

| COURSE OUTLINE | | |
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| TERM: Fall 2023 | COURSE NO: EAP 060 | |
| INSTRUCTOR: | COURSE TITLE: English for Academic Purposes Foundations 2 | |
| OFFICE: LOCAL: E-MAIL: @capilanou.ca | SECTION NO(S): | CREDITS: 15.0 |
| OFFICE HOURS: | | |
| COURSE WEBSITE: | | |

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵw̓xwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

15 hours of classroom contact per week for 13 weeks, plus a 2-week final exam period for a 15-week semester. 5 additional hours per week may include direct classroom instruction, workshops, individual or small group meetings, tutorials, and online activities.

COURSE PREREQUISITES

EAP 050 with a minimum grade of B, the Capilano EAP Placement Test at the EAP 060 level, or an ELA with a minimum score of 57

CALENDAR DESCRIPTION

This intensive course provides students with English language skills at the Upper Intermediate level. It also provides a foundation for the EAP 1-4 program. It includes reading (skimming and scanning, predicting, drawing conclusions), vocabulary building (word structure, synonyms and antonyms), grammar (meaningful and appropriate use of all basic structures), writing (compound and complex sentences), listening (discussions on a variety of topics), speaking (general conversations, social situations, levels of speech), and pronunciation (vowels, consonants, word stress and rhythm).

COURSE NOTE

EAP 060 is equivalent to ESLF 040. Duplicate credit will not be granted for this course and ESLF 040.

REQUIRED TEXTS AND/OR RESOURCES

Specific texts, resources and technology will vary depending on the instructor. The instructor may make use of an assigned textbook and/or instructor-prepared materials made available in class or on eLearn.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

Grammar/Writing:

- Demonstrate spelling and punctuation accuracy.
- Accurately use the grammatical structures taught at this level.
- Identify and correct common grammar errors at this level.
- Generate effective ideas for writing.
- Write sentences and paragraphs appropriate to this level.

Listening/Speaking:

- Demonstrate oral competence in task-oriented and social contexts appropriate to this level.
- Develop comprehension and use of idioms and colloquial speech appropriate to this level.
- Create and deliver an effective short presentation.
- Employ general and interactive listening skills.
- Apply listening skills to write down basic spoken information.
- Develop listening and speaking skills by engaging with the community through Experiential Learning (EL) activities.

Pronunciation:

- Demonstrate an improvement in fluency and comprehensibility of speech appropriate to this level.
- Demonstrate an ability to self-correct speech.

Reading/Vocabulary:

- Apply basic strategies for dealing with unfamiliar vocabulary.
- Expand vocabulary range with an emphasis on word forms.
- Use English-English dictionaries effectively.
- Skim and scan texts for main ideas and specific information.
- Identify and paraphrase topics, main ideas, and supporting details.
- Use inference skills appropriate to this level.
- Apply content prediction skills.
- Demonstrate ability to adjust reading rate in response to different reading tasks, appropriate to this level.

Academic Literacy:

- Demonstrate critical thinking skills.
- Use classroom interaction skills appropriate to this level.

Experiential Learning:

- Identify and interact with some of the student support services available on campus.
- Be aware of the services and programs offered by social organizations located in the community.

- Explain personal learning and benefits from participating in various Experiential Learning activities.
- Understand how volunteer work contributes to an understanding of the values of equity, diversity, and inclusiveness.

Honouring Indigenous Ways of Learning and Knowing:

- Develop an understanding of Indigenous Peoples and topics
- Understand the importance of land acknowledgements.
- Attend and discuss a special event, ceremony, or location important to Indigenous Peoples.

COURSE CONTENT

This course will prepare students for study in various academic fields through the following class activities:

Grammar /Writing

Grammatical Structures:

- overview of the English verb system
- clauses: adjective, adverb
- gerunds and infinitives
- modal auxiliaries
- comparatives
- articles
- basic subordinating and coordinating conjunctions
- other grammatical structures as needed, appropriate to this level

Sentence Patterns and Paragraphs:

- simple, compound, and complex sentences
- planning paragraphs: prewriting and outlining
- the elementary parts of a paragraph: topic sentence, supporting details, and concluding sentence
- types of paragraphs: narrative, descriptive, and comparison/contrast

Listening/Speaking

- communication strategies: asking for repetition, clarification, or confirmation
- comprehension and creation of questions, statements, commands, and expressions of courtesy
- effective communication on general discussion topics
- short presentation on a familiar topic
- comprehension of discussions on a variety of general topics
- active listening strategies for taking accurate notes from a variety of aural sources

Pronunciation

- vowel and consonant identification and practice
- stress, reduction, rhythm, and intonation identification and practice

Reading/Vocabulary

- pronunciation strategies for new vocabulary
- vocabulary expansion through basic word structure; synonyms and antonyms; prefixes, suffixes, and roots
- strategies to determine the meaning of unfamiliar words using basic word structure, and knowledge of synonyms and antonyms
- use of word structure to change the part of speech
- using an English-English dictionary appropriately
- using basic context clues to determine the meanings of unfamiliar words
- understanding and paraphrasing topics, main ideas, and supporting details
- previewing passages before reading to understand the topic and organization
- skimming passages to identify stated main ideas
- scanning passages for specific information
- identifying the referents of pronouns and definite articles
- reading diagrams, maps and directions, and schedules
- making simple inferences
- drawing simple conclusions based on information given in a passage

EVALUATION PROFILE**Listening/Speaking**

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|--|-------------|
| 1. Participation/Experiential Learning | 10% |
| 2. Assignments | 50% |
| 3. Exams/Tests | <u>40%</u> |
| TOTAL | 100% |

Grammar/Writing

| | |
|--|-------------|
| 1. Participation/Experiential Learning | 5% |
| 2. Assignments | 45% |
| 3. Exams/Tests | <u>50%</u> |
| TOTAL | 100% |

Reading/Vocabulary

| | |
|--|-------------|
| 1. Participation/Experiential Learning | 5% |
| 2. Assignments | 30% |
| 3. Exams/Tests | <u>65%</u> |
| TOTAL | 100% |

Note: While the weighting of individual assignments, tests and exams is at the discretion of the instructor, no single assignment, test or exam will exceed 25% of the final total.

Participation

Participation grades are based on completion of homework tasks and class preparation, as well as the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

Experiential Learning (EL)

Students are expected to participate in Experiential Learning activities over the term. Activities that provide experiential learning include volunteer work, attendance at workshops/lectures/special events or a combination of the two. Evaluation of EL is at the discretion of the instructor and may include individual presentations, reflective journals, e-portfolios, and written reports.

Assignments

Assignments include grammar exercises, writing assignments, readings from a variety of sources, and contact work.

GRADING PROFILE

| | | | |
|-------------|------------|------------|-----------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D = 50-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | F = 0-49 |
| A- = 80-84 | B- = 70-72 | C- = 60-62 | |

Grading System explanation

- Final grades will be weighted 40% Grammar/Writing; 40% Reading/Vocabulary; 20% Listening/Speaking.
- Students must achieve a B (73%) or higher in EAP 060 to register in EAP 070.

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed activities may not be able to be accommodated. Please consult with your instructor.

*** Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities. If a class is missed, students are expected to inform their instructor and make arrangements with a classmate to hand in any homework due and to explain work required for the following class. Students are responsible for all materials and submission of work during their absence.

English Usage

English language usage is essential at all times in class. Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for notetaking only. Cell phones must be turned off before entering the classroom and may not be turned on again until after you have left the classroom, except in emergency situations or by prior arrangement with the instructor.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.