



## International Services

### COURSE OUTLINE

**EAP 300-3**

**English for Academic Purposes**

**Fall 2013**

**Prepared By:** C. Edward Collins

**Approved By:** 

**Pre-Requisite:** none

**Co-Requisite:** none

**Note:** One copy of this outline is provided to each registrant in the course. It should be kept secure and retained for possible future use. A charge will be levied for a replacement copy.

## **1. Course Description**

This course and the prescribed textbook have been designed to raise the English proficiency of ESL students to the college level.

## **2. Rationale**

Unlike native speakers who develop oral communication skills first, many ESL students learn to write in English before becoming competent speakers. Speakers, whether native or ESL, often “get by” with very few verbal skills. Good writing, on the other hand, demands the ability to think logically. ESL students who have a grounding in English grammar can use that knowledge to good advantage in following the “writing-first” route to fluency.

## **3. Prior Learning Assessment**

If this course is eligible for Prior Learning Assessment, the candidate should approach the Program Co-ordinator for further information.

This course is eligible for Prior Learning Assessment:

Yes

No

## **4. Learning Outcomes**

Upon successful completion of this course, student will be able to demonstrate a college-level proficiency in written English.

## **5. Primary Resources**

*ESL in Action* by C. Edward Collins. Gaudium Press, 2002  
An English dictionary

## **6. Supplemental Resources**

Additional exercises, tests, and assignments as required by the instructor

## **7. Special Equipment or Supplies**

none

## **8. Methodology (Teaching/Learning Methods)**

Lectures, readings, discussion of readings, exercises, word-building, quizzes, and written assignments.

At least one written assignment per week is recommended. Please see the sample lesson plan and other typical materials (included in a separate package).

### Suggested sequence:

Grammar and usage can be reviewed quickly, perhaps in only a few class hours, the goal being to discover where the entire group or individual students may be weak. Exercises are not included in the first two chapters of the text, since students will already have been exposed to grammar instruction. Nevertheless, instructors may want to tailor specific exercises to help individual students over trouble spots. Some instructors may wish to handle grammatical and usage weaknesses in connection with style exercises and written assignments. Some may also choose to approach mechanical style through written feedback and discussion of student writing assignments.

Instructors may want to supplement the three style exercises in chapter 4 if student skill levels are low. Quizzes should also work well in helping students assimilate style information. Some instructors may wish to skip ahead to chapters 6 and 7 so that they may assign one-paragraph compositions in connection with style studies. In fact, those instructors who are comfortable in doing so, should move freely through the subject areas, bringing all the parts of the writing process together. The one caution, however, is that students should consistently follow all the steps in the writing process (chapter 7) in completing every written assignment. In that way, they will be applying grammatical, rhetorical, and logical principles every time they write a paper.

Some instructors may choose to delay (or even forego) the direct introduction of communication theory and ethics if they prefer to combine the information with other chapters later on. The reason for including it as chapter 5 is that it provides an excellent beginning for vocabulary study and offers a genuine reading challenge early in the semester.

Chapters 5 through 11 begin with vocabulary study, which is essential in raising skill levels. In fact, vocabulary-building is so important that instructors should consider supplementing these studies with additional, weekly word lists (please see samples package).

Paragraph structure (chapter 6) and the writing process chapter (chapter 7) should be studied together. The six exercises in chapter 6 offer many challenges to students. Those who carefully follow all the steps in the writing process should be able to write good paragraphs after completing these two chapters.

## 9. Special Requirements

None

## 10. Student Evaluation

The minimum passing grade is D. The final grade in this course will be based on oral ability shown in class, class participation, two one-half hour quizzes and a one-hour final exam. Test material will be drawn from the textbook.

The weighting of marks shall be as follows:

Exercises	25 %
Quizzes	25 %
Written assignments	40 %
Final examination	10 %

Round off mathematical principle will be used. Percentages are converted to letter grades as follows:

<b><i>Mark</i></b>	<b><i>Grade</i></b>	<b><i>Grade Point</i></b>
86 - 100 %	A	4.0
80 - 85 %	A-	3.7
77 - 79 %	B+	3.3
73 - 76 %	B	3.0
70 - 72 %	B-	2.7
67 - 69 %	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
50 - 59%	D	1.0
0 - 49%	F	0.0

minimum grade to pass

## **11. Unit Objectives**

Successful students will be able to demonstrate the following skills:

- Follow the writing process in producing good paragraphs
- Exhibit a clear, error-free writing style
- Discuss communication theory and ethics
- Demonstrate a knowledge of Standard English words equivalent to that of a Canadian high-school graduate
- Distinguish between narration, description, and exposition