TRY THIS ON CAMPUS



### I. COURSE INFORMATION

Instructor: Iona Dawson

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Office: 7, Kaletsch Campus (Outside main reception)

Office Hours: Tues: 11.15-12.00 Fri: 11.15-12.30 and by appt.

Class meeting times: Tue/Fri 10.00-11.15

Classroom: MV5 (Kaletsch Campus)

### II. COURSE DESCRIPTION

This course provides students with a bridge to university-level academic writing. In particular, it is designed to help students develop 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, students must take WTG 100 Academic Writing in the subsequent semester.

<https://www.fus.edu/files/FUS-academic-catalog.pdf> p.87

### III. RATIONALE

EAP 130 follows on from EAP 120/125 and EAP 128 and 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 literature. The aim is that after completing WTG 100 students will have 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, MATERIALS & TECHNOLOGY

1. Tunceren, L. & Cavusgil, S. (2006) *College Writing 4*. Houghton Mifflin: USA.
2. McCormack, J & Slaght, J. (2012). *Extended Writing and Research Skills*. Reading, UK: Garnet Education.
3. using the college 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 & Participation in class	12%
Attendance and Participation in Mentor Sessions	5%
Progress and development of writing and academic skills	4%
Class assignments, quizzes etc.	16%
Writing assignments (including homework tasks and essays):	38% total, including:
Essay 1 – Expository (US Constitutional amendments)	6%
Essay 2 – Persuasive (Online learning)	10%
Essay 3 – Extended final argument essay (Local controversy)	16%
Midterm	10%
Final Presentation Exam:	15%

## VIII. ASSESSMENT DETAILS

**Attendance, Participation and Homework:** 12% of your grade is based on your full participation as a student, and you will find it more fulfilling if you come prepared. I will look at:

- Readiness to think through the issues we meet, and your ability and willingness to talk about your ideas in class with your peers, and then write about them.
- Your being a focused member of the class, not a distracted one e.g. checking phones, Facebook etc.
- Being an active and engaged student who comes regularly to my office hours to discuss your progress personally, which 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.
- Completing readings on time and homework, which may also include taking part in a debate (including issues you may disagree with), vocabulary learning, writing notes, summaries and additional writing assignments if needed.

### Attendance policy

- No student with more than two absences can receive the 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 you 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.

### **Writing Assignments**

These vary in type and are designed to give you experience in writing the type of essays you will meet throughout your academic career. The aim is to give you confidence in your ability to express yourself to the correct standard. We'll also work on incorporating external academic sources into your writing.

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

The drafting process is at least as important as the final version, and you will receive extra credit for multiple re-writes which show a clear progression of thought. I strongly encourage you to bring me drafts, either complete or partial, during my office hours, so I can help you before you submit the final version. It's a good idea to do that straight away so you know what I'm looking for, or to clarify if you have any questions. If I'm not on campus you can also go to Prof. MacKenzie or the WLC. In your weekly personal ISM sessions you'll also be working on your writing assignments and related skills.

Your writing assignments need to be submitted in electronic format to the Moodle Turnitin 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 10am 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.

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.

### **Class readings**

Please complete these before class as required. It is not possible to improve your writing without reading widely. I strongly recommend that you read a great deal more in English during the semester than is the minimum for the class. I know it's tiring to read in a language other than your mother-tongue at times, but every little helps.

### **Quizzes and Exams**

You will have vocabulary and grammar quizzes as necessary. They may consist of reactions to the class readings, punctuation or grammar/vocabulary quizzes.

**NB: If you do not submit the final paper and/or miss final exam 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
- Adhesion 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)

Please see attached grading rubric for a detailed breakdown per letter grade. If you lose this you can download another copy from 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 textbook 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 ISM meetings and tutorials with Prof. MacKenzie make a big difference to 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 Catalogue for full statement (pages 206-7):

<https://www.fus.edu/files/FUS-academic-catalog.pdf>

To summarize here: you are to do your own work. Behaviour such as copying the work of others, using third-party services, having a friend “check” your work, 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.

## **XIII. OTHER 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 meetings with Prof. MacKenzie***

You will have fortnightly meetings with Prof. MacKenzie in our 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.

### ***Writing and Learning Centre NC***

You can make appointments at the WLC via Facebook, online or in person. They can help you with all aspects of your writing for all your courses, from generating ideas to organising to editing. They won't write your papers for you, but will talk through them with you.

## XIII. COURSE SCHEDULE

Class Dates	On your own before class	In class
<b>Week One</b> Tues 22 <sup>nd</sup> Jan		Introduction to course Generating ideas CW Chap.1 pp.4-6. Exs. 1-3.
<b>Fri 25<sup>th</sup> Jan</b>	Complete EWRS U1 Tasks 1-3 Type up a more detailed <u>paragraph</u> (c. 500 words) about the US Constitution. Print it out. Find one source and bring a copy to class today. PS – Wikipedia is banned.	Introduction techniques Peer review of draft paragraph Note-taking styles EWRS U1 T5-7
<b>Week Two</b> Tues 29 <sup>th</sup> Jan	CW Chap 1 pp.11-12 exs. 4 & 5. Print out your articles and notes and bring them to today's class.	Academic conventions. CW pp.7-9. ex.3. Audience, purpose and focus. CW pp. 12-18 exs. 6-8.
<b>Fri 1<sup>st</sup> Feb</b>	CW pp. 16-21 exs. 9 & 10. Print out ex.9 for next class. Include a one-paragraph summary of ONE of your sources. EWRS p. 24 U2 T3 Referencing	<b>Vocab quiz</b> Paragraph citations Cohesion & thesis statements CW pp.22-29 exs. 11-13
<b>Week Three</b> Tues 5 <sup>th</sup> Feb	Read EWRS p. 27, do U2 T5. CW pp.27-33 exs. 13-15. Print out a copy of your original background paragraph, then make your detailed revisions clearly in pen around the margins. You may also do this in "track changes" in Word, if you wish.	Taking lecture notes EWRS p. 28 T6 Receiving and giving peer feedback – content. CW pp. 32-34 exs. 16-18
<b>Fri 8<sup>th</sup> Feb</b>	Do EWRS pp. 30-33 U2 T7 & T8 summaries Bring a printed copy of Cornell Notes for 2 of your sources to class. (One page per source).	Experts' credibility CW Chap 1. pp. 34-40 exs. 19-21. In class writing of essay introduction – bring any information you have gathered so far, including notes etc. and a computer.
<b>Week Four</b> Tues 12 <sup>th</sup> Feb	CW p.42 ex. 22 analyzing paragraphs EWRS p. 33 T9 summaries cont.	Concluding paragraphs. CW pp. 41-43 ex. 23 In class writing of concluding paragraph
<b>Fri 15<sup>th</sup> Feb</b>	Chap. 1 p.44 exs. 24-25. Finish writing essay. Have you included all relevant sources? Checked for grammar/spelling mistakes? Included a works cited page? Catchy title?	<b>Essay 1 due</b> <b>Essay 2 set</b> Gathering information – through the library doors. CW pp.59-61 exs. 5 & 6. Today we meet outside the library. (To be confirmed) EWRS p. 43-44 T8-9
<b>Week Five</b> Tues 19 <sup>th</sup> Feb	Read CW pp.55-57 on credible websites & do pp.58-59 ex.4. Find 4 online sources which fit the criteria given on pages 56 & 57. Use the active reading strategies in ex. 6 (p.61) & bring them to our next class. Complete EWRS p. 36 U3 T2	Information sharing. CW p.102 ex.6. Interviewing an expert CW pp.105-107. EWRS pp. 37-40 T3-4
<b>Fri 22<sup>nd</sup> Feb</b>	<b>NO CLASS – FEBRUARY BREAK</b>	
<b>Week Six</b> Tues 26 <sup>th</sup> Feb	Finalise essay maps, thesis & draft & peer-review and background paras. CW p.108 ex. 9. Bring questions and answers to class today & CW pp.116-119 exs. 14-17.	The War on Plagiarism – Part 1: summarising CW pp.119-126 exs. 18-19 EWRS pp. 40-42 T5-6 – reading & thinking critically

Class Dates	On your own before class	In class
<b>Fri 1<sup>st</sup> Mar</b>	CW pp.126-136 exs.20 & 21, p.138 ex.23. Print out exs. 20 & 23 for next class & bring copy of all essay so far.	Strong Foundations – academic support CW pp.109-116 exs. 10-13. Finalizing your persuasive paper CW p. 139 ex. 24
<b>Week Seven Tues 5<sup>th</sup> Mar</b>	Bring a PRINTED draft copy of essay 2 to class	EWRS pp. 48-51 U3 T10-13 – acknowledging Sources & bibliography
<b>Fri 8<sup>th</sup> Mar</b>	Finish proof-reading and make final changes to Essay 2 (CW pp.139-140 exs. 24-27)	<b>Essay 2 due</b> <b>Midterm: In class essay &amp; editing</b>
<b>ACADEMIC</b>		<b>TRAVEL</b>
<b>Week Eight Tues 26<sup>th</sup> Mar</b>	Study terms for plagiarism quiz (see Moodle) Read EWRS pp. 54-57 & do T2-3	<b>Plagiarism quiz</b> CW p.137 ex.22 Research Proposals
<b>Fri 29<sup>th</sup> Mar</b>	Start looking at topics in more detail. EWRS U5 pp. 67-69 T1-3 CW pp.189-193 exs. 4-6. Complete a preliminary chart for 2-3 possible controversies (CW Chap 4 p.151 ex. 4)	<b>Vocab &amp; grammar quiz</b> <b>Set: Essay 3 -Final assignment</b> Writing an argumentative essay. CW Chap. 5 pp.186-189 exs.1-3 & EWRS U5 p. 70 T4 Class discussion on controversy.
<b>Week Nine Tues 2<sup>nd</sup> Apr</b>	<b>Start working on your final presentation.</b> <b>What are you trying to show the audience?</b> <b>What type of data best supports this?</b> <b>Have you a wide selection of sources and detailed notes from each? Make sure your notebook is up-to-date with detailed summaries/quotes/paraphrases from your principal sources.</b> <b>You MUST conference with me by Fri 27<sup>th</sup> April with a full essay draft. Please sign up on the appt sheet on my office door.</b>	In class WLC workshop – Evaluating and using sources
<b>Fri 5<sup>th</sup> Apr</b>	Upload 2 summaries and 2 paraphrases & 4 quotes from your essay to Moodle. Remember to reference correctly using APA. <b>Write a draft of your survey questions</b>	Documentary/WLC workshop part 2 (to be decided)
<b>Week Ten Tues 9<sup>th</sup> Apr</b>	EWRS U5 p.71-72 T5 bring a one-paragraph research proposal for your final exam & essay with copies of 4 academic sources. See Moodle for assignment details	Interviewing sources. CW Chap. 4 pp.154-156 exs. 8 & 9. Using interview data in academic writing. CW pp. 163-165 exs.17 & 18.
<b>Fri 12<sup>th</sup> Apr</b>	Write your interview questions and find someone to interview. (For Fri week 12)	Sentence variety. CW pp. 170-173 ex.21. EWRS U6 - definitions
<b>Week Eleven Tues 16<sup>th</sup> Apr</b>	CW Chap. 5 pp. 193-198 exs. 7 & 8. CW pp.199-200 exs. 9 & 10. With a partner check each other's survey and then administer it. Do this in the next couple of days so you have time to collect all the data over the next week. See Moodle for assignment guidelines	Survey analysis - CW Chap. 5 pp. 201-208. exs.11-12 In class survey workshop



Class Dates	On your own before class	In class
<b>Fri 19<sup>th</sup> Apr</b>	Note-taking chart CW pp.206-209 exs. 13-15.	The War on Plagiarism - Part 2: paraphrases & quotes. CW pp.81-90 exs. 20 & 21. EWRS U7 – Incorporating data
<b>Week Twelve Tues 23<sup>rd</sup> Apr</b>	Counterarguments CW Chap. 5 pp. 210-224 exs. 18-22. Essay maps. CW Chap 5 pp.226-234 exs. 24-26.	<b>TEST:</b> Take home essay on film from week 10 – use your notes
<b>Fri 26<sup>th</sup> Apr</b>	Introduction & Conclusion. CW Chap. 5 pp.238-242. exs. 30 & 31 Expert interview should be completed by today	Class presentation of survey results – prepare a mini ppt presentation summarising your results. Be ready to justify your question choice & approach.
<b>Week Thirteen Tues 30<sup>th</sup> April</b>	Draft your final essay body paragraphs. CW pp.235-236 exs.27 & 28. Finalise essay CW p.243 ex. 33. Essay due on Friday. Bring a complete print out of your paper to class. You'll also need: 5+ colours of highlighter pens A decent pair of scissors A roll of sellotape (Scotch/sticky) tape	Research paper draft workshop
<b>Fri 3<sup>rd</sup> May</b>	<b>Essay 3 due – extended research essay</b> <b>In your research folder include ALL of the following:</b> <b>Title page with Turnitin code</b> <b>All drafts</b> <b>Full outline in correct format</b> <b>APA bibliography</b> <b>Copies of surveys</b> <b>Interview questions and answers (and audio if recorded)</b> <b>All your notes and summaries from your sources</b>	Presentation workshop – finalize your final presentation in class. Bring a draft of your presentation on your computer for us to work on.
<b>Tuesday 14<sup>th</sup> May 8.30-10.30 MV5 Final exam presentations</b>		

- NB – Syllabus may be subject to change

