



### COURSE OUTLINE

<b>TERM:</b> Fall 2013	<b>COURSE NO.:</b> EAP 080
<b>INSTRUCTORS:</b>	<b>COURSE NAME:</b> English for Academic Purposes 2
<b>OFFICE:</b>	<b>SECTION NO:</b> <b>CREDITS:</b> 15
<b>UNIVERSITY TEL:</b> 604.986.1911	<b>OFFICE HOURS:</b>

**COURSE FORMAT:** 20 in class hours per week for 15 weeks, including a 2 week exam period.

**PREREQUISITES:** EAP 070 with a minimum grade of B, the Capilano EAP Placement Test at the EAP 080 level, or an ELA with a minimum score of 96

**RECOMMENDED FOLLOW-UP COURSES:** EAP 090

**COURSE LEVEL:** This course provides students with language skills at the EAP 080 level.

**LEARNING OUTCOMES:** Upon successful completion of this course, students will demonstrate competency appropriate to this level by being able to:

**Grammar/Writing:**

- accurately and appropriately use the grammatical structures taught at this level.
- draft, revise, and edit compositions.
- generate more complex ideas for use in academic writing.

**Listening/Speaking:**

- demonstrate relatively fluent speech in both social and academic contexts.
- produce comprehensible speech appropriate to this level.
- orally summarize and report on material at this level.
- give academic presentations appropriate to this level.
- employ intermediate academic listening skills.
- take notes while listening to modified academic lectures.

**Pronunciation:**

- understand and apply intermediate pronunciation concepts.

**Reading/Vocabulary:**

- use vocabulary recognition skills at this level.
- increase reading speed.
- apply comprehension skills refined at this level.

- use inference skills appropriate to this level.
- employ critical reading skills at this level.

#### Learning Approaches:

- apply critical thinking skills appropriate to this level.
- use effective classroom interaction skills appropriate to this level.

#### REQUIRED TEXTS:

- Wegmann, Brenda, and Miki Prijic Knezevic. Mosaic One – Reading, Silver Edition. New York: McGraw-Hill, 2007.
- Spargo, Edward. Timed Readings – Book 5. 3<sup>rd</sup> ed. Jamestown, 1989.
- Azar, Betty S., and S. Hagen. Understanding and Using English Grammar. 4th ed. (Answer Key/CD) New York: Pearson Longman, 2009.
- Oshima, Alice, et al. Introduction to Academic Writing. 4th ed. Longman, 2006.
- Sanabria, Kim. Academic Listening Encounters: Life in Society. New York: Cambridge University Press, 2004.

**COURSE CONTENT:** The course will consist of instruction in these skill groups.

**\* This course may include service learning and field trips. \***

#### 1. Grammar/Writing

##### Grammatical Structures:

- overview of the English verb system
- clauses: adjective, adverb, noun
- modal auxiliaries (phrasal)
- phrases: adjective, noun and adverb
- passive sentences
  - stative passive
  - participial adjectives
- subjunctive
- conditional sentences
- gerunds vs. infinitives

##### Sentence Patterns and Skills:

- simple, compound, complex and compound-complex
- elimination of sentence fragments and run-on sentences
- introduction to parallelism

##### Paragraphs/Compositions:

- opinion
- comparison/contrast
- cause/effect
- introduction to essay writing
  - outlining for essays
  - five paragraph essay
- unity, coherence and cohesion

## 2. Listening/Speaking

- demonstrate appropriate use of language and register in varied situations such as classroom group work or contact assignments
- develop debating techniques
- research and give a presentation on an academic topic
- distinguish between main ideas and details
- cultivate note-taking skills
  - develop the ability to predict, to guess meaning from context, to recognize key words
  - recognize typical explicit lecture markers indicating topic announcement, return to topic, topic shift, definition, expansion, and summary
- improve comprehension and expand use of idioms and colloquial speech

### Pronunciation

- refine pronunciation and fluency

## 3. Reading/Vocabulary

- be able to pronounce new vocabulary, and vocabulary appropriate to this level
- expand knowledge of word structure to include the most common prefixes, suffixes and roots and use this knowledge to determine the meanings of unfamiliar vocabulary
- practice using context to determine the meanings of unfamiliar vocabulary
- identify accurately topics, main ideas (stated and unstated) and supporting details
- identify problematic pronoun referents accurately (*this, that, it*)
- use grammatical knowledge to decode meaning
- identify paragraph patterns
- read newspapers and magazines
- read simplified novels
- expand inferencing skills
- infer motives and previous successive events
- relate ideas, events and relationships to personal knowledge and experiences
- distinguish between facts and opinions
- distinguish between important and unimportant information
- determine accuracy and completeness of information
- detect contradictions in information
- paraphrase and summarize ideas in paragraphs (in writing)
- begin to recognize citations and source documentation in reading

### EVALUATION PROFILE: Listening/Speaking

1. Participation	5%
2. Listening logs (10 X 1%)	10%
3. Listening: Note Taking Exercises	15%
4. Listening Quizzes	20%
5. Pronunciation	10%
6. Oral Quizzes	10%
7. Oral Presentations	15%
8. Final Exam	<u>15%</u>
<b>TOTAL</b>	<b>100%</b>

**Grammar/Writing**

1. Participation	5%
2. Paragraphs/Compositions	30%
3. Grammar Tests	25%
4. Midterm Exam	20%
5. Final Exam	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

**Reading/Vocabulary/Pronunciation**

1. Participation	5%
2. Assignments	10%
3. Tests	25%
4. Quizzes	10%
6. Midterm Exam	20%
7. Final Exam	20%
5. Pronunciation	<u>10%</u>
<b>TOTAL</b>	<b>100%</b>

**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%	

**Note:**

Final grades will be weighted 40% G/W; 40% R/V and Pronunciation; 20% L/S.

Students must achieve a B (73%) or higher in EAP 080 to register in EAP 090.

Students must achieve a B (73%) or higher in EAP 080 to register in one Capilano University academic course.

**ASSIGNMENTS:**

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

**OPERATIONAL DETAILS:*****University Policies:***

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

***Emergency Procedures:***

Please read the emergency procedures posted on the wall of the classroom.

***Participation:***

Participation means regular attendance and good preparation demonstrated in class discussions.

- Attendance:*** Regular attendance is required. If you must miss a class, make arrangements with a classmate to hand in any homework due and to explain work required for the following class. You are responsible for all materials and submission of work during your absence.
- Call your instructor if you cannot come to class.
- Missed Exams:*** All missed exams and quizzes will be graded “0” unless special arrangements are made with the instructor **prior** to the date of the exam or quiz.
- Late Assignments:*** Late assignments will not be accepted without special approval in advance. Late assignments will not be accepted after answers have been given out and explained in class.
- Cheating/Plagiarism:*** All forms of cheating, including plagiarism, are serious offences. The instructor has a right to assign a “0” on the assignment or a letter grade of “F” on the course. A second offence in any course may result in expulsion from the program.
- Incomplete Grades:*** Incomplete grades will not be given without special permission.
- English Usage:*** English usage is essential **AT ALL TIMES** in class.
- Cell Phones:*** 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 by prior arrangement with the instructor.