South Central College

EAP 0080 English for Academic Purposes: Reading and Oral Communication

Course Outcome Summary

Course Information

Description	EAP 0080 English for Academic Purposes: Reading and Oral Communication is equivalent to READ 0080 for multilingual students whose first language is not English. Special attention is given to skills and strategies for coping with college textbook reading assignments and lectures across the curriculum, by looking at course syllabi and excerpts of readings and lectures from major programs of high interest to the students, by listening to guest speakers, and by visiting and observing a variety of South Central College (SCC) courses. Students will also learn practical reading skills for navigating D2L as well as the SCC website, coping with online and digital readings and quizzes, accessing student support services, and attending SCC info sessions and events. Each student will develop a personalized approach to becoming an autonomous learner of academic vocabulary. The multicultural diversity in this course is a catalyst for thought and discussion, with readings and lectures by and about the students' heritage cultures. Together, the students will build an understanding of how SCC and the Minnesota State system compares to their previous sites of learning and/or systems of higher education in other countries. **(Prerequisites: Placement in this course is determined by the EAP Coordinator using multiple assessment measures.)**
Total Credits	4
Total Hours	64

Types of Instruction

Instruction Type	Credits/Hours
Lecture	4/64

Pre/Corequisites

Placement in this course is determined by the EAP Coordinator using multiple assessment measures.

Institutional Core Competencies

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies

1. **Activate background knowledge and prior learning in order to improve reading and listening comprehension.**

Learning Objectives
Connect readings and lectures to one's background and experience.
Share and explain one's previous learning and experiences in English.
Review and preview vocabulary and concepts related to prior learning in preparation for listening and reading.

2. **Skim to get an overview and scan for key terms and concepts in academic readings.**

Learning Objectives
Skim the titles and headings of readings and lecture outlines to get an overview of the content.
Scan written materials to locate the answers to questions, using the table of contents and indices as needed.
Revise and refine predictions about reading and listening content.

3. **Use strategies for acquiring academic vocabulary from the Academic Word List.**

Learning Objectives
Use an online dictionary to look up the meaning of new words.
Create a paper or online cognitive content dictionary that includes photos or drawings as a visual aide and mnemonic device, notes on pronunciation, part of speech, collocations, connotations, and examples of how the vocabulary is used in context.
Demonstrate correct usage of words from the Academic Word List based on their function in a sentence, discursive context and pragmatic meaning.

4. **Identify, confirm, and correct one's understanding of individual words, sounds, spelling, and punctuation in listening and reading passages,**

Learning Objectives
Use bottom-up listening skills to distinguish English phonemes and individual words.
Distinguish individual words in a stream of speech by learning and applying the rules of assimilation, blending, and elision in English.
Identify and apply punctuation rules for distinguishing and separating and combining words, sentences, and paragraphs.
Memorize, use, and self-correct the most common spelling and phonetic patterns in English.

5. **Apply reading and listening comprehension strategies to a short piece of academic writing or a simplified academic talk.**

Learning Objectives
Identify the main idea of a reading or listening passage.
Identify the important points of a reading or listening passage using semantic and syntactic clues.
Identify the supporting details and examples in a listening or reading passage.

6. **Identify and classify the function of the most common academic transitional words and expressions in readings and short listening passages.**

Learning Objectives
Identify and interpret transitional words and expressions that signal chronological order, cause-effect, and other rhetorical modes.
Use transitional words and expressions as a guide to distinguishing and organizing notes on main points and details in a lecture.

7. **Summarize the main points and support for arguments in reading and listening materials in one's own words.**

Learning Objectives
Use a graphic organizer to capture only the key words and phrases of a reading or passage.
Paraphrase reading and listening passages by breaking up compound and complex sentences into simple sentences.
Use synonyms and antonyms to replace the original words in a passage.
Change the subject and voice of a sentence in order to rephrase it.

8. **Navigate D2L and other online learning resources effectively.**

Learning Objectives
Locate and extract important information from course syllabi on D2L.
Find and be able to explain the content and purpose of the various sections of a D2L site.
Locate and print out readings from a D2L course site.
Locate and listen to lecture and video materials on a D2L course site.
Submit work successfully to D2L course sites.

9. **Critically reflect on the expectations of higher education in the U.S.**

Learning Objectives
Compare the organization and expectations of SCC and the Minnesota State system to previous sites of learning and/or systems of higher education in other countries.
Evaluate the merits and demerits of educational systems around the world.
Express one's opinion and recommendations regarding the U.S. educational system and educational culture.

10. **Utilize a variety of test preparation skills.**

Learning Objectives
Utilize flashcards and/or online study aids such as Quizlet.
Form and use study groups with classmates.
Create pictoral input charts using mnemonic aids such as colors, visuals, and first languages of students.

11. **Acquire, interpret, and use grammar rules to comprehend written and spoken texts.**

Learning Objectives
Identify and label the parts of speech (word classes) in English.
Classify words according to their morphology (such as roots, prefixes, and suffixes) and position/order in a sentence.
Identify and correct errors with subject-verb agreement and singular/plural nouns.
Identify the nouns to which pronouns refer, and correct errors in pronoun case, number, and usage.
Distinguish simple from compound sentences and correct errors in the choice of coordinating conjunctions.
Distinguish the form, usage, and meaning of verb tenses in reading and speech.
Demonstrate comprehension of the structure and meaning of simple types of complex sentences, starting with adverb clauses of time and cause/effect.

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations.   North Mankato: Room B-132, (507) 389-7222;   Faribault: Room A-116, (507) 332-5847.

Additional information and forms can be found at: www.southcentral.edu/disability

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.