



South Central College

# EAP 0095 English for Academic Purposes: Advanced College Writing and Grammar

## Course Outcome Summary

### Course Information

<b>Description</b>	EAP 0095 English for Academic Purposes: Advanced College Writing and Grammar is equivalent to ENGL 0090 for multilingual students who speak English as a Second Language. This course offers instruction in complex sentence structure and strategies for learning and using vocabulary from the Academic Word List, within the context of writing academic essays, participating in discussions, and giving academic presentations. Students will develop their narrative, expository, and argument writing skills using a writing process that includes pre-writing, drafting, revising, and editing final drafts for proper spelling, punctuation, and grammar. In addition, students will analyze and practice strategies for interacting effectively with their instructors and classmates in class and on campus. <b>(Prerequisites: Grade of C or better in either ENGL 0080 or EAP 0085, or determination of the EAP coordinator using multiple assessment measures).</b>
<b>Total Credits</b>	4
<b>Total Hours</b>	64

### Types of Instruction

Instruction Type	Credits/Hours
Lecture	4/64

### Pre/Corequisites

Grade of C or better in either ENGL 0080 or EAP 0085, or determination of 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. Observe, analyze and practice the communication strategies and language need to interact effectively with instructors in speech and writing.**

**Learning Objectives**

Use Outlook to receive and send email messages.

Use appropriate language and strategies to make an appointment with an instructor in person and by email.

Observe and practice strategies and language for entering an instructor's office and beginning the conversation.

Analyze and adopt polite language and strategies for making requests and asking for clarification.

Observe and practice strategies and language for thanking an instructor and ending the conversation.

**2. Observe, analyze, and practice the communication strategies needed to participate in classroom discussions.**

**Learning Objectives**

Analyze and practice the roles and associated language of facilitator, participant, note-taker, and reporter in a class discussion.

Take, offer and yield the floor in a discussion.

Support a speaker in a discussion.

Politely agree and disagree.

Summarize and report on a group discussion.

**3. Recognize, use and fix common errors with simple, compound, and complex sentence structure.**

**Learning Objectives**

Identify and be able to form simple, compound, and complex sentences.

Identify and produce independent vs. dependent clauses.

Identify and repair run-on sentences, comma splices, and sentence fragments.

Identify and explain the function of various types of adverb clauses, noun clauses, and relative (adjective) clauses.

Distinguish and correctly choose between coordinating conjunctions, transition words, and subordinators.

**4. Review paragraph structure and expand upon it to develop a knowledge of essay structure.**

**Learning Objectives**

Compare and contrast the topic sentence of a paragraph with the introductory paragraph of an essay.

Compare and contrast the supporting details of a paragraph with the body of an essay.

Compare and contrast the concluding sentence of a paragraph with the conclusion of an essay.

Analyze and compare the cultural conventions of English academic essay organization with non-English rhetorical conventions. English conventions include the hook, thesis statement, and foreshadowing in the introduction, along with restatement, summary, and moves such as prediction, suggestion, and persuasion in the conclusion.

Compare and contrast the values of objectivity, logic, support, evidence, cohesion, and coherence in English academic writing with essay writing traditions in other cultures.

**5. Identify, analyze and adopt rhetorical patterns of essay organization and oral presentations.**

**Learning Objectives**

Classify paragraphs, essays, and academic lectures according to their predominant rhetorical pattern, such as description, definition, comparison and contrast, cause and effect, process, narrative, and so on.

Practice and adopt rhetorical patterns according to the purpose of writing and speech.

Integrate two or more rhetorical patterns into the same paragraph, essay, oral report or presentation according to the purpose.

Practice and apply knowledge of rhetorical patterns to practical tasks such as reading-response and discussion assignments, using examples from actual academic courses at SCC.

**6. Study, practice and apply common academic vocabulary and phrases associated with each type of rhetorical essay pattern.**

**Learning Objectives**

Use verbs of cognition such as "believe, realize, recognize," and that-clauses (noun clauses headed by that) to express opinions and degrees of certainty in persuasive speech and writing.

Learn and use academic transition words and expressions to show relationships between ideas.

Learn and use reporting verbs such as admit, announce, complain, confess with -that clauses (noun clauses) in summaries and reports.

Memorize and use between 10 and 20 words from the Academic Word List each week.

**7. Learn, practice and utilize syntactic structures associated with particular writing genres/rhetorical patterns.**

**Learning Objectives**

Use indirect questions and indirect imperatives to make requests and give advice.

Form and strategically use active vs. passive sentence and verbs and objects in the passive.

Form the passive with "be going to" and modals, with the verb "get," and with gerunds and infinitives.

Use identifying subject relative clauses, nonidentifying subject relative clauses, and subject relative clauses headed by "whose."

Correctly use real and unreal conditionals.

Use adverb clauses and subordinators.

**8. Observe, analyze, and practice the communication strategies and language needed to participate in an experiment or lab.**

**Learning Objectives**

Follow instructions for a short experiment and report on the results to the class.

Observe a lab class in person or on video, and take notes on the steps followed and the language used.

Read and analyze lab notes of other students.

**9. Identify and use structures and processes for composing essays and presentation drafts .**

**Learning Objectives**

Ask clarification questions about writing assignments.

Think about the readers or audience and their expectations.

Brainstorm, free write, and generate ideas orally and in writing.

Organize and outline ideas.

Create a first draft.

Seek feedback from peers, academic support center tutors, and instructors.

Revise and edit.

Proofread and use online proofreading resources such as Grammarly.

**10. Study, analyze, and adopt effective verbal and non-verbal techniques for delivering an oral presentation using slides.**

**Learning Objectives**

Reduce key points to just key words and headings, and use a clear and easy-to-read layout.

Find or create pictures, charts, and other visuals.

Make eye contact and speak without looking at slides or a script.

Speak smoothly, slowly, and clearly, and pause between ideas.

Point and use demonstrative phrases.

Use signal words to guide the audience or reader.

Ask questions of other speakers, and respond to questions and comments from the audience.

Speak loudly and use varied intonation.

**11. Review, practice, and apply punctuation and spelling rules.**

**Learning Objectives**

Identify and correct spelling errors due to negative phonological and orthographic transfer between first language(s) and English.

Learn, practice, and apply the rules for the capitalization of nouns in English.

Learn, practice, and apply the rules for spacing between lines, words, and paragraphs, and indentation.

Learn and practice the rules for using periods, commas, quotation marks, colons, semi-colons, dashes, question marks, and explanation points.

**12. Understand the Western definition of plagiarism and how to avoid it.**

**Learning Objectives**

Paraphrase in own words, keeping the same details and ideas as the original.

Summarize by changing the sentence structure and vocabulary, but expressing the main idea of an original passage in a shorter form.

Describe the purposes of citation and the two parts of a citation (in-text citation and a Works Cited List).  
Define plagiarism, contrast it with related concepts in other cultures, and explain the consequences of plagiarism according to practices in U.S. higher education.  
Define in-text citation, why it is important, and what information it should include.  
Use in-text citation formats according to the MLA.  
Use rules for creating a Works Cited list according to the MLA.  
Locate three or more different types of sources in the SCC library, and use them to create in-text citations and a Works Cited List.

### **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](http://www.southcentral.edu/disability)

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