

DEREE COLLEGE SYLLABUS FOR:							
EAP 1001 ENGLISH FOR ACADEMIC PURPOSES I 9/0/6 (Updated Spring 2024)							
PREREQUISITES:	None						
CATALOG DESCRIPTION:	This course focuses on developing student ability to use English in a college setting. It refines students' writing and reading skills; improves their ability to understand spoken language and delivering an oral presentation in a college setting; develops their ability to express themselves at an effective operational level of proficiency. <i>This course is offered for non-graduation credit.</i>						
RATIONALE:	This course is intended for students who need to improve their English skills to the level of being admitted to EAP 1002. It is designed to improve students' control of language and develop their abilities in reading, writing, listening and speaking in a college setting to proceed to EAP 1002.						
LEARNING OUTCOMES:	As a result of taking this course students should be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of and ability to apply reading strategies to college-level texts at a lower advanced level. 2. Demonstrate ability to write a well-structured essay with accurate lower-advanced-level grammar and vocabulary on a topic appropriate to the college classroom. 3. Show comprehension of spoken English on general topics and topics relevant to the college classroom at a lower advanced level. 4. Demonstrate ability to deliver a well-organized oral presentation in a college setting using appropriate lower-advanced-level vocabulary and grammatical structures. 5. Demonstrate ability to use lower advanced grammatical and syntactic structures and vocabulary correctly. 						
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: Large and small group discussions and activities Listening comprehension activities Writing tasks (in and out of class) Peer feedback workshops Outside-of-class meetings with the instructor Group/individual tutorials through Student Academic Support Services						
ASSESSMENT:	Summative: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I. Essay</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>II. Use of English (midterm & quizzes)</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>III. Final assessment (Final exam and Oral Presentation)</td> <td style="text-align: right;">35%</td> </tr> </table>	I. Essay	20%	II. Use of English (midterm & quizzes)	35%	III. Final assessment (Final exam and Oral Presentation)	35%
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IV. Class preparation and participation	10%
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Formative:

In-class and out-of-class assignments in preparation of exams and essay	0%
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The formative “In-class and out-of-class assignments” aim to prepare students for the essay, midterm exam and final exam. The “Essay” tests learning outcome 2. The “Use of English” tests learning outcome 5. The “Final assessment” tests learning outcomes 1, 3 and 4 (the “final exam” tests learning outcomes 1 and 3, and the “oral presentation” tests learning outcome 4).

I. The essay will be taught as a “package” and constitute multi-week units. To receive a passing grade for the essay, students must complete all stages of the assignment by submitting an outline, a first draft, and a revision on the dates specified by the instructor.

Essay: 400-500 words

All essay-related work must be word-processed. All stages must be submitted through Blackboard/Turnitin as well as turned in to the instructor in hardcopy form.

III. The presentation will include five (5) PowerPoint slides and will last between 4 and 6 minutes. It will be taught as a package. To receive a passing grade for a presentation, students must complete all stages by submitting a topic and slides on the dates specified by the instructor.

IV. Class preparation and participation includes attendance, performance in class meetings and preparedness for classes including homework, and it is assessed via a rubric that rewards all the above.

End-of-Term Portfolio Submission: In order to facilitate assessment and to receive a final grade, students will turn in a folder at the end of the term that contains all of their previously assessed work (i.e., outline, first and final draft of the essay, slides of presentation as well as any accompanying material, such as homework). The instructor will give students specific guidelines for the order of the content and for any additional material students should include in their portfolio.

Given the emphasis on in-class learning, students are required to attend 92% of instructional class time.

Students taking this course are not eligible for re-sits on failed course assessments. The final grade is derived from the weighted average of all class assessments.

	EAP 1001 may be repeated only once.
INDICATIVE MATERIAL:	<p>REQUIRED MATERIAL: Jeremy Day, Graham Skerritt, Kieran Donaghy. <i>American Language Hub. Level 5 Student's Book</i> + access to Student's App. Macmillan Education. ISBN 978-0-230-49752-8</p> <p>Michael Vince, <i>Language Practice for Advanced</i>. Language Practice New Edition C1 Student's Book Pack with Macmillan Practice Online Without Answer Key. ISBN 9780230463806</p>
COMMUNICATION REQUIREMENTS:	With the exception of in-class writing, all written work submitted to the instructor must be word-processed in Word.
SOFTWARE REQUIREMENTS:	Word, PowerPoint
WWW RESOURCES:	<p><i>Cambridge Online Dictionary</i> http://dictionary.cambridge.org/</p> <p><i>Academic Word List</i> http://www.uefap.com/vocab/select/awl.htm</p> <p><i>The Purdue Online Writing Lab</i> https://owl.english.purdue.edu/</p> <p><i>Guide to Grammar and Writing</i> http://grammar.ccc.commnet.edu/grammar/</p> <p>BBC EFL Site http://www.bbc.co.uk/learningenglish/</p> <p><i>TEDx Talks:</i> http://tedxtalks.ted.com/</p> <p>Presentation Skills http://www2.hull.ac.uk/lii/skills-development/idl/essential_it/presentation.aspx</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Reading skills <ol style="list-style-type: none"> 1.1 Identifying main ideas and supporting information 1.2 Reading for detail 1.3 Understanding implicit meaning 1.4 Inferring the meaning of words 2. Writing skills <ol style="list-style-type: none"> 2.1 The writing process <ol style="list-style-type: none"> 2.1.1 Prewriting 2.1.2 Drafting 2.1.3 Revising 2.1.4 Editing 2.2 Paragraph Structure 2.3 Essay structure

- 2.3.1 Introductory paragraph
- 2.3.2 Body paragraphs
- 2.3.3 Concluding paragraph
- 3. Listening skills
 - 3.1 Listening for the gist (scanning)
 - 3.2 Listening for details (skimming)
- 4. Oral presentation skills
 - 4.1 Presenting to and engaging audience
 - 4.2 Speaking confidently and using clear and comprehensible pronunciation
 - 4.3 Supporting content with relevant and concrete details
 - 4.4 Producing coherent and unified content
- 5. Grammar
 - 5.1 Nouns
 - 5.2 Articles, determiners and quantifiers
 - 5.3 Pronouns
 - 5.4 Prepositions
 - 5.5 Adjectives and adverbs
 - 5.6 Tense
 - 5.6.1 Present
 - 5.6.2 Future
 - 5.6.3 Past
 - 5.7 Aspect
 - 5.7.1 Perfect
 - 5.7.2 Continuous
 - 5.8 Modals and semi-modals
 - 5.9 Linking verbs
 - 5.10 Verb complementation
 - 5.11 Questions
 - 5.12 Reported speech
 - 5.13 Relative clauses
 - 5.14 Adverbial clauses and conjunctions
- 6. Vocabulary
 - 6.1 Idioms
 - 6.2 Collocations
 - 6.3 Phrasal verbs
 - 6.4 Synonyms
 - 6.5 Prefixes and Suffixes
 - 6.6 Word families
 - 6.7 Compound nouns