



### COURSE OUTLINE

<b>TERM:</b> Fall 2013	<b>COURSE NO.:</b> EAP 090
<b>INSTRUCTORS:</b>	<b>COURSE NAME:</b> English for Academic Purposes 3
<b>OFFICE:</b>	<b>SECTION NO:</b>
	<b>CREDITS:</b> 12
<b>UNIVERSITY TEL:</b> 604.986.1911	<b>OFFICE HOURS:</b>

**COURSE FORMAT:** 16 in class hours per week for 15 weeks, including a 2 week exam period

**PREREQUISITES:** EAP 080 with a minimum grade of B, the Capilano EAP Placement Test at the EAP 090 level, or an ELA with a minimum score of 114 or other equivalent English Language test scores

#### RECOMMENDED

**FOLLOW-UP COURSES:** EAP 100 and EAP 101

**COURSE LEVEL:** This course provides students with language skills at the EAP 090 level.

**LEARNING OUTCOMES:** Upon successful completion of this course, students will demonstrate competence 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 summaries, essays, and other extended texts.
- distinguish and use common rhetorical patterns in academic writing.
- use an appropriate documentation style to cite direct quotations and paraphrases or summaries of source texts.

#### Listening/Speaking:

- demonstrate 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 advanced academic listening skills.
- take thorough and organized notes while listening to short, authentic academic lectures.

#### Pronunciation:

- understand and apply advanced pronunciation concepts.

#### Reading/Vocabulary:

- use vocabulary recognition skills at this level.
- demonstrate reading speed appropriate to this level.
- demonstrate expanded comprehension skills.
- use inference skills appropriate to this level.

- demonstrate expanded critical reading skills.

### Learning Approaches:

- extend critical thinking skills.
- master classroom interaction skills.

### REQUIRED TEXTS:

Lebauer, Roni. Learn to Listen; Listen to Learn. 3rd edition. White Plains, NY: Longman, 2010.

Oshima, Alice and Ann Hogue. Writing Academic English. 4<sup>th</sup> edition. White Plains, NY: Pearson Longman, 2006.

Norton, Sarah, and Brian Green and Neil Waldman. Bare Essentials Plus. 3rd ed. Thomson Canada, 2007.

Wegmann, Brenda and Miki Prijic Knezevic. Mosaic II: Reading Silver Edition. New York: McGraw Hill, 2007

Spargo, Edward. Timed Readings: Book Seven. Providence, Rhode Island: Jamestown Publishers, 1989.

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

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

**Depending on class need, all or some of the following topics will be reviewed/addressed:**

#### 1. Grammar/Writing

##### Grammatical Structures:

- review grammar points, e.g. articles, phrasal verbs and punctuation marks, based on identified needs

##### Sentence Skills:

- mixed conditionals
- parallel structures
- correct use of modifiers
- pronoun reference, agreement and point of view
- consistent verb tense
- subject/verb agreement

##### Essays:

- comparison/contrast
- cause/effect
- argumentative

#### 2. Listening/Speaking

- conduct and participate in discussions based on assigned readings or research
- refine public-speaking skills by giving an academic presentation based on research
- distinguish between main ideas and details
- further cultivate note-taking skills
  - continue to develop the ability to predict, to guess meaning from context, and to recognize key words

- recognize both explicit and implicit lecture markers indicating topic announcement, return to topic, topic shift, definition, expansion, summary, as well as recognize paraphrasing, digression, and postponement
- continue to improve comprehension and expand use of idioms and colloquial speech

### **Pronunciation**

- further refine pronunciation and fluency

### **3. Reading/Vocabulary**

- be able to pronounce vocabulary appropriate to this level
- expand knowledge of word structure to include less common prefixes, suffixes and roots
- refine use of word structure to determine the meanings of unfamiliar vocabulary
- refine use of context to determine the meanings of unfamiliar vocabulary
- identify topics, main ideas (stated and unstated), major and minor supporting details, and paragraph patterns accurately
- identify all types of referencing accurately and discuss situations in which source citation is required
- refine inferencing skills to include motives, previous successive events, and character
- interpret poetry
- identify author's purpose and intended audience
- identify slant, bias, and point-of-view
- identify humour
- recognize stereotypes and clichés
- note exaggeration and emotional language
- distinguish between primary and secondary sources of information
- detect contradictions in information
- paraphrase and summarize complex ideas in paragraphs and passages
- compare arguments using different texts

### **EVALUATION PROFILE: Listening/Speaking**

1. Participation	5%
2. Pronunciation	10%
3. Oral Presentations and Oral Assignments	25%
4. Final Oral Presentation	10%
5. Listening Assignments and Quizzes	20%
6. Listening Midterm Exam	15%
7. Listening Final Exam	<u>15%</u>
<b>TOTAL</b>	<b>100%</b>

### **Grammar/Writing**

1. Participation	5%
2. Paragraphs, Essays & other Assignments	30%
3. Quizzes	20%
4. Midterm Exam	20%
5. Final Exam	<u>25%</u>
<b>TOTAL</b>	<b>100%</b>

**Reading/Vocabulary/Pronunciation**

1. Participation	5%
2. Quizzes	25%
3. Assignments	20%
4. Midterm Exam	20%
5. Final Exam	20%
6. 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 090 to register in EAP 100 and EAP 101, corequisites.

Students must achieve a B (73%) or higher in EAP 090 to register in two Capilano University academic courses.

**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.
- Citation:*** In order to qualify for a Citation, the student must achieve a GPA of 3.00 or higher.